

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X377

School Name:

BRONX COMMUNITY HIGH SCHOOL

Principal:

FLORA GREENAWAY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Community High School School Number (DBN): 08X377
Grades Served: 9-12
School Address: 1980 Lafayette Avenue, Bronx, New York, 10473
Phone Number: 718-982-1026 Fax: 718-892-6941
School Contact Person: Flora Greenaway Email Address: fgreena@schools.nyc.gov
Principal: Flora Greenaway
UFT Chapter Leader: Sheila Cousins James
Parents' Association President: Irma R. Castillo
SLT Chairperson: Francis Rollins
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Francis Garcia
Student Representative(s): Kevin Davalos

District Information

District: 17 Superintendent: Juan Mendez
Superintendent's Office Address: _____
Superintendent's Email Address: JMendez@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: _____ Director: Mariano Guzman
Director's Office Address: NYC Department of Education
Director's Email Address: mguzman16@schools.nyc.gov
Phone Number: (212) 374-0876 Blackberry/
Cell646 450-4107 Fax: 212-356-3702

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Flora Greenaway	*Principal or Designee	
Sheila Cousins James	*UFT Chapter Leader or Designee	
Irma Castillo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Francis Garcia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kevin Davalos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tara Birkett-Bramble	CBO Representative, if applicable	
Iris Mojica	Parent	
Basilisa Villa	Parent	
Silvia Soto	Parent	
Georgina Franco	Parent	
Francis Rollins	Assistant Principal	
Margaret Hunte	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Courtney Kelly	Teacher	
Michael Mauro	Teacher	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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Contextual information

MISSION STATEMENT

At Bronx Community High school, (BCHS) we believe in creating a personalized learning plan that re-engages our students in this second-chance opportunity, as we provide, social, emotional and academic supports to foster their progress to graduation and beyond. At BCHS we believe that students learn best and are able to achieve their highest potential when they are known, accepted and cared about by the adults in the community. We believe that the school environment must be structured, such that clear expectations for student behavior and performance are consistently articulated and reinforced by all staff. We believe in frequent, transparent feedback in order to re-establish our students' confidence in schools as a place of success. Our staff works collaboratively to engage students and regularly share information about student progress. We hope to develop critical thinking skills in our students and inspire them to feel a sense of urgency towards making a positive contribution to their community and society. We feel that students learn best when we assess their prior knowledge and build upon their understanding and connect their learning in an authentic and relevant way as we provide multiple opportunities for college and career readiness.

BCHS is a transfer high school, located in District 8, designed to provide over-age, under-credited students who have a history of truancy with the opportunity to pursue a quality education, prepare for college and/or employment, engage in healthy personal relationships, and participate in the life of their communities. BCHS is run in joint partnership with the NYC Department of Education New York City Mission Society (NYCMS). Our population will reflect students who:

- Have at least one year of high school experience
- Have a history of truancy
- Are at least 16 years old, and is over-age and under-credited,

Our admission process also adheres to the following guidelines:

- 16 years old: 0-10 credits
- 17 years old: 10-25 credits
- 18 years old: 25 credits
- Read at the minimum of a 7th grade level, based on assessment
- Are willing to participate in a small group and work individually with a advocate counselor

At the Bronx Community High School, we believe that students learn best when they attend school regularly and are provided the opportunity to engage with text: therefore, we identify students' needs and provide assistance and

support to our students and their families. We monitor daily attendance by providing family and community outreach, and offer awards and incentives for improving attendance. Our goal is to work with these students and their families to provide them with the necessary academic and social-emotional supports that will encourage and enable our students to develop their leadership potential.

BCHS/CBO/Community Partner Relationship/New Visions for Public School

The Bronx Community High School has forged robust partnership with community based organizations that have displayed fidelity in the work around youth development in which attendance intervention and dropout prevention as well as college and career awareness and readiness. Our partnerships with the following organizations have helped to re-engage some of our students who have been chronically absent and/or unpunctual.

New York City Mission Society (NYCMS)

The New York City Mission Society envisions a city in which every New Yorker thrives in a safe and loving environment, contributes to the overall well-being of the community, and receives the support needed to achieve a joyful and independent life.

Values

New York City Mission Society values kindness, compassion, dignity, respect, and excellence. The organization demonstrates these values by delivering services that encourage critical thinking, self-confidence, and resilience in the children, youth, and families we serve, positioning Older High School Students for Academic and Career Success. To that end, New York City Mission Society's has forged a partnership with the New York City Department of Education and the Bronx Community High School to provide opportunities for our students to achieve academically and socially. NYCM'S Learning to Work (LTW) programs are offered at four transfer schools throughout the Bronx, Manhattan and Brooklyn to support these students in their studies and prepare them for success in college and the work world. The programs provide four main services: 1) student support, including counseling, workshops, tutoring, and cultural activities; 2) college guidance and preparation; 3) job skills development and career exploration; and 4) supported internships. The programs serve 750 students this year, 250 of whom are in paid internships.

Yeshiva University Mentoring Program

Yeshiva University provides monthly mentoring focused on college and career readiness and awareness for twenty from the Bronx Community High School.

Progress made for the 2014-2015 School Year

BCHS and New York City Mission Society are continuing the work that was started with Inwood House. In the fall, 2015, the Bronx Community High School will continue the partnership with Inwood House through the program called Teen Choice with the outcomes being measured by Mathematica. The program included a blind selection of students who participated in classes focused on healthy relationship, sexual education, pregnancy prevention which offers twelve weekly one hour classes. Our program director and the principal have been working together to participate in this project. Our hope is to continue the program total reduce the number of unwanted pregnancies, reduce the number of sexually transmitted illnesses and entice students across these three programs to attend school regularly, and achieve their career goals.

The VE class

The Bronx Community High School will continue its collaboration with the Virtual Enterprise program. Our students were afforded the opportunity to participate in a full year, 90-minute an interactive curriculum, external learning activities, and sequential coursework in business, economics, finance and career education, preparing students for post-secondary education and the workplace. The students were afforded a program that provided them with exposure to an

international network of simulated businesses (practice firms) in which students' trade with other students from around the world; thus, exposing the students to different cultures and the global marketplace. Overall, the VE class has developed our students understanding and appreciation as well as their interest in the areas of accounting, advertising, finance, hospitality, technology, to name a few).

College for Every Student (CFES)

CFES has become an integral component of our school community because of its commitment to raising the academic aspirations and performance of under-served youth so that they can prepare for, gain access to, and succeed in college. The program engages our students in three core practices (mentoring/leadership through service/pathways to college) which allowed have allowed our students to engage and develop the skills necessary under the following areas:

• Mentoring

Our students participated in the Yeshiva University on a monthly basis, providing our students with college awareness and readiness skills. The Mentors in Medicine program engaged our students that are interested in a career in the health profession. Our students were given the opportunity to work in connection with the comprehensive health clinic on campus. The students gained life skills that are pertinent to their interest in the health profession.

Leadership through service

Our students were engaged in student leadership group at our school, the medical mentoring program, the Penny Harvest and the Soup Kitchen. The students' participation in service learning has provided opportunities for learning and development in the academic and personal behavior skills needed for college and career as well as the world of work.

• Pathways to College

CFES and our CBO partnerships have provided opportunities for students to visit college campuses and interact with students and faculty, and gain exposure to the admissions process, financial aid op

• CFES provides training throughout the school year for staff and students. Students receive training focused on mentoring, leadership, college preparation and persistence as well as school-college partnership workshops. Staff members are given the opportunity to participate in the planning and training workshops and the National Professional Development Conference. Professional development sessions are also provided for our staff. Our school receives ongoing on- and off-site support and evaluation.

The Bronx Community High School House Teams

The implementation of the House team is currently our most effective vehicle in our school's climate and culture. The House team has fostered a sense of community, and encouraged positive habits of the mind in our students' academic and social development, allowed more student to student interaction, student teacher connection and support, student re-engagement and attendance improvement. After reviewing the data for our transfer high school, we were made aware of the need for effective practices and a rich youth development component, to ensure that our students receive a meaningful high school experience that would propel them towards graduation and college and career. The House Teams were then structured for student leadership, collaboration and personalization in an effort to focus our student around attendance improvement and college and career readiness. Upon admission the Bronx Community High School, every student is assigned to a House based on credits earned. At the beginning of each cycle we provide orientation for each student in their individual houses. Each student was provided an Individualized Student Achievement Plan that clearly lays out the academic course needs for his/her graduation, and provides the opportunity for each student to set personal goals. The house teams also provided the opportunity for students to meet with them throughout the cycle to discuss student progress.

During the 2014-2015 school year, our staff has seen a reduction in student suspension, an increase in student attendance as well as the number of students that are college bound. Based on further analysis of the House teams, our staff has decided to increase the number of House intervention meetings, increase the number of students participating in the student leadership team, and provide additional support around academic and social development for the 2015-2016 school year.

The Framework for Great Schools

The Framework has provided an effective tool for our staff to refocus our work. This school year, the school leadership will begin the work around school improvement in our newly designed school improvement team. The work of the team is to analyze data based on the Framework as well as other data tools provided by the DOE and our New Visions, our Affinity Group. Based on the data revealed in the Framework, school leaders have refocused our work in order for our staff to capitalize on those areas in which our school has done well such as the challenging curriculum and effective school leadership. Our staff will also work to improve our instructional practice to further develop a rich and rigorous instructional practice. We will also emphasize, and reorganize in order to further strategize our efforts around the development of a strong and cohesive family and community ties.

This school year, we have experienced an increase in the number of Students with disabilities; in addition, we have designed a program to accommodate our new population of students in the the Integrated Co-Teaching (ICT) classroom. In order to ensure the effectiveness of our work, we have refined our mastery based grading policy as well as our Benchmarks which are both tailored to enhance the varied needs of all students, (General education, Student with Disabilities and English as a New Language Learners). During the 2015-2016 school year, our staff will receive professional development that is tailored to meet their individual goals as well as develop their ability to effectively instruct students in their content area. Together, we will work as a team, to laser focus on the following Key Areas:

- Reading and writing responses to information
- The Workshop Model
- Shift in our instructional focus in order to accommodate the Common Core Learning instructional shifts in teacher practice.
- literacy across the content areas
- Multiple entry points to meet the needs of the varied learners in our classrooms
- The Five Access Points for Comprehending Complex Text
- Development of our students Personal and Academic Behaviors

08X377 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	175	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	73.9%	% Attendance Rate			57.7%
% Free Lunch	67.7%	% Reduced Lunch			1.5%
% Limited English Proficient	4.0%	% Students with Disabilities			8.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			36.9%
% Hispanic or Latino	57.1%	% Asian or Native Hawaiian/Pacific Islander			3.0%
% White	2.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			20.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			2.5
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	51.5%	Mathematics Performance at levels 3 & 4			52.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

PROSE

As a PROSE school, the Bronx Community High School (BCHS) has the opportunity to redesign a program that affords opportunities for our school community. BCHS The school values effective leadership, collaboration and personalization. During the 2014-2015 school year, our staff worked collaboratively to develop and strengthen our school’s program in the areas of curriculum, as well as climate and culture. As a result we have developed a cadre of leaders who have honed the skills necessary for instructional as well as youth development leadership within our school community. During the 2014-2016 school year, we began the focus around a theory of change for the purpose of addressing the need for an increase in the number of students that are graduating from BCHS prepared for college and careers. To that end, we refined our grading policy to address mastery in all subject areas. The staff at BCHS has implemented a mastery-based learning curriculum in order to better personalize student learning experiences and give them the skills they need to master important subjects. This is especially necessary for our school since we are a transfer school designed to serve students who are over-age under-credited. Our staff was able to develop a model which enabled many of our students with the fortitude and resilience to achieve and excel in an environment that is academically challenging, but nurturing and supportive of our students. To further develop our concept of houses for all students, we have built and redesigned an infrastructure that includes our school’s intervention teams, our house supervisors and leaders, our director and youth advisors. Students were assigned to one of three houses designed to meet their varied needs.

Our staff made necessary adjustments to the student requirements for each house through the reapportioning of student credit accumulation, Regents earned, and mastery of class-work. The house model enabled the development of our students’ leadership abilities. The student leaders from each house have formed an overall student council within our school, capitalizing and developing on the student council system that is already in place at our school. Teachers and other staff members in our school continue to take on a variety of leadership roles and have substantial voice in shaping the direction we take on important issues; therefore, each block of houses were supported by blocks of teachers, advocate counselors, social workers, program manager, school leaders, and three of our teachers functioned as house supervisors for one of the three houses. Each supervisor responsibly took on the role and ensured that the overall progress of his/her house was met. The houses provided a structure for our students to develop their abilities to work collaboratively with their peers, and develop leadership skills within their teams.

In order to ensure that our staff was accurately gauging the students’ progress towards graduation, our house supervisors monitored the students’ academic and social development throughout the trimesters to ensure that our students remain on track for graduation and met on a weekly basis with the school leaders to discuss progress and next steps. This process enabled our school community to detect the early warning signs and quickly make informed decisions. To that end, each house team attached the College and Career Readiness Benchmarks to the students’ bi-weekly progress report. The house teams conferred with students to inform them of their progress and the necessary steps that must be adhered to. Students who were not making progress by the end of the first cycle were immediately

scheduled for Student-Teacher-Advocate Counselor meetings (STAC) to determine the necessary interventions to support and re-engage them in the educational process.

Needs:

Ongoing cycles of professional development and additional resources to support student academic achievement

key areas of support for the 2015-2016 school year

In order to ensure the successfully delivery of our key areas of support, our staff has begun the work in the following areas:

Tiered Courses

Our department teams are working together to redesign our tiered courses to ensure that our school is meeting our students where they are. Using our students' current data, each department is working cohesively to sequence as well as develop units of study that are aligned with the Common Core, and deliberately designed to address mastery in learning.

School Program

BCHS will revamp its program to accommodate additional periods dedicated to student achievement in the areas of reading and writing responses. The teachers will engage in reading in the content areas and argumentative writing responses, as well as writing responses to analytical writing presented within the instructional framework of their classes. Teachers will be expected to provide timely feedback with the intent of improving students' ability to respond to logic with claims, state claims, present counterclaims, provide reasons, and evidence to support their argument/answers.

BCHS will create a daily period nine (9) class to address struggling learners, providing them with academic intervention support that will close the achievement gap for all students. Students will be given the opportunity to engage in additional tutoring that will support their core academic classes, afford credit recovery and credit accumulation, and provide additional support for informational reading and writing.

PM School

This school year, we will revamp our PM school to tailor to the varied needs of our students. In order to further support the re-engagement of our students in the educational process, we will provide a plethora of clubs and classes which afford the students the opportunity to engage in the Arts, and other core academic subjects as well as college and career development, enrichment and homework assistance. Students will also be trained and supported as peer mentors.

House Intervention Support Teams

We will continue to laser focus on student attendance to address the underlying causes of poor attendance as well as the strategies for student re-engagement. As a transfer school, we have been plagued with low student attendance which has a direct effect on student performance. In order to combat the problem, we decided to develop support teams that would engage all stakeholders. Our House intervention teams will continue to group students into two teams based on their needs. One of the intervention teams will continue to work directly with truants and our most at risk students to re-engage them in the educational process. To recognize the success of our students who attend school regularly and are on track for graduation, the other intervention team will continue to provide targeted support for these students.

Each intervention team will continue to provide one-on-one and group support for the students. Each student is given an initial visit with the intervention team to discuss the student's progress and next steps for success. The student is then placed on a learning plan that is designed to address his/her individual needs. The plan must be signed by the students and their parents and adhered to. Students also meet in peer-groups to discuss their progress and share ideas. The students met with their intervention teams on a bi-weekly basis to discuss their progress and the necessary steps that must be adhered to by all students.

In order to deepen the work and maintain an enduring structure for our students to thrive, our school community implemented a variety of tiered intervention services which will give students the following options:

Family Group Classes

We will further develop our family group classes to address the academic behaviors. Based on the knowledge and skills gained by our school community, our staff believes that our students' success at our school is directly linked to the interconnectedness of all stakeholders (staff/students/parents), so we will continue to connect small groups of students to their teachers; to support them as they acclimate with our school culture; secondly, we will continue to design the groups to build a stronger bond between teachers and students in order for the students to have at least one adult in the building with whom they are comfortable with communicating; thirdly, we will continue to establish relationships with parents to support their son/daughter in increasing the number of days they attend school. The family group structure has become an integral component of our youth development program as it has promoted social growth through the bonding of students in their family groups. Family Group has also engendered academic success. As part of the academic support, students have the opportunity to switch family groups based on their needs around academic or social skills development; for example, if a student needs regent's preparation, they can go to that family group teacher in the respective content area for assistance.

Priority Needs

Our school requires improvement in the number of students achieving college and career readiness as reflected in English and Mathematics CUNY 4 year readiness from 4.8% to 6.8% by June, 2016 as reflected in the New York City Department of Education Data Extractor.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the English and Social Studies teacher teams and the Mathematics and Science teacher teams will collaboratively develop rigorous CCLS-aligned units of study to improve rigorous instruction as measured by the development of three (3) units of study resulting in a 2% increase in student achievement on the Common Core English and Mathematics.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development and cycles of coaching for all staff members	Teachers	Sept, 2015 – June, 2016	School Leaders
Students with disabilities, English Language Learners, and other high-need students will receive additional support during our PM School and Saturday Academy.	Teachers	Sept, 2015 – June, 2016	School Leaders
Aggressive parent outreach will continue. We will continue to invite parent to our parent room that is available to them every Friday from 12:00 p.m. – 2:20 p.m.	Parents	Sept, 2015 – June, 2016	School Leaders
All stakeholders (School staff, parents, students and administrators) will work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, we will be involved in fostering a respectful environment.	Entire School Community	Sept, 2015 – June, 2016	School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Our school hires highly qualified teachers to provide a rich and rigorous instructional program to support the varied needs of our students. Our teachers will also provide additional support for our students during Saturday Academy as well as our after school programs. Our school will seek to provide additional funding for a staff developer to provide professional development designed to support our teachers' instructional practice. Basic emergency supplies will be provided for our students when necessary. Funding will be provided in the following areas:</p> <p>In order to achieve our annual goal, we will need additional support in the following areas:</p> <p>Teacher per-session to provide after school and Saturday Academy tutoring and other extra-curricular activities.</p> <p>Teacher per-session and per-diem will be offered to teachers attending professional developing as well as teachers providing coverage for teachers attending professional development.</p> <p>Supervisor per-session for all after school and Saturday Academy programs</p>

Professional Development will be provided by the school leaders and staff as well as staff developers.

Additional supplies to support the school's initiative.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our school identifies February 12, 2016 as our mid-point benchmark that will indicate the school's progress toward meeting our goal. We will compare our data using information provided in the New York City Department of Education Data Explorer to reflect an increase in the number of students on track for graduation from 10.0% to 12.0% as reflected in th NYCDOE Data Explorer.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths

Our school community has established and will continue to develop the work around the three pillars (Leadership/collaboration/personalization) which has allowed us to leverage our work. After careful analysis of our work, our school looked at the functional strengths and needs of the three pillars of our school.

Leadership:

Distributive leadership has become more evident and deliberate among our staff. Our development of student leadership reflects an increase in student attendance rate, an increase in student enrollment in community colleges, and a decrease in student suspension for the 2014-2015 school year as well as a deeper understanding of community and agency as evidenced in our students participating in leadership roles in their houses as well as in the school community.

Collaboration:

Collaboration has always been the cornerstone of our work at the Bronx Community High School. The teachers met in teacher teams, visit each other’s room’s and share feedback as well as mentor or support each other in professional development or mentoring of each other. Having the vested interest of the staff has helped to foster a culture that is conducive to the social and academic development of our students, and the building of community.

Personalization:

The Bronx Community High School continues to prioritize the importance of teachers setting goals for themselves, their students and their departments. The school leadership continues to meet with teachers to discuss their goals and their progress. We provided teachers with individualized professional development plan tailored to accommodate their needs, and personalized Student Achievement Plans for each student designed to personalize their learning.

Needs

Although our school has experienced an increase in student attendance, the school is still confronted with the challenge of getting all of our students to attend school daily. Using all of the strategies we have put in place, we will continue to seek ways in which we can combat the issue of poor attendance, the most challenging component of work. It is a fact that if students attend school regularly, they have the opportunity to make progress; on the other hand, it is extremely difficult for students to be successful when they are chronically absent. Our school seeks to improve our students’ daily attendance rate.

Priority Needs

The Bronx Community High School will further develop its inquiry team work around coherent practices that will positively impact the climate and culture of our school as it relates to our student’s academic and social development; thus, our staff seeks to increase student attendance from 64.9% to 65%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Inquiry team members will collaboratively analyze student performance tasks to capitalize and further develop and implement coherent practices that will influence our students’ social and emotional learning, academic achievement, personal attention and support and peer support for academic work practices at the school, resulting in high levels of student engagement as reflected in our overall average of 41.25% to an overall average of 45% as evidenced in our school’s Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>This school year, our staff will laser focus on writing across content areas to improve our students ability to compose a literate piece of writing as well as effectively respond to literature. In order to build upon our teachers' ability to lead the work, our teachers are receiving support from one of our New Visions Talent Coaches.</p> <p>All stakeholders (School staff, parents, students and administrators) will work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community; we will be involved in fostering a respectful environment.</p>	<p>Teachers</p>	<p>Sept, 2015 June, 2016</p>	<p>School Leaders</p>

<p>Our Climate and Culture Inquiry team will focus on parent engagement as a means of developing a cadre of parents that will become invested in our school's culture and climate in a meaningful and purposeful manner. As a result, of our work together, we hope to see a shift in our students attendance patterns, their work ethic and their leadership development.</p>			
<p>The achievement gap will be closed for students with disabilities, English Language Learners, and students who entered high school at a low performance level in English and Mathematics as reflected in their ELA and Math scores.</p> <p>Our students with disabilities receive the necessary support as mandated on their IEP's. This school year, our school has employed an additional special education teacher to support our new Integrated Collaborative Teaching (ICT) program.</p> <p>In order to enhance the reading comprehension skills of our Students with disabilities and our ELL students we will continue to afford them the Achieve-3000 program.</p> <p>Students with disabilities, English Language Learners, and other high-needs student will receive additional support in our PM School and Saturday Academy. , we</p>	<p>Students</p>	<p>Sept, 2015 June, 2016</p>	<p>School Leaders</p>
<p>Aggressive parent outreach will continue. We will continue to invite parent to our parent room that is available to them every Friday from 1:00 p.m. – 2:20 p.m.</p>	<p>Parents</p>	<p>Sept, 2015 June, 2016</p>	<p>School Leaders</p>
<p>School leaders are engaging our teachers in professional development that is geared towards our school-wide instructional focus which requires our students to engage in Productive</p>	<p>Entire School Community</p>	<p>Sept, 2015 June, 2016</p>	<p>School Leaders</p>

Struggle that will enable them to build their stamina for reading, writing and thinking through difficult tasks as well the ability across all content areas. Where necessary, other teachers are receiving support based on our instructional focus as well as coaching to address their individual needs.

The school leaders will continue to provide professional development and cycles of coaching for all staff members. The teachers will continue to receive frequent, low-inference observations that are aligned to the Danielson Framework for Teaching in order to build a shared understanding of effective teaching. The principal will provide professional development and individual coaching based on the identified needs of individual and groups of teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our school hires highly qualified teachers to provide a rich and rigorous instructional program to support the varied needs of our students. Our teachers are provided per-session to provide additional support for our students during Saturday Academy as well as our after school programs. Our school will seek to provide additional funding for professional development designed to support our teachers' instructional practice to improve our students' instructional outcomes. Funds for Basic emergency supplies are provided for our students. Funds are also allocated to increase parent engagement. In order to achieve our annual goal, we will need additional support in the following areas:

Teacher per-session to provide after school and Saturday Academy tutoring and other extra-curricular activities.

Teacher per-session and per diem will be offered to teachers attending professional developing as well as teachers providing coverage for teachers attending professional development.

Supervisor per-session for all after school and Saturday Academy programs

Professional Development will be provided by the school leaders and staff as well as staff developers.

Additional supplies to support the school's initiative.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our school identifies February 12, 2016 as our mid-point benchmark that will indicate the school's progress toward meeting our goal. We will compare our data using information provided in the Framework for Great Schools to reflect a 2.0% increase in our course clarity from 25.0 % to 27.0 %.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths

Teacher Leadership

The Bronx Community High School continues to pride itself on the fact that the school has developed teams of teachers across departments and in houses as well as inquiry teams which has been designed to develop and enhance the development of our work. The core academic department teams continue to meet twice weekly to create, revise and adjust curriculum to meet the diverse needs of our learners. Teacher teams used the Atlas protocol for Looking at Student Work to inform and make adjustment. Teacher teams utilized multiple data sets when looking closely at students and student work in stages; then, developed an intervention plan strategy.

Teacher teams were also responsible for promoting the implementation of the CCLS and the instructional shifts. Based on our data sets, The Bronx Community High School teacher teams worked collaboratively in order to ensure that the teams were maximized to support each other and the necessary practices were adhered to. Teacher teams met twice weekly; one meeting was designed to engage teachers in departmental meetings , and the other required teachers to meet in Inquiry Team to actively look at student data, discuss the data, plan and revise curriculum based on common expectations. The teams shared a symbiotic relationship that allowed the school community to capitalize on data that enabled each team to effectively conduct their findings around student development and achievement.

This school year, our school

Needs

Additional training to further develop and strengthen the teams’ impact on student achievement

Priority Needs:

Our school seeks to close the achievement gap for all students by improving the number of students graduating from our six year cohort from 32.04% to 40% by June, 2016.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the English and Social Studies teacher teams and the Mathematics and Science teacher teams will collaboratively develop rigorous CCLS-aligned units of study to improve rigorous instruction as measured by the

development of three (3) units of study that will result in student achievement which will reflect an increase of 2% from 66.5% to 67% as evidenced by the school's learning environment survey.

The annual goal will be achieved via our " **Looking At Student Work Inquiry Team**" which is focused closing the gaps in student learning as a means of developing and maintaining the students' level of proficiency in the core academic subjects in order to increase the students' capacity to pass Regents examinations and become college and career ready. The team is comprised of a teacher leader who leads and coordinates the team, and provide instructional support for other teachers from all of the content areas who will be an integral part of leading the work around the units of study based on data that will be collected from the New Visions Data Sorter, the NYCDOE Data Extractor as well as student classroom performance. Our teachers are receiving training and professional development from our New Visions Affinity Group as well as our leadership team.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
During the 2015-2016 school year, our school has revised the focus and organization of our Inquiry Teams. In order to support our new initiatives, our school will continue to provide professional development and cycles of coaching for all staff members.	Teachers	Sept, 2015 – June, 2016	School Leaders
We will continue to provide our students with disabilities, English Language Learners, and other high-needs students the additional support during the school day, Our school has employed an additional special education teacher to support our special education students in the ICT classrooms. Tutoring for our students with disabilities, our English Language Learners and other high-needs students will continue to receive additional support in our PM School and Saturday Academy.	Students	Sept, 2015 – June, 2016	School Leaders

The achievement gap will be closed for students with disabilities, English Language Learners, and students who enter high school at a low performance level as evidenced by a 2% increase to 10.9 from the current 8.9 reflected in our school's progress report.			
Aggressive parent outreach will continue. We will continue to invite parent to our parent room that is available to them every Friday from 1:00 p.m. – 2:20 p.m.	Parents	Sept, 2015 – June, 2016	School Leaders
Across the school community, we will be involved in fostering a respectful environment. All stakeholders (school staff, parents, students and administrators) will work toward the shared goal of improving student outcomes, preparing students for college and career.	Entire School Community	Sept, 2015 – June, 2016	School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

BCHS seeks to afford our students additional academic intervention support as well as extra-curricular activities; thus, our school hires highly qualified teachers to provide a rich and rigorous instructional program to support the varied needs of our students. Our teachers will provide additional support for our students during Saturday Academy as well as after school. Our school is currently receiving cycles of professional development from our Affinity Group. Our school will seek to provide additional funding for professional development designed to support our teacher's instructional practice. Our school provides Basic emergency supplies for our students. funding to increase our parent engagement is provided, as well as funding for our school Leadership Team (SLT) to support our school's initiative around our CEP goals as well as a laser focus on parent engagement. In order to achieve our annual goal, we will need additional support in the following areas:

Teacher per-session to provide after school and Saturday Academy tutoring and other extra-curricular activities.

Teacher per-session and per diem will be offered to teachers attending professional developing as well as teachers providing coverage for teachers attending professional development.

Supervisor per-session for all after school and Saturday Academy programs

Professional Development will be provided by the school leaders and staff as well as staff developers.

Additional supplies to support the school's initiative.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our school identifies February 12, 2016 as our mid-point benchmark that will indicate the school's progress toward meeting our goal. We will compare our data using information provided in the New Visions Sorter which reveal real-time data for our school. We also utilize the data revealed in the NYCDOE's Data Explorer to reflect a 2.0% increase in our CUNY two year (61.9%) and our CUNY four year (4.8%) data for college and career readiness

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

Instructional Leadership

Working to ensure that the Bronx Community High School develops effectively as a PROSE school, our staff has successfully experienced the gradual release of responsibility to our students using the research based Workshop Model for lesson delivery. The teachers created curriculum maps that were reflective of higher order thinking and aligned to the school’s core beliefs, and designed curricular which integrated Webbs Depth of Knowledge curriculum maps that were aligned to the CCLS standards and their lesson plans aligned to the Danielson Framework for Effective Teaching.

The school leaders conducted frequent, low-inference observations that are aligned to the Danielson Framework for Teaching to build a shared understanding of effective teaching. The principal provided professional development and individual coaching for all teachers. The principal also demonstrated to the teachers that professional development decisions are based on the identified needs of individual and groups of teachers; therefore, our teachers are receiving instructional support based on identified needs. Our teacher leaders received instructional support from one of our New Visions Talent Coaches. They team engaged in professional development that is geared towards our school-wide instructional focus. Where necessary, other teachers received support based on their instructional focus as well as coaching to address their individual needs.

The school leaders developed time in the schedule to meet with each teacher to deliver timely feedback and observation reports that capture the strengths and challenges of teacher practice and its impact on student learning and clearly integrates the next steps into the feedback cycle. In order to ensure that the observation and feedback process were yielding improvements in teaching and learning, the principal provided actionable feedback to the teachers, monitored growth over time, and identified needs. With the assistance of the literacy consultant, the principal provided individualized professional development plan for each teacher. Teachers received cycles of coaching after each observation to strengthen their pedagogy. Where necessary, our literacy consultant provided individualized coaching around our instructional focus as well as additional support to strengthen the teachers’ own instructional practice. The intention was deliberate; our quest to develop an effective cadre of teachers, by highlighting strong pedagogy that supports the relationship among curricula and student tasks through actionable feedback and coaching, and creating model classrooms that would serve as lab sites for all staff was realized, and continues to be a work in progress.

Needs

The school leadership will continue to engage in additional training and professional development to support the school’s theory of change as it relates to the school’s instructional leadership goals.

Priority Needs

Our school seeks to increase the number of students achieving college and career readiness for all students; thereby, closing the achievement for students with disabilities, English Language Learners, and students who enter high school at a low performance level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques as well as responses to writing, resulting in a 2% increase in the number of students achieving college and career readiness as reflected in English and Mathematics CUNY 4 year readiness from 4.8% to 6.8% by June, 2016 as reflected in the New York City Department of Education Data Explorer.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
During our weekly team meetings our looks at data, utilizes student data to gauge and refine assessments; then, makes recommendations. The teachers will continue to receive ongoing professional development during our weekly professional development sessions as well as their individual coaching sessions. We will also continue to provide cycles of coaching for all staff members.	Teachers	Sept, 2015 – June, 2016	September, 2015 – June, 2016
Students with disabilities, English Language Learners, and other high-needs students will receive additional support in their ICT, ELA, Mathematics as well as the students designated ESL classrooms. The students will also receive additional academic support during our PM School and Saturday Academy.	Students	Sept, 2015 – June, 2016	September, 2015 – June, 2016
Aggressive parent outreach will continue. We will continue to invite parent to our parent room that is available to them every Friday from 12:00 p.m. – 2:20 p.m.	Parents	Sept, 2015 – June, 2016	September, 2015 – June, 2016

All stakeholders (School staff, parents, students and administrators) will work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, we will be involved in fostering a respectful environment.	Entire School Community	Sept, 2015 – June, 2016	September, 2015 – June, 2016
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to achieve this annual goal, our highly qualified teachers will engage our students in a rich and rigorous instructional program to support the Common Core Learning Standards as well as provide social skills development to address the varied needs of our students. Per-session will be provided to support for our students during Saturday Academy as well as our after school programs. Our school will seek to provide additional funding for professional development designed to support our teachers' instructional practice. Basic emergency supplies will be provided for our students when necessary, and parent engagement will become a focal point of our work as we seek increase our parental involvement at our school.

In order to achieve our annual goal, we will need additional support in the following areas:

Teacher per-session to provide after school and Saturday Academy tutoring and other extra-curricular activities.

Teacher per-session and per-diem will be offered to teachers attending professional developing as well as teachers providing coverage for teachers attending professional development.

Supervisor per-session for all after school and Saturday Academy programs

Professional Development will be provided by the school leaders and staff as well as staff developers.

Additional supplies to support the school's initiative.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our school identifies February 12, 2016 as our mid-point benchmark that will indicate the school's progress toward meeting our goal. Our school will reflect a 2.0% increase in our assessment practices from 60.0% as reflected in the Framework for Great Schools to a 62.0% increase.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths

CBO/Community partners Partnership

The critical partnership between the community based organizations (CBO), the community partners and our school was paramount to the success of our students. By reviewing the data for our transfer high school, we were made aware of the need for effective practices and a rich youth development component, to ensure that our students receive a meaningful high school experience that would propel them towards graduation and college and career. Our school has been working with our partners to afford our students opportunities. To that end, the BCHS has gained traction in college and career and as well youth development programs such as mentoring, college tours to name a few of the opportunities that were provided for our students.

In order to deepen the work around strong family and community ties, the Bronx Community High School has forged robust partnership with community based organizations that have displayed fidelity in the work around youth development in which attendance intervention and dropout prevention as well as college and career awareness and readiness. Our partnership with the Monroe College has allowed our students several opportunities to visit the campus and engage in workshops. To further equip our students with college readiness skills, the principal of the Bronx Community High School has forged a partnership with the Monroe College to provide the Monroe College Jump Start Program, an early college experience for the students on the Adlai Stevenson Educational Campus.

The Monroe College Jump Start Program

The Monroe College Jump Start Program will be offered on our campus beginning September, 2016. The program is designed for high school juniors and seniors to afford students the opportunity to enroll in an early college program. Our students will engage in Allied Health classes four days per week, two hours per day. The composition of the classes will include students from all of our campus schools. The classes will be instructed on our campus by a professor from the Monroe College Campus. It is the expectation of the Monroe College faculty and each campus principal that our students will further develop their academic abilities as well as their understanding and perseverance for college and career readiness.

Needs:

The Bronx Community will capitalize on the successes that we have gained around parental involvement; however, our staff seeks to develop a plan that is further inclusive of our families’ involvement in our school community. To that end, we will continue our commitment to working in conjunction with our parents, our School Leadership Team (SLT), and our community based organization in order to provide a number of initiatives to ensure services are targeted to meet the needs of students as well as being person centered with specific interventions designed for each student or group of students. To that end, our staff will continue to promote a school community that is inclusive of all stakeholders and reflective of a rich parent engagement program that actively engages families in their son’s/daughter’s

education as well as the operations and activities of the Bronx Community HS, and also to address concerns in a timely fashion. The Bronx Community High School has designated Friday as parent day. Families have been invited to visit between the hours of 1:30 p.m. – 2:30 p.m. every Friday.

Priority Needs

The school seeks to implement a plan that affords our staff the opportunity to develop a collaborative approach for teacher to teacher trust as well as a strong and cohesive parental involvement within our school community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the staff will work cohesively to develop a more collaborative approach that would engage all stakeholders in a partnership that will be inclusive of all staff members, families and community organizations, as measured by a 2% increase from 41.5% to 43% in parental involvement as well as a 2% increase in teacher collaboration from 11% to 13% as evidenced in the Strong Family and Community Ties in the Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Instructional Team Leaders will continue to meet with the school leaders to discuss findings from each team meetings and together with the administration informed decisions are being made. The entire staff meets once per week for professional development designed to address and develop the capacity of the staff and to achieve coherency of instructional practices. This school year, our team has focused in the following areas:</p> <ul style="list-style-type: none"> • School leaders actively monitor classroom instruction via the Danielson Framework for Teacher Practice and provide actionable feedback to teachers. 	<p>Teachers</p>	<p>Sept, 2015 – June, 2016</p>	<p>School Leaders</p>

- Our school community has implemented the shifts in ELA Literacy and Mathematics, and our curriculum is aligned to the Common Core State Standards.
- Our teachers actively engage with the Danielson Framework for instructional practices in order to develop their instructional practice.
- We have revised our tiered program for our classes to accommodate the varied readiness of our students; for example, based on our Regents data, our school community needed to shift our practice in the way in which we tiered all classes. All content area teachers are now planning integrated curriculums in order to embed school-wide literacy practices in support of the shifts in ELA Literacy and Mathematics
- The tri-state rubric is used to ensure alignment of our curriculum.

We will continue to Collaboratively refocus and redesign our offering of elective classes which were designed to support the core academic classes in order to provide students the additional support and enrichment needed to succeed in their core academic classes. As a result, all classrooms provide coherent strategies that enable the student to scaffold for information which is then capitalized upon in other classes where they have been able to transfer their skills, and inter-connect classroom instruction.

Students who have not passed the Regents examinations or have not achieved the CUNY metrics are placed in one of the elective classes for additional support.

In order to develop the most effective pedagogical practices, teachers actively design department, and personal goals based on the Common Core Learning Standards and Danielson Framework for Teaching Practices.

The school provides rigorous and coherent curricula that are aligned to the Common Core Learning Standards and/or content area and are accessible to a variety of learners in all subjects.

The school leaders will continue to support our teacher leaders. The school leaders will meet with the administration to discuss findings from each team meetings and together with the administration informed decisions are being made. The entire staff meets once per week for professional development designed to address and develop the capacity of the staff and to achieve coherency of instructional practices. This school year, our team has focused in the following areas:

<ul style="list-style-type: none"> • School leaders actively monitor classroom instruction via the Danielson Framework for Teacher Practice and provide actionable feedback to teachers. • Our school community has implemented the shifts in ELA Literacy and Mathematics, and our curriculum is aligned to the Common Core State Standards. • Our teachers actively engage with the Danielson Framework for instructional practices in order to develop their instructional practice. • We have revised our tiered program for our classes to accommodate the varied readiness of our students; for example, based on our Regents data, our school community needed to shift our practice in the way in which we tiered all classes. All content area teachers are now planning integrated curriculums in order to embed school-wide literacy practices in support of the shifts in ELA Literacy and Mathematics • The tri-state rubric is used to ensure alignment of our curriculum. 			
<p>Collaboratively, the school leaders will continue to work with the teachers to continue the work focused on a rich and coherent school program. Our school carefully refocused and redesigned our offering of elective classes designed to support each core academic class to provide students the additional support and enrichment needed to succeed in their core academic classes.</p> <p>As a result, all classrooms will continue to provide coherent strategies that enable the student to scaffold for information which is then capitalized upon in other classes where they have been able to transfer their skills, and inter-connect classroom instruction. Students who have not passed the Regents examinations or have not achieved the CUNY</p> <p>metrics are placed in one of the elective classes for additional support.</p> <p>Our House teams have been instrumental in developing student achievement plans which helps our school to gauge and refine our students' data as we prepare them for transition from high school and beyond.</p>	Students	Sept, 2015 – June, 2016	School Leaders

<p>House teams will continue to meet weekly to discuss our students' academic and social skills development; at the end of each benchmark, the team meets to discuss students progress. The end of each cycle indicates the school's progress toward meeting our goal. We will continue to use the following data sources to measure our students' progress:</p> <ul style="list-style-type: none"> • Benchmark assessments • Mock Regents Examinations • Regents Examination • Credit accumulation • Mastery of Core academic classes <p>Our students with disabilities and our ELL population will continue to receive their mandated services as well as additional tutoring after school and during Saturday Academy. Counseling support will also be provided accordingly.</p> <p>Students who are performing below the expectations as outlined in our mastery based grading policy, will be scheduled for an intervention meeting with their House team where they will be given the opportunity to work with the team in developing an intervention plan that is designed to change the current trajectory.</p>			
<p>During our PTA and SLT meetings, we will provide workshops and trainings tailored to meet the needs of our parents, and we will also work with the parents to develop strategies that will encourage parent participation and increase parental involvement. Aggressive parent outreach will continue. We will continue to invite parent to our parent room that is available to them every Friday from 12:00 p.m. – 2:20 p.m.</p>	Parents	Sept, 2015 – June, 2016	School Leaders
<p>All stakeholders (School staff, parents, students and administrators) will work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, we will be involved in fostering a respectful environment.</p>	Entire School Community	Sept, 2015 – June, 2016	School Leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Our annual goal will be achieved based on the preparation of our highly qualified teachers who will engage our students in a rich and rigorous instructional program to support their college and career readiness. Our teachers will also concentrate on developing student transitional plans that target students learning needs, their goals and objectives. Teachers will provide additional support for our students during Saturday Academy as well as our after school programs. Our school will seek to provide additional funding for professional development designed to support our teachers' instructional practice. Our school has provided funding to afford our students the opportunity to receive Basic emergency supplies as well as funding to increase our parent engagement.</p>

In order to achieve our annual goal, we will need additional support in the following areas:

Teacher per-session to provide after school and Saturday Academy tutoring and other extra-curricular activities.

Teacher per-session and per-diem will be offered to teachers attending professional developing as well as teachers providing coverage for teachers attending professional development.

Supervisor per-session for all after school and Saturday Academy programs

Professional Development will be provided by the school leaders and staff as well as staff developers.

Additional supplies to support the school's initiative.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our school identifies February 12, 2016 as our mid-point benchmark that will indicate the school's progress toward meeting our goal. We will compare the previous school year's progress and our current school year to measure our students' progress. e will compare our data using information provided in the Framework for Great Schools which currently reflects a 59.0% Family and Community Ties. We will increase the percentage by 2.0% to reflect 61.0% in the parent involvement category.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Based on the school's data that is being reflected in the New Visions Data Sorter, the New York City Department of Education Data Extractor and classroom data, we have included additional supports for our students with disabilities, English Language Learners, and other high-need students. The students will receive additional support in our PM School and Saturday Academy.	Tutoring in ELA and the Achieve 3000 Program	Small group and one-to-one, tutoring	During the school day, after school and Saturday Academy
Mathematics	Students with disabilities, English Language Learners, and other high-need students will receive additional support during our PM School and Saturday Academy.	Tutoring in Mathematics	Small group and one-to-one, tutoring	During the school day, after school and Saturday Academy
Science	Students with disabilities, English Language Learners, and other high-need students will receive additional support during our PM School and Saturday Academy.	Tutoring in Science	Small group and one-to-one, tutoring	During the school day, after school and Saturday Academy

Social Studies	Students with disabilities, English Language Learners, and other high-need students will receive additional support during our PM School and Saturday Academy.	Tutoring in Social Studies	Small group and one-to-one, tutoring	During the school day, after school and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All Students will receive At-Risk services as needed. We will also provide services for students in the crisis, students needing counseling support as well as academic intervention.	Counseling	Small group and one-to-one, tutoring	During the school day, after school and Saturday Academy

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for Recruitment</p> <p>In order to attract highly qualified teachers, The Bronx Community High School completes the following five step process:</p> <p>Step -1 All teachers are screened by our New Visions, our Affinity Group prior to their being recommended for the interview process.</p> <p>Step 2 An interview process is conducted by a team of administrators, teachers, students and one member of our New York City Mission Society, our Community Based Organization.</p> <p>Step 3 The team makes a recommendation for a demonstration lesson.</p> <p>Step 4 Candidates are contacted for the purpose of performing a demonstration lesson which is observed by the team.</p> <p>Step 5 The team collaborates on the decision making of the school.</p> <p>Step 6 All teachers are provided on site professional development tailored to meet their varied needs.</p> <p>Step 7 Our Affinity Group provides the opportunity for our teachers to receive support around effective teaching practices.</p> <p>Step 8 teachers participate in the school's Inquiry Team work to support the goals and objectives of the school as well as inform their own instructional practices.</p> <p>Step 9 Our staff receives cycles of coaching and ongoing professional development to support development.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All staff members receive support from New Visions, our PSO as well as Redesign and Class Link, our consultants.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

During our weekly team meetings our looks at data, utilizes student data to gauge and refine assessments; then, makes recommendations. Teachers receive ongoing professional development during our weekly professional development sessions as well as their individual coaching sessions.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	117,026.00	X	Section-6 Academic Intervention Services (AIS)
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,416,606.00		Section-7 Title-1 Program Information Part 2 (2-A)

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Bronx Community High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Bronx Community High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 377
School Name Bronx Community High School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Flora Greenaway	Assistant Principal Francis Rollins
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nakia Henry	School Counselor Lucia Dominguez
Teacher/Subject Area Noreen Villanueva/Spanish	Parent
Teacher/Subject Area Sheila James/ELA	Parent Coordinator Ruth Wise
Related-Service Provider Christine Rivera	Borough Field Support Center Staff Member Larry Gelb
Superintendent Juan Mendez	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	200	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	0	0	0	2	1	1	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																				

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE <u>0</u>	0	0	0	0	0	0	0	0	0	0
SELECT ONE <u>0</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	1	1	1	1	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	0	1	1	1	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	0	0
Integrated Algebra/CC Algebra	2	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	0	0	0
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	0	0	0	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Because the Bronx Community High School accepts students that are overage and undercredited, and are were already attending another school, upon enrolling in Bronx Community High School, students take the Gates-MacGinitie Reading Test to assess their reading/comprehension skills. The Achieve 3000 Baseline Assessment is also administered to ELLs by the ESL teacher. This determines their lexile score and reading comprehension level. Based on those assessments, the students prior assessment history, the students is provided a program tailored to meet their individual needs in a our heterogeneously grouped classrooms. In additional to classroom formative assessment, the students are given three week benchmark assessments to gauge the students understanding of the subject matter as well as progress that is being made by the student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Out of the 4 ELLs, 1 has improved from "Intermediate" to "Advanced", 2 have maintained their "Advanced" status for the past 3 years, and 1 (new student) is "Intermediate" - she has not taken the NYSESLAT since 2012. 2015 NYSESLAT results are still pending; however, the NYSESLAT data has revealed that the speaking, and listening skills of the ELL students are nearly at the same level as that of the natives speakers. Their reading comprehension and writing skills need improvement. They need to further develop their ability to make inferences, understand complex text, spelling, punctuation and capitalization. The instructional decisions are based on the needs and strengths of the ELL students. Our students with disabilities also struggle to complete timed tests because they lack the reading and writing stamina necessary for test completion. The data is used to inform our instructional plan regarding our ELL population; for example, our ELL teacher attends professional development that supports the instructional shifts, using text based evidence in the classroom. The Achieve 3000 program has been used as a vehicle to develop our students reading comprehension and vocabulary skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
 Our ELL has displayed achievement in speaking and listening; however, our students still struggles with proficiency in reading comprehension and writing. Our struggling learners are given extended time on tasks to enable them to complete assignments and assessments. In order to address the varied needs of our students, our teachers differentiate instruction, groups students, provide alternate texts in each classroom, leveled classroom libraries, Spanish/English dictionaries and glossaries as well as technology to support and enhance the students development in the

of
technology.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

2014 NYSESLAT results reveal that the 3 ELLs that tested were determined to be "Advanced". 100% of ELLs are able to test in English. 0 have passed the ELA Regents and 1 has passed the Integrated Algebra Regents. During house meetings and dept meetings, teachers review ELLs benchmark data and periodic assessment results to determine intervention services needed. For example, some ELLs have been assigned 2-3 periods of Achievement 3000 per week to improve their reading comprehension and writing skills specifically for informational texts. ELA/ESL teachers collaborate and co-plan with content teachers to incorporate more literacy and writing in subject-areas like Social Studies, Science and Math.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?

ELLs are given multi-level texts to support them at their reading levels. Teachers differentiate their instruction and use scaffolds such as graphic organizers, visual aids, cognates, etc. to support ELLs' comprehension. ELLs are also provided with bilingual dictionaries, picture dictionaries, thesauri and extra time on assessments. Small group instruction is used across content-areas. ELLs are often comfortable working in groups of similar language background students. ELLs are encouraged to outline words or concepts they had difficulty with and submit to teachers at the end of class (via Exit ticket).

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/a

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Item-analysis of Regents scores, NYSESLAT results, benchmark assessments and other periodic-assessments through inquiry teams and house meetings. Teams consist of the ESL teacher, content-teachers, a counselor and principal or assistant principal. We engage in a critical review of students' work, provide valuable feedback and suggest resources and RTI strategies to help students reach expected outcomes.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

The Bronx Community High School (BCHS) is a transfer school which accepts students that are overage and undercredited; therefore, our ELL population will have been in attendance for at least two years in another high school prior to transferring to the Bronx Community High School, and will have already been classified and appropriately placed. When families enroll their children at the Bronx Community High School, we give parents the Home Language Identification Survey (HLIS) and none have requested a different program other than Freestanding-ESL. The persons responsible for administering the HLIS are the ESL Teacher, Nakia Henry, Parent-Coordinator, Noreen Villanueva and Director of Student-Advisement, Tara Bramble. Because the families have not made any requests for any other programs, through small group and individualized instruction we are addressing the needs of ELLs. We offer our ELLs instruction in ESL as well as our core academic program. Our ELL teacher administers the annual NYSESLAT to our ELLs based on the testing procedures for their ELL mandates. If the school should admit students whose home language is other than English, the student will be promptly administered the NYSITELL within 10 days by our ESL teacher in order to determine the students' appropriate placement. If the parent selects an option other than ENL, the only program offered at BCHS, our guidance counselor and program director will work with the parent/s to find appropriate placement.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When the HLIS is administered, there are questions for parents to answer regarding a student's formal schooling prior to registering for school in the States. Based on the parents' response, we can determine if the student is a SIFE. Also, once a student is identified, a

notation goes into ATS. Students identified as SIFE will be administered the HLIQ, an interview in their native language as well as the NYSITELL within 10 days of their enrollment. We can rely on this information to follow the student throughout their entire student-career in NYC public schools. For newcomer SIFE-ELLs, we also use the Literacy Evaluation for Newcomer SIFE (LENS) to assess their early literacy, vocabulary, reading and math skills. Special Education students with ELL designations are required to participate in ESL classes.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

The identification for the newly enrolled students with IEPs is determined by the special education teacher, guidance counselor and the assistant principal to determine if the students are classified as students requiring special education services.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Based on the information in the ATS, our ELL coordinator is required to mail the entitlement letter in Spanish and English to each family.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

The Chancellor has promulgated Regulations and policies which establish complaint or appeal procedures to address a variety of issues affecting a child's education. These procedures are set forth in the following Chancellor's Regulations which may be viewed at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm> and the DOE's parent complaint procedures available at <http://schools.nyc.gov/Offices/FACE/KeyDocuments/Parent+Complaint+Procedures.htm>.

Our ELL teacher is responsible for keeping our parents informed of their right to appeal ELL status via emails, mailing backpacking of students, and telephone calls and parent orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Our ESL teacher is required to mail letters in Spanish and in English inviting the parents to an orientation. Within that letter, the parents are afforded pertinent information regarding contact information for all translation services. Parents are also afforded Parent-Workshops for ELLs with bilingual counselors, teachers and administrators. Videos are available in several languages. Parents also receive copies of the ELL Parent Brochure and other literature about our school. They are also informed that our school currently only offers a Freestanding-ESL program. If a parent requests a program not offered in our school, they have the option of transferring their child to another school in the district.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ESL teacher and Parent Coordinator work very closely with parents of ELLs to notify them of any program changes regarding our ELL program in our monthly newsletter. The Parent Coordinator also sends out letters (i.e. non-enrollment or continuation of enrollment) to notify parents of their child's ELL status of eligible services. If the parents do not request a program preference, the student will be placed in our school's ENL classes.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Based on the monthly review of students' academic files conducted by the Parent Coordinator and ESL teacher, the student will remain in the ENL program. If there are default choices, the school will enter those choices into the ELPC screen; then on the eighteenth day, of school, the school may select the "parent did not return the survey" into the screen.

9. Describe how your school ensures that placement parent notification letters are distributed.

Upon completion of the determination of the students' program, our ESL teacher will inform the parents in their home language, the program in which the students were placed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Monthly review of students' academic files conducted by the Parent Coordinator and ESL teacher: The ESL teacher will file copies of all letter sent to the parents as well as enclose in the students' cumulative file.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered by our ESL teacher. The test is administered in sections (Speaking/Listening/Written) over the course of 4 weeks in double-periods (if necessary), students are excused from subsequent periods to fulfill each session and modality of the test. Based on the results of the test, our guidance counselor will program the students according to their classification to ensure that the mandates for the number of minutes are in compliance.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our school will ensure that continued entitlement and transitional support parent notification letters are distributed based on the NYSESLAT which is administered annually. We will continue to correspond with our parents during Open House, Parent-Teacher correspondences once a week, Parent-Workshops and notification letters from our Parent Coordinator.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

4 out of 4 parents chose the Freestanding ESL program because they were made aware that that was currently the only ELL program we offered.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
At the BCHS, ESL instruction is delivered into a Freestanding, five days per week ENL heterogenously grouped grades 9-12 students in single (59 minute) periods of ESL instruction. Some ELLs receive push-in services. The ESL teacher collaborates with content-teachers via department, inquiry and house meetings to ensure that ELLs various academic and social needs are being met in the classroom. Content teachers are instructed by the ESL teacher how to use resources and strategies to build reading, writing, listening and speaking stamina. Small group instruction has been particularly successful. ELLs are placed in small groups of mixed proficiency levels. Three out of four ELLs were determined "Advanced" on the 2014 administration of the NYSESLAT and one student is "Intermediate." Our ENL students also receive additional reading comprehension and vocabulary development on the achieve 3000.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students are programmed with 540 minutes per week if they are Beginner ELL (Entering), 360 minutes per week if they are Intermediate (Emerging) and 180 minutes per week if they are Advanced (Expanding).
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
As a coherent practice, lesson plans are developed around the Workshop Model and grade-appropriate CCLS. The "Do Now" or "Entrance Ticket" is completed within the first 5-7 minutes of class. The purpose is to activate background knowledge and acclimate student to the lesson. Next is the "Mini-Lesson" in which explicit instruction and/or modeling is executed by the teacher to introduce students to the topic. For example, the teacher may provide a shared-reading for students to annotate or demonstrate a specific writing strategy. Afterwards, students usually get into small groups and complete the assigned task. Each task usually consist of a reading, writing and/or listening and speaking component. Students are encouraged to participate in class discussions by using Accountable Talk and Socratic Seminar. When writing essays, students are encouraged to read their examples of a "strong thesis" or "counterclaim paragraph" for example. This helps them to practice their speaking skills as well as encourages other students to participate in peer review. All assessments (formative and summative) are attached to a rubric which is distributed and reviewed before the task is assigned.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The BCHS does not evaluate students in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Across our school community, our ELLs are given practice assessments in preparation for the NYSESLAT and ELA Regents several times per year. Our "Looking At Student Work" Inquiry team focuses on the gaps in student learning. The team selects a target population of students which includes our ESL and students with disabilities. The team shares data gathered about the students, and together they develop academic intervention tailored to meet the varied needs of the students. In all of our classrooms, students are encouraged to use Accountable Talk to facilitate classroom discussions. They also use Socratic Seminar which helps boost their reading, listening and speaking skills and textual evidence to support their responses. Students are also encouraged to annotate as they read and devise a list of 2-3 questions or comments about the reading material. This often serves as their exit ticket and fulfills the writing modality.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

SIFE and newcomer students receive intensive support from their ESL teacher in the ENL classroom and also from the content area teachers based on the results of the LAB-R or the NYSESLAT. They are provided academic intervention services as well as counseling to support their individual needs. They are paired with teachers or students of similar language backgrounds to help acclimate them to the school and foster their interpersonal skills. Our Community Based Organization, Missions Society, provide Advocate Counselors whom work closely with ELLs to support their socioemotional needs. In the classroom, they are provided with a plethora of scaffolds and visual aids to support their learning. The use differentiated texts via Kaplan and Achieve 3000 to "meet them where they are." They receive explicit instruction and modeling from teachers so that they understand expected outcomes assessments

Intermediate ELLs receive their New York State Education Department (NYSED) mandated 360 minutes of ENL weekly instruction in 57 minutes classes five days per week. They are provided with the latest technology such as powerpoints, tutorials, podcasts, simulated learning via youtube, vimeo, discovered, etc. ELLs with 4 or more years status as an ELL's performance expectations are slightly higher. Their instruction includes more mainstream CCLS. For example, they are expected to decode complex texts and do literary analysis and argumentative writing (5-6 paragraphs).

Beginner ELLs are receiving instruction according to the 540 minutes mandated by the NYSED for ENL standard in 57 minutes five period per day classes. They are expected to write less, perhaps 3-4 paragraphs or less-depth paragraphs. All ELLs, regardless of proficiency status, receive test accommodations, i.e. extra time, separate location, bilingual dictionaries in all classes. Currently, we have no former ELLs.

Long Term ELLs, students with six or more years receive 180 minutes of mandated ENL and ELA instruction in heterogeneously grouped content area classrooms based on their proficiency level in 57 minute five days per week classes.

Former ELLs are provided equal access to all core academic classes, electives, extra-curricular activities, tutoring. Former ELLs are also provided all appropriate testing modifications as well as other requests made by the parents or school leadership. They are also entitled to all other mandated services such as SETSS and ICT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The school leadership conducts a review process; then, in consultation with the ESL teacher, the guidance counselor, student and parent, if it is determined that the student's academic progress has been adversely affected by the re-identification, the school leadership will provide additional support that will ensure the student's academic progress.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In addition to our ENL classes, our ELL students receive their instruction in five periods per day, five days per week of 57 minutes duration. ELL students with IEP's receive single periods of SETSS and ICT instructions to support their academic development. To assist our ELLs in the improvement of their overall writing skills, teachers are available for one-on-one tutoring sessions in their classrooms. Our students receive an instructional program that is aligned with Common Core standards. In addition to the targeted instruction, every student is given the opportunity to receive tutoring in the core academic classes as well as focused instructions to prepare them for the Regents examinations. Our ELLs attend these programs receiving additional academic support across the curriculum. These programs as well as our core curriculum classes focus on overall literacy skill development. Resources, instruction and assessment are leveled and differentiated. Our English

Chart teachers delivers small group instruction on writing skills. In order to gauge our students' progress, our teachers teachers administer a baseline assessment to assess the needs of our students. Students are then provided ongoing formative assessments and benchmarks assessments every three weeks to provide a summative assessment of the work in progress. Teachers conduct an evaluative assessment to determine the individual strengths and weaknesses of each student. Students reaching proficiency on the NYSESLAT will continue to receive instruction in the ELA classes. We continue to build our classroom libraries to offer our students a wide variety of leveled reading materials in core subject areas as well as class sets of dictionaries in English and the native languages of our ELL population. Alternate textbooks, graphic organizers, leveled non-fiction books, and Multimedia are utilized to differentiate instruction.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our instructional program is designed to monitor and support the language development, IEP goals and academic progress of our ELL SWP; therefore, the student program for our ELL SWP reflects stand alone ENL classes and resource room according to the mandates of of their ENL SWD mandates.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

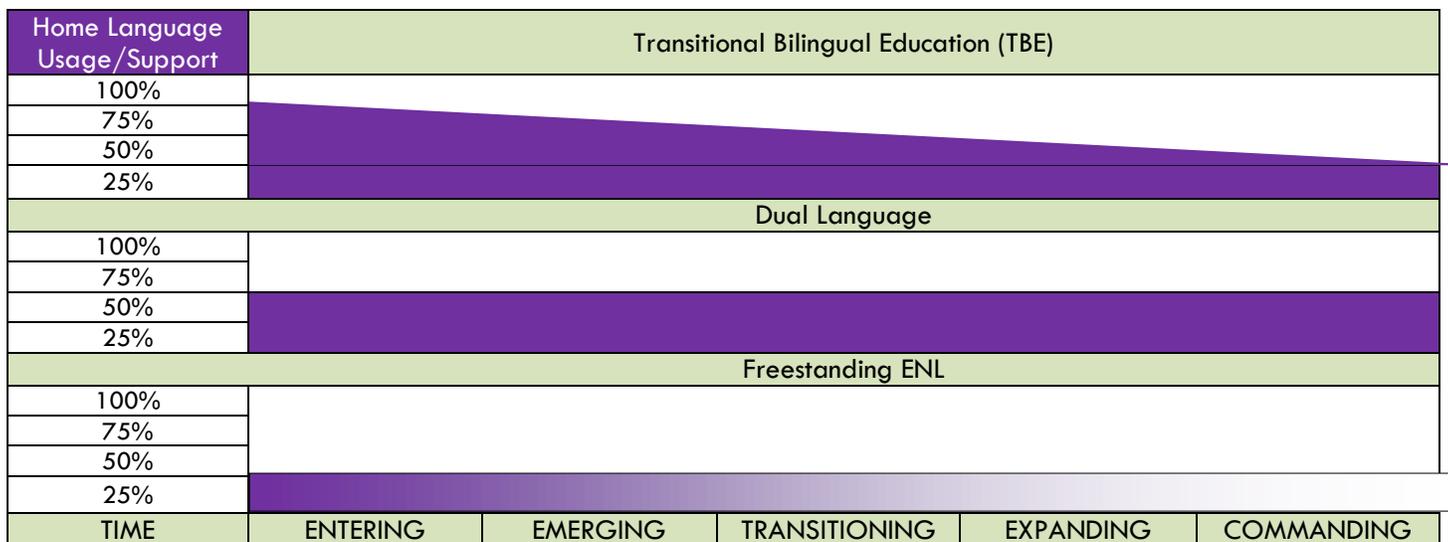


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All intervention services are offered in English. ESL teacher pushes into content classes on an as needs basis. In the ESL class, teacher uses the double-dose method to provide support in ELL struggling areas. We also use techniques such as repetitive language, rapid pacing, modeling, time to practice and discuss reading, and systematic and explicit instruction when reading complex texts.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Current ESL program is effective based on NYSESLAT data. No student has regressed. Two students progressed from Intermediate to Advanced within past 2 years. Co-planning and co-teaching has proven to be an effective method in helping students grasp content material and feel less intimidated by subjects like Social Studies.
12. What new programs or improvements will be considered for the upcoming school year?
This school year, our school will design a technology classroom to support the use of technology in the classroom for our students. Our students will also receive after school tutoring in support of their ENL and all of their core academic subjects.
13. What programs/services for ELLs will be discontinued and why?
The BCHS will not be discontinuing any program or services for our ESL students because our current program meets the needs of our ELL population. We have already discontinued our program in which our ELL's were only receiving instruction in the ELL classroom, and replace it with a stand alone ESL class which is being taught by our licensed, certified ESL teacher.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL's are always informed and afforded the opportunity to participate in all programs offered at our school. In order to support the academic as well as social skills development, students with disabilities, English Language Learners, and other high-need students receive their instruction in all of our core academic classes; they are afforded the required number of classes, SETSS and ICT classes as needed as well as mandated levels of ESL classes.
ELLs are also given equal access to all after school programs, Saturday Academy, guidance and counseling support and all other programs that are offered by our school.
ELLs are also afforded equal opportunity to the following afterschool and supplemental services provided by our school:
 1. Tracking of their academic progress and attendance via House and bi-weekly department meetings, creating goals and action- plans to re-engage borderline students
 2. Offering incentives for students in good standing (attendance and academically)
 3. Academic Intervention Services (zero period, lunch-tutoring, after-school support)
 4. Small group instruction across content areas
 5. Co-teaching ELLs in Humanities classes
 6. Offering Saturday Academic courses
 7. SETSS for ELLs with IEPs
 8. The Achieve 3000 Program
 9. At-Risk services as needed such as crisis intervention and counseling support
 10. All college readiness and awareness programs
 11. All afterschool clubs, sports teams or any other extra-curricular programs provided by our school
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
achieve3000.com, colorincolorado, scholastic.com, engageny.com, Digital Literacy, freerice.com
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The home language support is delivered to all students in our Spanish class which is being taught by a teacher that is fluent in Spanish and English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

House systems comprised of content-area teachers, counselors, parent-coordinator meet once a week, in which a detailed review of students' progress, entitled services, attendance records, etc is conducted. Students are programmed according to their mandated services as per ELL proficiency levels and IEP services. Students are also programmed into classes to prepare them for Regents exams.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The Bronx Community only admits students that are over age and undercredited and were already enrolled in high school for at least one school year. ELL students arrive at our school already designated as ELLs.

19. What language electives are offered to ELLs?

Presently, the Bronx Community High School does not offer any language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ESL teacher attends regularly scheduled professional development and training for ESL teachers that are offered by the New York City Department of Education DOE). Our school also provides regularly scheduled professional development and Inquiry team work during our designated professional development day on Monday from 2:20 p.m. - 3:45 p.m. In addition, our teachers receive professional development and coaching from our Affinity group as well as our external coaches and consultants. Our ESL teacher also participates in our literacy across content areas, as well as our current writing initiative. Our ESL teacher also pushes into other core academic classes to provide additional support for our ESL and other struggling learners. All teachers of ELLs at our school participate in biweekly meetings (via House and Dept Meetings) to review information about ELLs (i.e. new students, proficiency levels, academic progress, attendance records and behavior across classes). Teachers and advocate-counselors review students' academic status, discuss areas in need of intervention, create a list of next steps and goals for each student to help them progress to the subsequent "house" (grade level)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our ESL teacher regularly attends Professional Developments offered by the DOE DELLS or New Visions to learn the best practices available for ELLs in secondary school. School administrators also provide workshops on Citywide Instructional Expectations aligned to Common Core Standards. Our professional development is designed to ensure literacy across content area, the shifts in ELA, our writing initiative, and the Danielson Framework for Effective Teacher Practices.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Because the BCHS is a transfer school, our students only transfer to our school as an overage and undercredited high school student. At the point of their transfer, our students are provided the services needed via our New York City Missions Society, our community based organization (CBO) which provides a program manager, advocates counselors and a social worker to address the students' transition to our school as well as the socio-emotional support. Our House teams which are comprised of a house leader (Lead Teacher) and a team of teachers, guidance counselor, CBO and our parent coordinator to whom students are assigned to immediately acclimate the students to our schools culture which entails our schools academic and social skills development. Our guidance counselor also plays an integral role in providing programming support that meets the mandates for all students, mandated counseling, mandated counseling and student parent outreach. Our guidance counselor attends ongoing professional development focused on ESL, guidance and counseling, programming in our academic program and other school related topics to ensure that our school is in compliance. Our Coordinator of Student Affairs (COSA) provides students leadership training as well as other extra-curricular activities for all students which includes our ESL population. They are also placed with a House Leader to acclimate them to the new school/grade or "house", track their credit accumulation and facilitate their socioemotional needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Records of agendas and minutes from workshops are kept in a binder in the principal's office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parent letters are offered annually to notify parents of their child's NYSESLAT results (proficiency levels), as well as attendance records, academic status, Regents results and areas in need of intervention. Translation services are provided by the Bilingual Counselor and/or Parent Coordinator.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are encouraged to join the Parent-Teacher Association, the School Leadership Team as well as school Parent Orientation at the beginning of the school year/new cycle. Parents regularly receive mailing and school newsletter as well as a parent survey which enables the school to provide tailored services to meet the needs of our parents. Our school also provides a parent room for our parents every Friday from 12:00 p.m. - 2:20 p.m. as a welcome center to encourage our parents to come in and become acclimated with our school's culture and provide additional support for our school as well as other parents. Our parents are invited to all of our extra-curricular student activities and all of our open school nights. Our campus also affords our parents the opportunity to participate in our laundromat services which is provided for all parents..
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partner with the New York City Mission Society which provides support for all parents, including our ELL parents. Our school also invites other outside agencies to provide services for our parents as needed.
5. How do you evaluate the needs of the parents?
Our school provides surveys which are provided at PTAs/SLT meetings, student backpacked mailings, and emails, and parent-teacher correspondences (school letters, Skedula, etc) During our intake process, our intake team discusses our school's entire program. Our parent coordinator as well as our data specialist provides additional support regarding our school programs such as our DataCation and Skedula. Our school provides translation services for all parents via our parent coordinator and our Spanish teacher.
6. How do your parental involvement activities address the needs of the parents?
Our PTA and SLT meetings have become a focal point for us to learn more about our parents needs through their comments and concerns as well the offering of their services in various areas of our schools. We listen to our parents, our students who are sometimes the voice of their parents, we read our surveys that are returned by our parents, and we revise, tweak, refine or streamline our processes in response to our parents and students surveys, questions and comments. Our school also provides activities such as our annual Achievers Reception where we celebrate our students achievement in the areas of scholarship, attendance, sports, leadership and other areas of student achievement, and cultural activities to celebrate the various cultures that are represented in our school; our parents are invited to share in all of our activities and/or celebrations.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

A space was not provided for a response for question number two. Below is our school's response:

Our House teams and school leaders schedule regular meetings with students and their parents to discuss our students progress. The House teams keep a record of those meetings. The guidance counselor and attendance teacher also logs parent meeting via the ATS system. Our CBO also logs their meetings with parents. All PTA and SLT meetings are also kept on file, and parents' attendance at our school Open School Night and school activities/celebrations are kept on file with parent signatures enclosed.

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Flora Greenaway	Principal		1/1/01
Francis Rollins	Assistant Principal		1/1/01
Ruth Wise	Parent Coordinator		1/1/01
Nakia Henry	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Sheila Cousins James	Teacher/Subject Area		1/1/01
Christine Rivera	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lucia Dominguez	School Counselor		1/1/01
Juan Mendez	Superintendent		1/1/01
Mariano Guzman	Borough Field Support Center Staff Member _____		1/1/01
S. Dawn	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08x377

School Name: Bronx Community High School

Superintendent: Juan Mendez

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During our parent/ student intake interviews we identify student preferred language based upon the interview with the parent or guardian. In addition, we generate the information from the preferred language portion located on the Blue emergency contact card.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish,

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Intake flyers, Parent conference letters, Attendance letters, Administrative meetings, School bell schedule, Benchmark schedule, After school and Saturday academy sessions, Testing information such as Regents, PSAT, ASVAB. Report card, progress reports

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Night on September 30th, parent conferences on November 19th and 20th, Parent Teacher Association meeting (PTA) one Friday of each month, School Leadership team meeting (SLT), leadership meetings to discuss student progress and interventions after each benchmark, Student intake meetings with parents to discuss our schools policies and student expectations, IEP meetings with our special education teachers and related service providers, schoolwide celebrations and events such as Student Achievement Night and awards ceremonies.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our bi-lingual parent coordinator and guidance counselor will ensure that non English speaking parents will receive oral and written notification with regards to schoolwide events and notices. Translation and interpretation will be administered by school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Communication with parents and families are translated by our Bi-lingual Guidance counselor, parent coordinator, and Spanish teacher. Communication with parents and families are communicated via letters, school messenger and phone calls from school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers are provided information via staff meetings , House meetings, e-mails and Inquiry teams.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

English and Spanish

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Ilogg (ATS), School survey, feedback from our parent association meetings. Parent teacher conferences