



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

09X412

School Name:

BRONX HIGH SCHOOL OF BUSINESS

Principal:

VINCENT RODRIGUEZ

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Section 1: School Information Page

School Information

School Name: Bronx High School of Business School Number (DBN): 09X412
Grades Served: 9-12
School Address: 240 East 172 Street Bronx NY 10457
Phone Number: 718-410-4060 Fax: 718-992-5760
School Contact Person: _____ Email Address: [.nyc.gov](mailto:_____@nyc.gov)
Principal: Ana De Jesus
UFT Chapter Leader: Peter Kendrick
Parents' Association President: Kenia Lopez
SLT Chairperson: Ana De Jesus
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Fidela Mendez
Student Representative(s): Tiffany Padilla
Rebecca Casilla
CBO Representative: The Committee for Hispanic Children and Families,

District Information

District: 09 Superintendent: Michael Alcoff
2 Metro Tech 3rd Floor
Superintendent's Office Address: Brooklyn, New York 11201
Superintendent's Email Address: _____
Phone Number: 718-935-3074 Fax: (718) 935-3074

Borough Field Support Center (BFSC)

Jose Ruiz

BFSC: _____ Director: _____

1 Plaza Fordham Plaza

Director's Office Address: _____

JRuiz2@schools.nyc.gov

Director's Email Address: _____

(718) 828-7776

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Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 five (5) goals and action plans in response to the first five (5) 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Ana De Jesus	*Principal or Designee	
X	Peter Kendrick	*UFT Chapter Leader or Designee	
X	Kenia Lopez	*PA/PTA President or Designated Co-President	
X	Batie Ramsahai	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
		Community School Director (staff)	
X	Rebecca Casilla Shakira Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Quaran Lane Tiffany Padilla	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Fidela Mendez	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Lisa Dathan	Parent	
X	Pedro Sano	Parent	
X	Danielle Tutelian	Staff	
	Evelyn Rodriguez	CBO	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Bronx High School of Business (BHSB) is a unique school offering a rigorous business curriculum that is supported through Virtual Enterprise Inc. (VE). Through our VE program, our students have opportunities to obtain paid internships and industry certification with Microsoft. Students graduate prepared to enter college and the workplace with CTE certification. Through the VE program, our school participates in a yearly citywide business plan competition where students have the opportunity to present their virtual business. For the past two years our school has made it to the city level competition.

It is our core belief that all our students possess the ability to achieve excellence as a result of rigorous meaningful instruction and support. Young adults learn best when engaged in collaborative learning activities with peers and adults and given the opportunity to share their knowledge.

Our student population is composed of the following:

- One third general education students
- One third English Language Learners (98% predominantly Spanish speakers)
- One third Students With Disabilities

The mission of our school is to prepare students to be critical thinkers ready to compete in college and subsequently the workplace.

A. Teacher's College

1. Support in building teacher capacity
2. Individual coaching for English Language Arts teacher
3. Alignment of curriculum to Common Core Learning Standard
4. Incorporating literacy strategies in lessons such as annotation
5. Aligning units and lessons to the CCLS

6. Coaching and supporting teachers to prepare students for the NYSESLAT exam

B. Sports and Arts at Schools Foundation (SASF):

1. Provides the following for students:

2. Dance and Step classes
3. College and career readiness workshops and trips
4. Community service projects
5. Unified Scholars Program

C. Peer Group Connection (PGC):

1. Train 12th graders as peer mentors
2. Provide students with peer mentoring in 9th grade

Through workshop training peer mentors develop the necessary skills to be mentors and support mentees in acquiring the skills to make a successful transition from middle to high school. Students are scheduled to meet once a week to carry out this mission.

D. Peer Enabled Restructured Classroom (PERC):

1. Teachers have received training to supervise Teaching Assistant Scholars (TAS) who have been selected based on their excellence in Mathematics and Science.
2. The TASs serve as peer teachers under the supervision of the licensed teacher and work with four to five students.

BHSB has made significant progress in the areas aligned to the Framework for Great Schools. For example, teachers have started working collaboratively during common planning, department and grade level meetings and sharing best practices. The newly established Steering Committee is meeting weekly to formulate a plan to improve the passing rate on Regents, credit accumulation, attendance and parental involvement.

We are working to create rigorous instruction that is aligned to the Common Core Standards and, Danielson's Framework for Teaching. ELA and Math teachers are currently utilizing EngageNY curricula and Science and Social Studies have adopted the New Visions curricula. With the continued support of the High School Renewal Initiative and the inclusion of their coaches, we believe that for the upcoming school year we will have made significant gains in this area of the Framework for Great Schools. Teachers are aware of the Danielson's rubric and receive meaningful and actionable feedback at post-observation conferences. During professional development, teachers collaborate on aligning instruction with the Common Core and Danielson's rubric to achieve greater instructional outcomes.

Our Expanded Learning Time (ELT) has been an ongoing support for our students. ELT can be seen in the following settings: After School, Lunch and Learn and Saturday Program. Our Saturday Program also supports our ELLs by

providing instruction that will help our students achieve academic success in NYS Regent Exams and the NYSESLAT. We also provide the opportunities for our students to obtain academic support in our Saturday Program through APEX and Regents Prep classes.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p><u>Reflection of School’s HEDI Ratings:</u></p> <p>In 3.2 a self-assessment rating of developing was given for this component. The school leader embedded professional development time for the teachers to address the alignment of the Common Core Learning Standards (CCLS) to the current curriculum by using data (AIR findings; Regents results; scholarship reports, formal and informal observation data, inquiry team data as well as needs expressed by teachers). The success of this initiative is a work in progress. More work needs to be done in aligning standards to rigorous learning objectives and tasks; increase student-to-student discussion; provide students with multiple entry points to access the content (especially for ELLs and SWDs) and consistent use of a variety of formative assessment strategies). Teachers are supported by the Principal, Assistant Principals; Lead Collaborative Teacher; Teacher’s College Coach and HSRI Coaches.</p> <p>In 3.3 a self-assessment rating of Developing rating was given for this component. Although teachers are provided with data (NYSESLAT, Regents, Scholarship) it was not evident that the data is being used to inform planning and instruction. The American Institute for Research (AIR) data was shared and teachers were given the opportunity (through a professional development) to use that data so as to modify the curriculum. In the most recent Quality Review, it was reported that teachers were performing formative assessments, but never recorded the data that was observed (this was also evident in the ADVANCE observation reports) to inform planning and instruction. Through our WITsi initiative,</p>		

the team is using student work to inform planning and instruction. We have expanded the WITsi strategies for our 9th and 10th grade levels. Teachers meet twice a week to analyze student work and develop specific strategies to address learning gaps.

In 3.4 a self-assessment of Developing rating was given for this component. Despite that Bronx High School of Business (BHSB) does participate and support teacher partnership (teacher teams like WITsi, Grade Team, Department/Subject Team) the focus lens on each team supports instruction/pedagogy, not the arts, technology, and other enrichment opportunities. The school has partnered with a vendor (Educate LLC) that has brought 21st century technology into the classrooms, and is dedicated to working with only the social studies department as a pilot program this school year. Towards the end of the year our school has expanded the work of pushing 21st Century Technology into the classrooms with our vendor, Educate LLC. For the upcoming school year, every student will have access to our school's domain and do much of the classwork using technology as they create an electronic portfolio, and a space for teachers to share resources such as lesson plans and rubrics.

In 3.5 a self-assessment of Developing rating was given for this component. It has been noted in formal and informal observations that teachers have been engaged in formative assessments, and collect student work to determine student's understanding or mastery of the objective. We are working to enhance this practice through collaboration with all stakeholders.

Summary of School's Strengths and Needs Relative to the Framework for Great Schools

Strengths

As per the most recent IIT report, we have implemented grade and department meetings, common planning and collaborative inquiry. There is evidence of emerging instructional practices among teachers around the consistent use of annotation and essential questions. According to the AIR co-interpretation, data supports that the Bilingual Program for ELL's is having a positive impact on student achievement.

Needs

- According to the needs assessment conducted by HSRI in the Fall of 2014, school leaders and faculty are in the process of aligning curricula to CCLS and/or content standards and integrating the instructional shifts. Curricula and academic tasks had not typically emphasized rigorous habits or higher-order skills. (QR 1.1)
- As per the 2014 IIT report, curricula did not include modifications to meet the needs of individual students or identified subgroups resulting in inconsistencies in students ability to access the curriculum. (Tenet 3.3)
- According to data gathered from AIR co-interpretation and the IIT report, teachers report inconsistent levels of preparedness to address the learning needs of diverse student learners.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?

4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

We are currently using EngageNY curricula in both ELA and Mathematics. In Social Studies and Science, teachers utilize the New Visions curricula.

With emphasis on our business theme, we have a Virtual Enterprise Program in place and will offer a CTE component to our core curriculum. It is anticipated that we will be CTE certified by 2017. As a result, our students will be eligible for a CTE endorsement on their high school diploma. Below is the sequence of coursework as outlined by NY State:

1. 9th graders-Computer Application
2. 10th graders- Entrepreneurship
3. 11th graders- Technology Applications
4. 12 graders- Virtual Enterprise

This program will continue to provide opportunities for students to obtain paid internships with businesses and professional settings. Through the CTE program, students will have the opportunity to obtain certification in Microsoft.

We have implemented a bilingual program in Mathematics, Social Studies and Science.

Our school's instructional focus..

The scaffolding of the curriculum will be done using the Universal Design for Learning (UDL) approach so as to address the needs of our English Language Learners and Students with Disabilities. Instructional strategies will provide students with multiple entry points to access the content. Instructional strategies to meet the learning styles of all students will incorporate a variety of techniques such as purposeful groupings, annotation, student choice, varied resources, group work, audio visual aids.

Expanded Learning Time incorporates the following:

- Regents Prep Classes, elective and core courses
- Skills Support Classes (for example, utilizing myON for literacy development)

Additional Regents prep and Apex Learning support will also be offered during Saturday school and during tutoring which takes place after school.

All of the above programs will have a licensed teacher and in small instructional settings (approximately 15 to 20 students max).

Teachers will incorporate formative and summative assessments to check for mastery of lesson and unit objectives. Formative assessments will also be observed and recorded to check for understanding of concepts and engagement in discussion, where both types of data will be used to inform planning and instruction. The data will also serve as information to modify/change the curriculum to meet the needs of our students. The supervising administrator will check with the teacher to discuss the progress of such modifications of the curriculum at the end of each marking period.

Through a partnership with CUNY, Science teachers are implementing the Peer Enabled Restructured Classroom (PERC) model, which transforms students who have yet to meet college-ready benchmarks by placing them in the role of teacher. In these classrooms, Teaching Assistant Scholars work under the guidance of a teacher to instruct small groups of their peers. Along the way, the TASs learn the material, become academic role models, and build the skills they need to succeed in college.

By the end of year 2 of the renewal initiative we expect to see 15.2% of students to be college and career ready. By the end of year two of the renewal initiative our goal is to achieve a 53.5% graduation rate.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, teachers will plan and implement coherent, common core aligned lessons and units in core subjects that are adapted to the needs of students.

As evidenced by:

1. 60% of teachers will earn a rating of Effective or higher on the Danielson's Framework for Teaching components: 1e (Designing Coherent Instruction), 3b (Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and Assessment in Instruction (3d)
2. 80% of students will engage in a minimum of four common core aligned tasks in ELA and Mathematics, and a minimum of two common core aligned tasks in Social Studies and Science

Impact on Students:

- The four-year graduation rate will meet or exceed 53.5%

- The progress toward graduation rate (year 2 and 3 students) will meet or exceed 44.8%

Part 4 – 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 Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers in grades 9-12 will adapt and implement Engage NY modules in ELA and Mathematics. In addition, Social Studies and Science teachers will adapt and implement units from New Visions curriculum.</p>	<p>All Teachers</p>	<p>September 10, 2015 to June 30, 2016</p>	<p>School administrators, HSRI Coaches, Literacy Coach, Peer Collaborative Teacher, Teacher’s College Coaches</p>
<p>Professional Development that is directly related to the Danielson's Framework with specific attention to 1e: Designing Coherent Instruction, 3c: Engaging Students in Learning, 3b: Questioning and Discussion Techniques and 3d: Assessment in Instruction. implementation of CCLS aligned curriculum, and the specific pedagogical practices outlined in the summative vision</p> <ul style="list-style-type: none"> • Mondays professional development will focus on the Danielson's Framework of Teaching and other instructional strategies to meet the needs of all students • Grade level and department meetings will take place twice a week to focus on the CCLS, analysis of student work, formative and summative assessment and best practices 	<p>All Teachers</p>	<p>September 10, 2015 to June 30, 2016</p>	<p>School administrators, HSRI Coaches, Literacy Coach, Lead Teacher,</p>

<ul style="list-style-type: none"> • Weekly inquiry team meetings for grades 9th and 10th to assess the progress of the Witsi strategy, analyze student work and develop action plans. • Creation of PD committee to address the needs of teachers and to ensure consistency and coherence in instructional practice. Committee will meet once a month in order to discuss and agree upon PD for the entire month. • Frequent formal observation cycle incorporating specific and actionable feedback design to meet the individual needs of teachers • Provide individualized professional development for TIP and struggling teachers including lesson reviews, inter-visitations, coaching and professional research articles <p>● School Renewal Supports:</p> <ul style="list-style-type: none"> o SRI PD for EngageNY - Math and ELA leads offered 7 times throughout 2015-2016 o SRI PD for writing strategies (WITsi) - bootcamp sessions in fall for 10th grade teachers and 9th grade teachers who did not attend in 2014-2015, continuing with all participants throughout 2015-2016 school year o Ongoing weekly coaching visits for content area teachers to support implementation of rigorous instruction/curriculum and support teacher leads in planning turnkey school wide PD <p>● School Based Supports:</p> <ul style="list-style-type: none"> o Weekly cabinet-level inquiry around teacher practice aligned to sub-skills of Danielson components 1a, 1e, 3b, 3c, and 3d. o Peer Collaborative Lead Teacher will provide weekly coaching visits and facilitate inter-visitations for content area teachers to support implementation of curriculum and rigorous instruction <p>Coaches will work with individual teachers to enhance their practice</p>			
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Content teams will engage in Strategic Inquiry to identify and address content specific skill gaps and make all necessary curriculum revisions. PD will be provided to all teachers in this area.	All Students	September 10, 2015 to June 2016	School administrators, Teachers Team leaders, coaches and all teachers
Earth Science teacher will receive PD during the summer around implementation of the Peer Enabled Restructured Classroom (PERC) model. Ongoing support will be provided by SRI coaches to ensure successful implementation of the program. Our CBO will hire and train 10 Group facilitators to implement a research-based curriculum in a small group setting.	Select Teacher Assistant Scholars One third of the students who do not require credit-recovery, regents prep, or tutoring and demonstrate excellence in this subject	September 10, 2015 to June 30, 2016 September 10, 2015- June 30, 2016	SRI Coaches, PERC teachers Principal and the Community School Director

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Using the mandated professional development time as outline in the union contract.											
Using the expertise of our coaches from the HSRI team.											
Using the expertise of our vendors (Teacher’s College and Educate LLC).											
Using the expertise of our Literacy Coach and Lead Teacher.											
Use the expertise of teachers who have demonstrated mastery of strategies that is aligned to creating rigorous instructional environment.											
Use of 21 st Century Technology											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.
Mid Year Benchmarks
<ul style="list-style-type: none"> By February 2016, at least 40% of teachers will earn a rating of Effective or higher on Danielson's Framework for Teaching 1e (Designing Coherent Instruction), 3b (Questioning and Discussion Techniques), 3c (Engaging students in Learning) and 3d (Assessment in Instruction)

- By February 2016, 50% of students will engage in a minimum of two common core aligned tasks in ELA and Math, and a minimum of one common core aligned tasks in Social Studies and Science
- By February 2016, 40% of 10th graders will have accumulate at least 15 credits and a passing score on the Living Environment Regents,
- By February 2016, 70% of 11th graders will have accumulated at least 25 credits and a passing score on at least 2 Regents
- By February 2016, 60% of 12th graders will have accumulated at least 35 credits and a passing score on at least 2 Regents

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p><u>Reflection of School’s HEDI Ratings</u></p> <p>In 5.2 a self-assessment rating of Developing was given. For the past two years our school has had an Advisory House Program, and the premise behind the House structure was to incorporate a system that would address the social emotional needs for all students. Houses are made up of students from different age groups as well as grade level, where they compete in academic and non-academic events against each House. It is through these events that we attempt to build character and support systems for each other, and create a sense of belonging outside of the classrooms. Despite the work being done through the House Program, we believe that this alone does not meet all of the needs to support the social emotional component of our student body.</p> <p>In 5.3 a self-assessment rating of Developing was given. We are strengthening our programs to address students' socio-emotional needs. For example, we have established a PPT that meets weekly, small group counseling for males and females. We will be implementing the Restorative Justice Program following the professional development given by the CBO. We are making in engaging families in the school community. For example, we are hosting Saturday programs for parents and are looking towards providing a program of ESL and technology for them. We are conducting aggressive attendance outreach by using phone messenger, letters, personal phone calls and home visits. Teachers are now</p>		

required to use SKEDULA to keep parents apprised of student progress. Many of our parents/guardians as well as students have also signed up for the program. Finally, the implementation of the Peer Group Connection Program (PGC) has been received well by students and staff.

5.4- Please refer to above.

In 5.5 a self-assessment rate of Developing was given. We are discussing students' socio-emotional needs during inquiry team meetings, PPT meetings, Steering Committees as well department meetings. In addition to our guidance counselor, social worker and SBST team, we are collaborating with our CBO and the Montefiore Clinic to insure that the physical, health and socio-emotional needs of our students are being met.

Summary of School's Strengths and Needs Relative to the Framework for Great Schools

Strengths

- As evidenced by the most recent school survey report:
 - o 84% of parents reported positively that they feel their child is safe
 - o 82% of students reported positively that most adults care about them
 - o 90% of the students reported positively that they feel safe in their classes
- According to the AIR co-interpretation and surveys with the teachers, data supports that the bilingual program for ELL's is having a positive impact and evidence exists that there is a community among these students

Needs

- According to data gathered from AIR co-interpretation and the most recent IIT report. Professional development in the area of interpretation of data which has led teachers to provide strategies to improve instruction as well as understanding the socio-emotional needs of students. We are engaging parents as partners in the school lives of students and have given them the tools needed to understand the transcripts, report cards and school expectations.
- As evidenced by the most recent Quality Review, school leaders and teachers are developing the establishment of a culture for learning that communicates a culture of high expectation and providing supports to achieve those expectations. (QR 3.4)

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

It would be ideal if school stakeholders describe the school as:

- Supportive and nurturing
- Academically engaging as well as challenging
- Responsive to meeting the needs of all members of the school community
- Fun school in which to learn
- The Bronx High School of Business family

Student voice and leadership is supported by the following:

- Students will be included in the Steering Committee
- House Leaders
- Peer Mentoring - 9th Graders will participate in weekly peer mentoring through a partnership with Peer Group Connections (PGC)
- Teacher Assistants Scholars (TAAs)
- Representation with the School Leadership Team (SLT)

The following social-emotional learning framework will be adopted in our school:

- PPT
- Peer Mentoring

Small group and individual counseling

Male and female small group counseling

- Restorative Justice as provided by the CBO

The school's proactive approach in promoting student social-emotional skills can be accomplished by helping students understand and learn a positive way on how to handle teen related stress that may come from a the home, conflicts among peers and community related issues. Counseling can be seen in different settings (i.e. individual, small group, large group) with a licensed social worker, where techniques are shared on how to handle situations that may become volatile.

Currently, we have a full-time social worker that provides individual and group counseling for mandated students as well as two guidance counselors. In addition, our CBO has personnel designated to enhance the work of our guidance counselor and social worker.

In preliminary conversations with the SBST, our CBO identified a need to maximize the number of students receiving age-appropriate individual and group counseling, to streamline the referral process for children and families facilitating

a better follow-through rate as parents feel supported in the process, and to ensure that mental health providers are caring bilingual and bicultural professionals with a unique ability to address issues specific to recently migrated youth.

Our CBO partner will work with local universities (Fordham University, CUNY Lehman College, and CUNY Hunter College) to identify Master of Social Work graduate level interns that will be on-site full-time that to work alongside the School Social Worker and be supervised by the CBO Licensed Social Workers. These graduate level interns will provide additional individual counseling and group counseling for general education students that have been identified as students in need of conflict resolution, stress management, effective communication, and/ or healthy relationships.

Referrals for off-site counseling would be facilitated by both the School Social Worker and the graduate level interns to the outpatient mental health clinic located close to the school, Comunilife, Inc. Comunilife utilizes Cognitive Behavioral Therapy (CBT) structured, short-term, present-oriented psychotherapy which is time-limited and offers behavioral change.

Our CBO will incorporate Comunilife's "Life is Precious" program that provides culturally and linguistically appropriate educational support, creative art therapy, and wellness activities to Latina teens, aged 12 to 17, who have seriously considered or attempted suicide and to their families by providing referrals as needed.

As **universal interventions** with the goal of preventing or treating health problems that may present as an obstacle to learning and may lead to mental health concerns such as anxiety or depression:

Our CBO will integrate Comunilife's "Healthy Initiative" campus wide. Comunilife is a member of a mental health and health provider's organization that has created a bilingual education program consisting of family diabetes prevention; breast cancer prevention; and smoking cessation. In order to ensure that every family that is eligible is enrolled in Medicaid, this service is also provided.

Our CBO will work to integrate the services (dental, vision, health/nutrition, and sexual health services) offered by the Montefiore School-Based Health Center specifically with Bronx HS of Business individual academic houses, with the school staff campus-wide by, and campus-wide with the students of the other schools by: (1) providing an open house and tour of the clinic; (2) incorporating quarterly breakfasts for all stakeholders (students, parents, and teachers) to discuss the services the school-health based center provides and evaluate services; (3) implementing any of the suggestions garnered during the evaluation phases.

In partnership with community resources, Comunilife, and the School Based Health Care Center, the CBO will develop a series of workshops for students, parents, and school staff to impart knowledge on different aspects of mental health well-being such as self-care strategies, specific mental health issues affecting youth, and suicide prevention.

The following is a list of data sources that can measure social-emotional development:

- Feedback on student surveys
- Decrease of incident reports on OORS
- Decrease in the amount of students cutting classes
- Increase in attendance rate
- Increase of 4 and 6 year graduation rate
- Increase of college readiness index

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 the school will establish and articulate clear school policies and procedures that will be consistently used by all stakeholders as well as monitored to promote a school culture where students feel safe, supported and challenged by their teachers and peers.

As evidenced by:

- Teachers utilizing a strategic and comprehensive system of referral and support for all students which will be consistently monitored by administration, dean’s office and CBO.
- Teachers and staff will continue to establish and maintain a culture for learning based on high expectations for all students. Students and families will be provided with ongoing and detailed feedback and guidance/advisement supports and will learn to set goals for themselves. Quality Review sub-indicator 3.4c

Impact on students :

- By June 2016, the attendance rate will meet 81.6 %.
- By June 2016, the percentage of year 2 and 3 students making progress towards graduation will meet 44.8%.

Part 4 – 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). • Engage families and expand their understanding of a 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? (include school, educational consultants and/or CBO staff)</p>
<p>Pupil Personnel Team, including representation from CBO, will create systems and protocols for discipline and referral of students for social emotional and academic supports. On a monthly basis, the PPT team will monitor the effectiveness of social-emotional and academic</p>	<p>All Teachers</p>	<p>September 10, 2015 to June 1, 2016</p>	<p>School Administrators, PPT Team Members, CBO</p>

supports that are provided to students in order to revise and expand supports as needed.			
The PPT team will provide professional development (September 2015 and January 2016) to all staff that outlines the overall process of how the referral process works.			
Professional development that outlines the process and materials needed to provide supportive feedback to students	All Teachers	September 10, 2015 to June 1, 2016	School Administrators, Literacy Coach, Classroom Teacher to Share Best Practice
PD offered by PGC to train and support implementation of the peer mentoring program. Create and schedule selected students for a the PGC leadership course, taught by selected adult advisors. Create a schedule for weekly peer mentoring of all 9th grade students.	PGC Selected Student Mentors and 9th Grade Students	September 10, 2015 to June 1, 2016	PGC teachers, PGC staff

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration, Literacy Coach, Lead Teacher, Classroom Teacher to Facilitate PD (share best practice)											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.
Mid-Year Benchmarks: <ul style="list-style-type: none"> ● By February 2016 the PPT would have submitted five (5) reports that outlines: <ul style="list-style-type: none"> ○ Overall outcome of interventions that were completed and their results (did it have a positive or negative impact) ● By February 2016 50% of the teachers would have demonstrated comfort-ability and understanding of the PPT referral process by submitting at least one referral and by completing a satisfaction survey
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Reflection of School’s HEDI Ratings:</p> <p>In 4.2 a self-assessment rating of DEVELOPING was given for this component. The rating is supported by the data taken from the ADVANCE website where 25% of the ratings for Domain 1e: Designing Coherent Instruction, were below EFFECTIVE. Our school does have a system in place that supports the work of ensuring that instructional practices and strategies are organized around annual, unit, and daily lesson plans is with the Ninth Grade WITsi Team. We provide support for the team where they meet ninety minutes a week to do the work that supports student’s growth which includes an Inquiry Component. We are looking at expanding this initiative to the tenth grade for the next school year.</p> <p>In 4.3 a self-assessment rating of DEVELOPING was given for this component. Although teachers have aligned the curriculum to the Common Core Learning Standards (CCLS), the practice that has been observed in the classrooms, and the actionable feedback that teachers have received from their supervising assistant principals, demonstrates that teachers are not utilizing multiple entry points during the lesson. During the out briefing session of our most recent Quality Review the evaluator also spoke to the lack of evidence of teachers not differentiating the lesson in the classrooms. This is extremely critical for our school only because two thirds of our population fall under specific subgroups (English Language Learners and Students with Disabilities).</p>		

In 4.4 a self-assessment rating of Developing was given for this component. Some teachers and student do not meet to discuss and create a learning environment that is responsive to student's varied experiences that is tailored to the strengths and needs of all students.

In 4.5 a self-assessment rating of DEVELOPING was given for this component. Teachers have used summative data to inform planning and revise curriculum this school year (i.e. AIR, NYSESLAT, Regent Scores). What is not evident, as per the observation reports and the most recent Quality Review Feedback is that teachers are not using formative data to inform planning and instruction. Teachers have been seen walking around the classroom as they observe students while engaged in group work/discussion and are not capturing that data to then be used to inform planning and instruction 84% of parents reported positively that they feel their child is safe.

Summary of School's Strengths and Needs Relative to the Framework for Great Schools

Strengths

- As per the most recent Quality Review, BHSB received a rating of proficient in quality review indicator 4.2 where teachers engage in structured professional collaborations on teams using an inquiry approach that focuses on improved student learning.
- According to the AIR co-interpretation, teachers at BHSB have a positive attitude toward collaborating with other teachers and they feel supported by one another, but more time is needed.

Needs

- As per the most recent IIT report, classroom observations indicated that only some teachers provided CCLS-based instruction that included multiple points of access for all students.
- As per the most recent Quality Review, BHSB received a rating of developing in indicator 2.2. There was lack of evidence that teachers in all classrooms are using assessments to make appropriate adjustments to meet all students learning needs.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

The 2014 – 2015 school year teachers have had and will continue to have opportunities to engage in teacher collaboration in the following settings: Grade, department and inquiry team meetings.

o 9th through 12th grades

● Department Teams

o Core as well as Elective Subjects

- WITsi Team

- 9th and 10th grade

- Inter-visitation Protocol

- Planning days by subject

Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also **provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom and building leadership capacity.**

Teaching and learning in the classrooms looks like collaborative as well as individualized learning. In the collaborative and individualized setting students can be seen engaging in rigorous lessons, and in the collaborative setting alone students are learning from each other. The underlying principle that influences the creation of units and lesson plans is the data taken from previous lessons (i.e. formative and summative data). In a collaborative setting teachers have and will continue to work together on units and lessons.

Teachers are providing additional opportunities for higher achieving students by ensuring that additional questions are given to them that require higher order thinking skills on quiz/exams, exit tickets and homework.

The data that teachers should use regularly to ensure they plan for individual student needs formative assessments and student work. Teachers are not required to look at student work in a collaborative setting, although our school does practice this approach in the WITsi Team setting.

We plan to use our CBO to support our efforts in the ELT portion of the school day. We plan to look at an approach that will offer classes to prepare our students to be college and career ready, where classes will include instruction that speaks to the following skills:

- Resume writing
- Job interviewing skills
- Financial Aid
- Adding/Dropping classes
- Financial aid process
- College application process
- SAT Prep

Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.

- Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee.
- Peer Collaborative Teachers support their colleagues through coaching and inter-visitations to improve instructional and student learning aligned to the Danielson's Framework for Teaching and the teachers in this position will also be responsible for serving on the professional development committee.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Teachers will collaboratively plan and implement common core aligned lessons, which provide multiple entry points based on analysis of student work.

This will be evidenced by:

- By June 2016, curricula and tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula (QR 1.1c rating of Proficient).
- By June 2016, 80% of teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, resulting in improved teacher practice and progress toward goals for groups of students (QR 4.2b rating of Proficient).

Increase in scholarship by individual goals set by teachers for subject classes.

The impact on student achievement will be:

- The progress toward graduation rate (year 2 and 3 students) will meet 44.8%
- The four-year graduation rate will meet 53.5%

Part 4 – 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 teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>Professional development that will provide strategies to effectively capture student data while engaged in formative assessment</p> <p>Professional development on the materials needed and the expectations on how to perform teacher student conference</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>September 10, 2015 to June 30, 2016</p> <p>September 10, 2015 to June 30, 2016</p>	<p>School Administration, Teachers, Literacy Coach, Teacher’s College Coach, Classroom Teacher Facilitator to Share Best Practice</p> <p>School Administrators, Literacy Coach, Teacher’s College Coach, Classroom Teacher Facilitator to Share Best Practice</p>
<p>Teachers meet in collaborative setting (common time) to create lesson plans that are common core aligned using the Task Rigor Checklist to provide multiple entry points using student work/formative assessments</p>	<p>Classroom Teachers</p>	<p>September 10, 2015 to June 30, 2016</p>	<p>School Administrators, Literacy Coach, Subject Team Leaders</p>
<p>Teacher teams meet regularly to discuss student work and data to improve teacher practice and planning to make progress of goals set for students.</p> <p>9th and 10th grade teacher teams will engage in Strategic Inquiry around Writing is Thinking skills. Teachers will collaboratively analyze student work and assessment data, and make all necessary curriculum revisions. Content teams will engage in Strategic Inquiry to identify and address content specific skill gaps and make all necessary curriculum revisions.</p> <p>SRI will provide bi-monthly strategic inquiry train the trainer professional development for the returning teacher lead and in house training for new inquiry team lead, around facilitation, norming text studies and components of the SI model. SRI coaches will provide facilitation feedback to 9th and 10th grade leads.</p>	<p>Classroom Teachers</p>	<p>September 10, 2015 to June 30, 2016</p>	<p>School Administrators, Literacy Coach, Subject Team Leaders, WITsi leads, SRI coaches</p>

Peer Collaborative Teachers support their colleagues through coaching and inter-visitations to improve instructional and student learning aligned to the Danielson's Framework for Teaching and the teachers in this position will also be responsible for serving on the professional development committee.	Classroom Teachers	September 10, 2015 to June 30, 2016	School Administrators, Model and Peer Collaborative Teachers
	All Students	September 10, 2015 to June 1, 2016	School administrators, Teachers Educate LLC

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The following resources will be used to achieve this annual goal:											
<ul style="list-style-type: none"> ● Teacher’s College Coach o Create a template document to be used to collect and record formative assessment data ● Literacy Coach o Provide one to one support ● Classroom Teacher o Facilitate professional development to share best practices 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.											
Mid-point benchmark:											
<ul style="list-style-type: none"> ● By February 2016 50% of the teachers would have conducted teacher student conference as evidenced by the documentation on file ● By February 2016 50% of the teachers refined the curricula by using student work and data 											
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	†
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	†
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	⊖
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	⊖
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p><u>Reflection of School’s HEDI Ratings</u></p> <p>In 2.2 according to the report of the IIT team, interviews by the Integrated Intervention Team (IIT) with parents and students indicated that this vision was not widely shared with all stakeholders in the school community. Additionally, documents and data reviewed and interviews conducted by the Integrated Intervention Team (IIT) indicated that the school had not aligned this vision with critical school needs. Because the school vision was not widely shared throughout the school community and was not in alignment with measurable, results-oriented, and timely goals for student achievement and student well-being, the school community lacked a shared understanding and a sense of urgency about achieving school-wide goals to improve student achievement.</p> <p>In 2.3 the State IIT team reported “Interviews, documents reviewed, and classroom visits conducted by the IIT indicated that the school leader had implemented some new systems and practices, including an attendance team, a credit recovery program, and the appointment of a data specialist. However, the school had not evaluated these systems for effectiveness, and there was no evidence provided to the IIT that these systems had led to increased student achievement or progress towards graduation. The lack of interconnected systems for the collection and analysis of</p>		

instructional outcomes and the lack of ongoing reviews of new systems and practices limited the school's ability to demonstrate progress toward school improvement goals.

In 2.4 the IIT found that the school leader had made a number of strategic decisions related to human, programmatic, and fiscal capital in order to advance school improvement efforts. These decisions included implementing common planning time, developing a new college office, looping students with the same guidance counselor, expanding the Virtual Enterprises (Business) Program, and implementing an attendance team. Interviews and documents reviewed indicated that resources were directed to address school improvement, however, not all strategic decisions were proving to be efficient or effective, e.g., the programming of a teacher for a Regents preparation class with one student on the roster; implementing a credit recovery program that did not result in improvement in the graduation rate; and assigning an assistant principal (AP) to be in charge of English as a second language (ESL) who had no previous experience in this area and was not receiving necessary training. Because not all resources were used effectively or efficiently, the achievement of school improvement goals was hampered.

In 2.5, according to the major findings of the AIR co-interpretation concluded professional development meetings are poorly structured and lack guidance. In addition, the major findings included mixed reviews for instructional support. The 2013 IIT report found that school leadership had not established goals for school leaders, teachers, or students. Students were not clear in what specific areas they needed to improve in order to reach maximum achievement or attain instructional goals. Because of the lack of implementation of a fully functional school-wide system to promote systematic instructional progress, instructional improvement was not ensured across grades and content areas and teachers and leadership were not consistently held accountable for student achievement.

Summary of School's Strengths and Needs Relative to the Framework for Great Schools

Strengths

- Based on interviews with the school leader and staff, and on documents reviewed, the IIT found that the school leader had made a number of strategic decisions related to human, programmatic, and fiscal capital in order to advance school improvement efforts. These decisions included implementing common planning time, expanding the VE Program, and implementing an attendance team. Interviews and documents reviewed indicated that resources were directed to address school improvement, however, not all strategic decisions were proving to be efficient.

Needs

- Based on a Developing rating on the most recent quality review, there is a need for school leaders to observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection
- According to the most recent AIR co-interpretation, there are mixed reviews regarding trust of administration, and administrators leadership in communicating school priorities and instructional support

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?

4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leader will invite the school community to identify a shared mission and vision of the school by responding to the following prompts:

- What is our school about?
- Why are we here?

The Principal will ensure the CBO partnership is strong by identifying the expectations of the CBO and to outline a plan to support our students. Both parties will also have liaisons that will work cohesively on a daily basis, and all will meet a minimum of once a month to check on the progress of the work and support in the school. Meeting times will be established to provide opportunities of the CBO and school staff to collaborate and identify strategies to support our student's academic and social-emotional needs. This collaboration will look at school wide as well as individual/group student data to address the needs of our students through an inquiry approach.

When it comes to the attendance the school will put in place an attendance team that will consist of the following staff:

- Attendance Teacher
- Guidance Counselor(s)
- Social Worker
- Dean of Discipline
- Parent Coordinator
- CBO
- Supervising Assistant Principal

The attendance team will look at the following data sources to identify a plan of action to address each area:

- ATS Report
- 407s
- Daily Attendance (Official)
- Period Attendance (Cutting)

The meetings will take place on a weekly basis from the first day of school until last day of October, then the team will meet twice a month to the end of the school year. In the meetings the attendance teacher would share the above ATS reports so as to identify a plan of support to addressing the attendance needs of the school/individual with the attendance team members. Through the process of inquiry and on a monthly basis the team conducts follow up

meetings to determine if the plan has been effective in supporting the student's attendance. Notes, agendas and minutes are taken in each meeting and filed for future reference.

When it comes to supporting our students' social-emotional development as well as behavioral concerns the school will implement a Pupil Personnel Team (PPT). The team members are as follows:

- Supervising Assistant Principal
- Dean
- Attendance Teacher
- Guidance Counselors
- Social Worker

The PPT uses the PBIS method of approach to support our students, and one of the strategies that we use is the Behavioral Expectations Poster Contest. The PPT conducts professional development for staff and cover the following topics:

- Child Abuse
- Crisis Intervention
- Bullying
- The PPT Referral Process

The PPT serves as the crisis intervention team for the school, where they address matters that are related to student to student conflicts. Referrals can come from the following ways:

- Teacher
 - Academic or behavioral
- Dean
 - Chronic offenders (suspensions - detentions)

Once a referral is received, a counselor or the social worker sets up a meeting so as to provide a intervention with the student, followed by a meeting with the student and the teacher and finally with the student and parent/guardian. The first two meetings is to identify the cause and then identify a plan to address the concerns, the final meeting with the parent is to provide the family with the background information and lay out the plan to support the academic and or behavioral concerns.

When it comes to academic support our school supports our students through the following teams:

- WITsi
 - Student writing

- Grade Team

- Regents data

Both teams will meet individually on a weekly basis and use student work and or summative data to address academic concerns. WITsi will continue to support our students in the 9th and 10th grade where the grade teams will address concerns related to the specific regents that have been identified as struggling. WITsi would continue to focus on the BECAUSE - BUT - SO as well as the SENTENCE EXPANSION strategies and the grade teams will focus on the item skills analysis to drill down to a specific academic skill that will be addressed. The WITsi team will be supported by the Renewal School Coaches and the Grade Team Leaders will be supported by the Teacher's College Coach and the school's Literacy Coach, and both teams will be managed by the supervising assistant principal of instruction.

To support our teachers in 2.2 of the self-evaluation section school administrators will continue to provide teachers with meaningful and actionable feedback that supports the goals through the observation process and follow it up with a formative observation to hold teachers accountable for the work that supports the school wide goals.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

School leaders will devise a strategy that will promote understanding and sense of urgency about school wide goals by putting systems in place and monitoring the systems to improve student achievement.

This will be evidenced by:

- By June 2016 school leaders would have created systems that support the school wide goals
- By June 2016 school leaders would have documentation showing actionable feedback to staff that holds them accountable for meeting the school wide goals
- By June 2016 100% of the school administrators will provide actionable feedback to teachers using the Danielson's Framework for Teaching with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection
- By June 2016 80% of the staff would have trust in the school administration in communicating school priorities and instructional support as per the School Environment Survey

The impact on student achievement will be:

- The progress toward graduation rate (year 2 and 3 students) will meet 44.8%
- The four-year graduation rate will meet 53.5%
- The school attendance rate for the year would be 81.6%

Part 4 – 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 parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>School Cabinet Team will meet to identify and create systems that will monitor school wide goals and initiatives that supports student success.</p>	<p>School Cabinet Team (Principal, Assistant Principals and Literacy Coach)</p>	<p>Sept. 10, 2015 to June 30, 2016</p>	<p>Principal, Director of School Renewal, Leadership Coach</p>
<p>School Cabinet Team will meet to identify and create protocols that will monitor systems successes and deficits</p>	<p>School Cabinet Team (Principal, Assistant Principals and Literacy Coach)</p>	<p>Sept. 10, 2015 to June 30, 2016</p>	<p>Principal, Director of School Renewal, Leadership Coach</p>
<p>School administrators will identify a strategy to provide actionable feedback to teachers to help them analyze learning outcomes that will evaluate school wide instructional strategies</p>	<p>School Cabinet Team (Principal, Assistant Principals and Literacy Coach)</p>	<p>Sept. 10, 2015 to June 30, 2016</p>	<p>Principal, Director of School Renewal, Leadership Coach</p>
<p>Through professional development and other means of communication (memos, staff meetings) the Cabinet will communicate with staff the school priorities and instructional support so as to build trust within the school community</p>	<p>School Cabinet Team (Principal, Assistant Principals and Literacy Coach)</p>	<p>Sept. 10, 2015 to June 30, 2016</p>	<p>Principal, Director of School Renewal, Leadership Coach</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. 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>The following resources will be used:</p> <ul style="list-style-type: none"> ● Cabinet Team ○ Principal

○ Assistant Principals

○ Literacy Coach

● Leadership Coach

● Director of School Renewal

Part 5b. 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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.

Mid-Point Benchmark:

- By February 2016 the school leader would have created a plan of systems to support student achievement that is directly connected to the school goals
- By February 2016 the school leader would have documentation that systems are being monitored to determine their effectiveness
- By February 2016 the school leader would have created a plan that will provide actionable feedback to teachers to help them analyze learning outcomes that will evaluate school wide instructional strategies
- By February 2016 the school leader would have agendas and proof of attendance to discussions/meetings that communicate with staff the school priorities and instructional support so as to build trust within the school community

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
Reflection of School’s HEDI Ratings		
6.2	<p>The school leader has shared regular communication with staff about incorporating high expectations of student academic achievement by aligning the curriculum to the standards, use of the task rigor checklist, incorporate the no opt out strategy to students, creating rigorous lessons, incorporating an essential questions to their units, and yet not all staff are executing these expectations in the classrooms. As per the most recent Quality Review (oral feedback) parents reported that the school has poorly communicated the expectations of student academic achievement.</p>	
6.3	<p>According to the most recent IIT, the school made an effort to communicate with families in both English and Spanish, the primary languages spoken in the school community. Parents interviewed indicated to the IIT that the primary communication they receive about their children's progress was during parent-teacher conferences or when there was a particular concern or issue. The school used a school management system to make information about student progress available to parents through the school’s parent portal, but most parents interviewed were not aware of it, despite the opportunities the school made available to parents to participate in learning the system. Because not all families</p>	

accessed or understood communications regarding their child's strengths and needs, their ability to monitor and support their children's learning was limited.

6.4

According to interviews with the school leader and staff conducted by the IIT, the entire school community did not partner with families and community agencies to promote and provide PD across all areas. The school did not provide PD for staff concerning developing partnerships with families and the community. As a result, the school did not maximize the opportunities to work with families to address student needs and support student success.

6.5

During interviews with parents, students and the school leader, the IIT found that the school did not yet have a culture where the entire school shared data in a way that empowered and encouraged families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. The IIT found no evidence of a formalized program to assist parents in using data on behalf of their children. The school leader communicated concerns with the reliability of data in the data collection program available to parents. Data was not shared in a way that empowered families to understand and use this information on behalf of promoting student success, which limited the role of a critical stakeholder, the parent, in helping students to achieve academic success.

Summary of School's Strengths and Needs Relative to the Framework for Great Schools

Strengths

- The school makes an effort to communicate with families in both English and Spanish, the primary languages spoken in the school community.
- According to the AIR Systems and Structures Report, while there is a sense from a few respondents that the school could do more to reach out to parents, the majority of teacher respondents that there is dedicated time to call parents every Tuesday.

Needs

- According to the most recent AIR co-interpretation, the school has been unsuccessful in galvanizing community support and engaging parents to address social emotional factors.
- According to interviews with the school leader and staff conducted by the IIT, the entire school community did not partner with families and community agencies to promote and provide PD across all areas.

These needs are being addressed as indicated in "The Strong Family Ties" portion of this document.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Strong Family-Community Ties :

Through our Virtual Enterprise Program (VE) BHSB has established some connections with community based organizations where our students have greatly benefited from paid internships. We have not been successful in connecting our families with the school community, although we have offered many workshops for our families, not many of them attend. This is also evident with our Parent Teacher Conferences, where approximately one third of our families attend these events. Through the newly established initiative with creating and converting renewal schools into community schools and through our new connection with our CBO (Committee for Hispanic Children and Families) our goal is to increase family and school connections for the 2015-2016 school year with our families/parents.

The school leader will engage parents in workshops to become more involved in the academic and workplace competencies needed for students to be successful:

Parents will be provided with opportunities given by the school to help them understand how to best support their child through monthly meetings that will address the following topics (just to name a few):

- How to read a transcript and how credits are accumulated annually
- What is my child's report card telling me
- What cohort is my child in and what does it mean
- Understand the graduation requirements based on my child's cohort
- Awareness of the Extended Learning Time classes being offered
- What does credit recovery look like and why would my child attend
- Understanding the Common Core
- What does summer school look like and why would my child attend
- What is SKEDULA/PUPILPATH and how can it help parents with their child's success
- How does the school's Google Domain help parents communicate with teachers

Recognizing that educational outcomes are reached when a community works together, our CBO will lead the charge in integrating community resources with parent identified needs. In all partnerships (parents and community members) a common vision and mission; mutually agreed upon goals, and shared decision-making will be established. Each partnership will support the educational achievement of the child and their overall health and well-being.

Through these partnerships, our CBO will develop programs that attract parents, establish a welcoming environment that supports learning and socializing where parents are received as problem-solvers for any challenges that the school may be facing, and parents will develop advocacy skills.

Parents will be connected with a Parent Coordinator that speaks their language and they will have a space that will be the Family Resource Room, which parents will design. Parents will be encouraged to join the Parent Association and to develop and serve as volunteers in all school activities (for trips/activities).

The partnerships with community resources are effective in transforming the relationship between the school, the parents, and of their neighborhood. Our CBO will partner with community-based organizations, mental health providers, local businesses, elected officials, and faith-based institutions.

Since our school has a strong presence of bilingual educators (English/Spanish) and our surrounding community is predominantly made up of Latino families, the following are courses/workshops that can be offered to our families:

- English as a Second Language
- Civics Classes in preparation for US Citizenship
- Immigration Clinics
- Filing Taxes

Other educational opportunities that our CBO will offer in the parents preferred language include:

- G.E.D. Prep Classes
- Understanding of Public Benefits
- Job Seeking Skills
- Financial Education
- Home Ownership
- Tenant Rights
- Computer Literacy

Our CBO will provide leadership training for parents through partnership with organizations such as the NY Coalition for Educational Justice who are a parent-led movement for educational equity in all NYC schools. They are effective at teaching parents about their rights and ways they can learn to effectively advocate for their student.

With the believe that communication with parents needs to be active and personal, our CBO partner will work with the Parent Coordinator and parent leaders, to ensure face-to-face outreach, visiting parents where they are in the neighborhood, phone calls, and emails. A newsletter is also a great way to enhance communication about the schools achievements both with community partners and with parents. Our CBO will ask parents to play a role in developing the newsletter and distributing it.

Our CBO will provide training to the school staff to learn alternative ways to engage parents through positive communication techniques.

To effectively engage parents and community resources as partners in the school, our CBO will work collaborative with the school staff through the School Leadership Team and the Parent Association to create school-wide events such as “Family Nights”, health fairs, resource fairs, and college fairs that will be open to the entire school community. Parents will play a lead role in planning and executing the event. Our CBO will work with the school to increase the number of parents invited to participate in school-specific and enrichment trips and activities.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

In order to positively impact parental engagement, student attendance, and ensure all students benefits from a robust home-school connection, school stakeholders will develop a system of communication to foster a collaborative culture where school, families and the community support students and families.

This will be evidenced by:

- 25% increase in parent attendance at parent conferences from first semester 2015 compared to previous year's data.
- By June 2016, there will be an increase in student attendance to 81.6%.
- By June 2016 100% of the staff will be trained in culturally relevant parent engagement practices.
- By June 2016, school staff communication outreach efforts will increase by 80%
- By June 2016, there will be a 10% increase in parents attending workshops

The impact on student achievement will be:

- The progress toward graduation rate (year 2 and 3 students) will meet 44.8%
- The four-year graduation rate will meet 53.5%
- The school attendance rate for the year would be 81.6%
- There will be a 5% positive increase for parental responses in the School Environment Survey

Part 4 – 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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? (include school, educational consultants and/or CBO staff)
CBO in collaboration with the parent coordinator, the PA President, and the VISTA volunteer will develop a comprehensive plan for communicating with parents and engaging them in their children’s education.	All parents	September 10, 2015- June 30, 2016	Principal, CBO Staff, Parent Coordinator
CBO in collaboration with the parent coordinator, the PA President and the VISTA volunteer, will design the Family Resource Room.	All families	September 10, 2015- June 30, 2016	Principal, CBO Staff, Parent Coordinator
Implement family workshops to ensure that families receive the training they need to be able to access, understand, and use their children's data to promote dialogue among parents, students, and staff.	All Parents	September 10, 2015- June 30, 2016	Principal, CBO Staff, Parent Coordinator
CBO will provide PD for school staff on how to positively engage parents in culturally relevant and how to include them as partners in the education of their child.	All School Staff	September 10, 2015- June 30, 2016	Principal, CBO Staff, Parent Coordinator

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>The following resources will be needed:</p> <ul style="list-style-type: none"> ● CBO Staff ● Parent Coordinator ● VISTA Volunteer ● Parents ● Community Resources

- School Administration
- SLT
- Students
- Building Permits
- Space

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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.

By February 2016 the number of un-duplicated parents that visit the school will increase by 10%.

By February 2016, all teachers would have been trained on culturally relevant parent engagement practices.

By February 2016, school staff communication efforts will increase by 60%.

By February 2016, there will be an increase of 20% of parent participation in workshops.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016 all students will participate in an academic Extended Learning Time (ELT). They will receive opportunities to take regents prep help, core and elective courses. Through participation in the ELT, students will receive additional academic, social, emotional supports that will ensure they are on track to graduate and are college and career ready.
This would be evidenced by:
<ul style="list-style-type: none"> ● A 20% increase in scholarship report ● An overall increase in Regents by 3%
The impact on student achievement will be:
<ul style="list-style-type: none"> ● The progress toward graduation rate (year 2 and 3 students) will meet 44.8% ● The four-year graduation rate will meet 53.5% ● The school attendance rate for the year would be 81.6%

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
N/A				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

This is evidenced by:

- All students participating by June 2016:
 - APEX
 - Tutoring for Regents Prep classes
 - Core Subjects
 - Math
 - Science
 - English
 - Social Studies
 - Instituting the additional programs where one third of the student population will participate by June 2016:
 - College Readiness
 - Know and understand the expectations of college admission requirements
 - Know and understand the expectations of college life
 - Career Readiness
 - What does it take to obtain and keep a job
 - Learn how to manage your personal finances

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

3. Explain how you will evaluate the program to assess impact on student achievement.

Key Personnel:

- Classroom teachers
- School administration
- CBO Staff
- School Support Staff

Evaluation:

- Classroom teachers evaluate students academic progress/success for the following:
 - Regents Prep - Formative assessments that mirrors the regents
 - APEX
- CBO staff will evaluate students participation and engagement for the following:
 - College Readiness Classes - Attendance & Pre/Post Surveys
 - Career Readiness Classes - Attendance & Pre/Post Surveys

Part 4b. Timeline for implementation and completion, including start and end dates.

There will be a projected start and end date for each term (1 and 2)

Term 1:

Projected Start Date September 10, 2015

Projected End Date January 15, 2016

Term 2:

Projected Start Date February 2, 2016

Projected End Date June 15, 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The following resources will be needed:

CBO staff

Licensed Classroom Teachers

21st Century Technology

Community Partners

CBO Board of Directors

CBO Corporate Advisory Board

CBO Young Professionals Group

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.

Mid-Point Benchmark:

- By February 2016, 80% of the student population attended the ELT
- By February 2016, a 20% increase in overall scholarship

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Bronx High School of Business is committed to working collaboratively with parents, families, educators, and the community to enhance student achievement and ensure that every child graduates. Our mission is to prepare students to be critical thinkers ready to complete in college and careers. c

As evidenced by:

- By June 2016, 60% or more teachers will have effective or highly effective ratings in Danielson's Framework components 1e, 3b, 3c and 3d.
- By June 2016 the school will establish and articulate clear school policies and procedures that will be used 100% of the time by all stakeholders as well as monitored to promote a school culture where students feel safe, supported and challenged by their teachers and peers.
- By June 2016, teachers will collaboratively plan and implement common core aligned lessons 100% of the time, which provide multiple entry points based on analysis of student work, data and teacher-student conferences.
- By June 2016, school leaders will devise a strategy that will promote understanding and sense of urgency about school wide goals 100% of the time by putting systems in place and monitoring the systems to improve student achievement.
- By June 2016, the school will positively impact parental engagement, student attendance, and ensure 100% of all students benefits from a robust home-school connection, school stakeholders will develop a system of communication to foster a collaborative culture where school, families and the community support students and families
- By June 2016, all students would had participated in Extended Learning Time (ELT) opportunities available.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The following are the target population(s) that will be served by the Community School programs:

1. Students in the following three tiers:
 - a. Academically at-risk
 - b. Social-emotional at-risk
 - c. On-Track for Graduation
2. All Parents/Guardians or Family Care Givers

3. School Staff

4. Surrounding Community

Scope of Services:

- Students
 - Enhanced social-emotional support
 - Counseling
 - Individual/group
 - Mental Health Services
 - Medical Health Services
 - Academic support
 - Regents Prep - Tutoring
 - APEX
 - On-Track for Graduation
 - College and Career Readiness
 - Parents - Guardians - Care Givers
 - Creation of family resource room
 - Developing a communication plan between school community and families
 - Educational Opportunities
 - Non-English Speaking Parents (immigrant families)
 - All parents
 - Teaching parents are to self-advocate for the family and their child's academic success
 - Flex-Time to meet parents' availability to access school resources
- School Staff
 - Culturally relevant professional development opportunities to understand and engage families and students
- Surrounding Communities
 - Building and sustaining partnerships with local organizations/business and faith based institutions

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Community School Director:

The Community School Director (CSD) will be culturally and linguistically competent, and knowledgeable on the community and its resources. The CSD will be the intermediary between the CBO, the school faculty, students and parents, and the community partners. The CSD will ensure alignment and integration of all programming with the Principal's vision and school day curriculum. The CSD is integral in linking the community school to the myriad governmental supports and agencies with which the CBO already has close working relationships, including the Human Resource Administration and Administration for Children Services, that can assist families in need with benefits and entitlements that promote self-sufficiency.

The CSD will conduct the needs assessments to ensure that existing partnerships address the needs of the students and families. The needs assessment will inform service gaps that need to be filled, as well as forge and maintain new relationships in the community in order to meet those identified service gaps. The CSD identify the resources, establish the relationships, and create a strategy that facilitates referrals in the community for seamless connection to supports for community members.

The CSD will be part of the School Leadership Team and build the capacity of the school to implement a community school approach, resulting in social, emotional and academic enrichment. The CSD will help shape a collaborative school culture that is aligned with the school's pedagogy.

The CSD will develop strong relationships with parents and engage them in a leadership development program that focuses on building their capacity to support their children's academic success, as well as be informed partners in the development of their community school. The CSD will work with parents to achieve self-efficacy in becoming advocates for their children. The CSD will also work with parents to identify common challenges to family engagement and ways the community school can facilitate improved partnerships between families and teachers to address key barriers and develop effective strategies.

The CSD will have knowledge of and experience with the target community surrounding the Bronx High School of Business, as well as experience supervising staff, and working in partnership with and inside schools. They have knowledge of youth development principles and experience in working with adolescents and families, and possesses excellent written and verbal communication skills.

Extended Learning and Mental Health Programming:

For the extended learning piece, our CBO partner will implement a non-credit bearing college and career readiness program to a third of the student population. Eligible students will be identified as students who do not require credit recovery, regents prep, or skills support classes. The program will be implemented by a group facilitator in small settings (approximately 15 students max.). The curriculum will cover job readiness including interviewing skills, professional etiquette, resume creation, job search, mock interviews, and networking skills; Financial literacy reviewing checking & savings, budgeting, the importance of saving, and money management, and the opportunity to open a checking account; College readiness will include college visits including virtual tours, college fairs, SAT prep course, and interactive college workshops. Through this program, we plan to help students improve academically, develop better work habits, and enhance their social-emotional skills. To strengthen this piece of the ELT, our CBO will partner with its Board of Directors, Corporate Advisory Board, and Young Professionals Group.

The mental health programming piece will maximize the number of students receiving age-appropriate individual and group counseling, streamline the referral process for children and families facilitating a better follow-through rate as parents feel supported in the process, and ensure that mental health providers are caring bilingual and bicultural professionals with a unique ability to address issues specific to recently migrated youth.

Our CBO partner will work with local universities (Fordham University, CUNY Lehman College, and CUNY Hunter College) to identify Master of Social Work graduate level interns that will be on-site full-time that to work alongside the School Social Worker and be supervised by the CBO Licensed Social Workers. These graduate level interns will provide additional individual counseling and group counseling for general education students that have been identified as students in need of conflict resolution, stress management, effective communication, and/ or healthy relationships.

Referrals for off-site counseling would be facilitated by both the School Social Worker and the graduate level interns to the outpatient mental health clinic located close to the school, Comunilife, Inc. Comunilife utilizes Cognitive Behavioral Therapy (CBT) structured, short-term, present-oriented psychotherapy which is time-limited and offers behavioral change.

Parent Involvement:

Recognizing that educational outcomes are reached when a community works together, our CBO will lead the charge in integrating community resources with parent identified needs. In all partnerships (parents and community members) a common vision and mission; mutually agreed upon goals, and shared decision-making will be established. Each partnership will support the educational achievement of the child and their overall health and well-being.

Through these partnerships, our CBO will develop programs that attract parents, establish a welcoming environment that supports learning and socializing where parents are received as problem-solvers for any challenges that the school may be facing, and parents will develop advocacy skills. To enhance the welcoming environment, parents will be invited to work alongside the Parent Coordinator to design the Family Resource Room, which parents will design.

Since our school has a strong presence of bilingual educators (English/Spanish) and our surrounding community is predominantly made up of Latino families, educational opportunities will be offered specifically to this target population. In addition, the CBO will offer educational opportunities to all parents/guardians/caretakers to meet their multiple needs.

Our CBO will provide leadership training for parents through partnership with organizations such as the NY Coalition for Educational Justice who are a parent-led movement for educational equity in all NYC schools. They are effective at teaching parents about their rights and ways they can learn to effectively advocate for their student.

The CBO will work with the Parent Coordinator to develop a comprehensive communication plan that will be active and personal ensuring face-to-face outreach, visiting parents where they are in the neighborhood, phone calls, and emails. A newsletter is also a great way to enhance communication about the schools achievements both with

community partners and with parents. Our CBO will ask parents to play a role in developing the newsletter and distributing it.

To effectively engage parents and community resources as partners in the school, our CBO will work collaborative with the school staff through the School Leadership Team and the Parent Association to create school-wide events such as “Family Nights”, monthly forums, health fairs, resource fairs, and college fairs that will be open to the entire school community. Parents will play a lead role in planning and executing the event. Our CBO will work with the school to increase the number of parents invited to participate in school-specific and enrichment trips and activities.

Data Collection and Analysis:

Our CBO will be part of the School Leadership Team where decision-making takes place. The attendance team analyzes by the Attendance team; Regents data is analyzed by the Department Teams; and scholarly data is analyzed by the Grade teams. The CBO will create a schedule to connect with each team that is responsible for data analysis in order to identify trends and meet the emerging needs of the students.

The CBO uses the following tools to monitor program quality: (1) Regular supervision and observation of programming by the Director of Youth Development and the Vice President of Program and Policy to ensure alignment with program goals, fidelity with workplan and budget, and attention to cultural and linguistic competencies. Adequate supervision is critical to support and enhance the work of direct service staff; (2) Attendance records for program activities, capturing involvement of both youth and families to understand the level of “dosage” or intervention; (3) Fidelity Check-lists, which capture data on when and how curricula is implemented, changes that need to be made and why, and session successes/challenges for specific curricula; (4) Pre/Post Tests that are completed by participants to assess any attitudinal, behavioral change and increase in knowledge; (5) Surveys to assess programmatic needs and gather participant feedback to inform program design and planning; (6) Focus groups, student councils, and small discussion groups to ensure connection to participant voice. Any and all data collected by the CBO will be shared with the Principal and the SLT in order to identify trends and emerging needs of the students.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

● Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.

The following individuals will be the key personnel who will be implementing and overseeing the Community School program:

- School Administrative Staff
- Community School Director
- SLT Team

The school will evaluate the following data to determine the impact on student achievement :

- Attendance Rate

● Progress Toward Graduation - Years 2-3

- Four year graduation rate
- Regents completion rate
- Four year college readiness index

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

- School Leaders
- School Staff
- CBO Staff (Community School Director & Expanded Learning Time Coordinator)
- Students
- Parents/Guardians/Caregivers
- Parent Coordinator
- PA Team
- SLT Team
- Extended Building Hours
- Space
- Mental Health Community Partner
- Partnership with School Based Health Center
- Partnerships with City Agencies
- Partnerships with local universities
- Partnerships with other Community Based Organizations
- Change to one hour blocked instruction from traditional 45 minutes
- Adding Model Teachers and Peer Collaborative Teachers
- 21st Century Technology

Part 3c. Timeline for implementation and completion, including start and end dates.

For ELT:

Program Implementation will begin on September 10, 2015

Program Completion will end on June 12, 2016

For Community School Program:

The school will essentially be open for longer hours, six days a week, year-round, accessible to everyone in the community.

Section 8: 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 at 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)	Credit Deficient and or Missing Regents	Traditional Classroom Instruction for Credit Deficient and Regents Prep for students who are Missing Regents	Traditional Classroom Instruction for Credit Deficient and Regents Prep for students who are Missing Regents	At the end of the school day (extended hour) After School and Saturday Tutoring Lunch and Learn Tutoring
Mathematics	Credit Deficient and or Missing Regents	Traditional Classroom Instruction for Credit Deficient and Regents Prep for students who are Missing Regents	Traditional Classroom Instruction for Credit Deficient and Regents Prep for students who are Missing Regents	At the end of the school day (extended hour) After School and Saturday Tutoring Lunch and Learning Tutoring
Science	Credit Deficient and or Missing Regents	Traditional Classroom Instruction for Credit Deficient and Regents Prep for students who are Missing Regents	Traditional Classroom Instruction for Credit Deficient and Regents Prep for students who are Missing Regents	At the end of the school day (extended hour) After School and Saturday Tutoring Lunch and Learn Tutoring
Social Studies	Credit Deficient and or Missing Regents	Traditional Classroom Instruction for Credit Deficient and Regents Prep for students who are Missing Regents	Traditional Classroom Instruction for Credit Deficient and Regents Prep for students who are Missing Regents	At the end of the school day (extended hour) Lunch and Learn Tutoring

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling and Crisis Counseling	Mandated Services are identified in the student's IEP, and Crisis counseling as needed	One to One Small Group	During the school day and ELT
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Section 9: 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>The following outlines the measures that will be taken to ensure that Bronx High School of Business staff are High Qualified:</p> <p>Recruitment of HQT:</p> <ul style="list-style-type: none"> • Teachers are recruited based on school/student needs. This is done collaboratively with Supervising A.P. of the Department, Teacher Leader of the Department and the school principal. The process is as follows: • School community expresses the need of recruiting a teacher • Administrators evaluate the request • Vacancy is posted on Galaxy as needed • Supervising A.P. will conduct the first interview • Principal will conduct the second interview if A.P. recommends • Principal, supervising A.P. and Department Lead will observe a demo lesson of the candidate • The process is repeated if teacher does not meet the standards outlined in the Danielson Framework for Teaching or the best candidate is offered the position <p>Support and Retention of HQT:</p> <ul style="list-style-type: none"> • Professional development (in house or external) • Formative and rated observations with actionable feedback is provided • Teachers are provided are provided opportunities to collaborate in grade teams, department teams, WITsi teams

Types of professional developments:

- Pedagogical
- Danielson Framework for Teaching
- Pedagogical Skills Based
- Formative assessment in classrooms
- Upload complex text for students
- Witsi strategies
- Teacher providing actionable feedback to student work

Collaborative sharing of resources

- Non-Pedagogical
- School Wide Systems
- Social-Emotional Support
- Family Engagement
- Community Engagement

2b. High Quality and Ongoing Professional Development

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

Types of professional developments:

Teachers and Paraprofessionals:

- Pedagogical
- Danielson Framework for Teaching
- Pedagogical Skills Based
- Formative assessment in classrooms
- Aligning Common Core Learning Standards to Curriculum
- Use of text complexity
- Strategies for teaching ELLs and SWDs

- Incorporating technology into instruction

Students write responses to writing prompts

- Teacher providing actionable feedback to student work utilizing a variety of assessment strategies
- Teacher sharing resources in Google Classroom Environment with other teachers

Paraprofessionals:

Content area professional development
 Instructional strategies to meet the needs of ELLs and SWDs
 Strategies for collaborating with classroom teachers

Principal:

- Systems to insure accountability at all levels

Budget

Strategies for supporting teachers and create a positive collaborative atmosphere

Assistance in developing a viable and engaging Saturday Program for parents

Assistant Principals

- Continue professional development in the area of Danielson
- Enhancing collaborative and leadership skills
- How to use data to inform instruction

How to conduct Learning Walks

-

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

N/A

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.

Teachers are actively engaged in collaborative settings (Department - Grade - WITsi) to decide the use and selection of appropriate multiple assessment measures to include student work. The following identifies what the grade teams did and will continue to do for next school year is:

Grade Team

- Data Source Used were regents results, specifically ELA
- Items Skills Analysis was performed to drill down to a specific skill that can be found across the curriculum
- Identify the strategies needed to address the skills identified in the previous step
- Infuse the strategy into the lessons
- Assess student progress

WITsi

- Introduce writing strategies to the team and discuss how this will be delivered in the classroom
- Infuse the strategies into the classroom
- WITsi Team members view student work and identify areas of growth and concerns
- Team members identify strategies that will support student's growth

Department Teams in a Professional Development

- AIR data was shared in a professional development to discuss where the school is at when compared to the expectations

- Science - Social Studies - ELA departments looked at the ELA data and concentrated on the literacy skills that are found throughout their curriculum/subject area and identify areas of strengths and needs
- Math department looked at the math skills to identify areas of strengths and needs
- All departments were then required to revise their curriculum to meet the needs of the expectations

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	318,997.00	N/A	N/A
Title I School Improvement 1003(a)	Federal	0	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	0	N/A	N/A
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	12,592.00	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	2,710,881.00	N/A	N/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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: 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 RSCEP 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. **[School name]**, 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. **[School name]** 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, Progress 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)

[Bronx High School of Business] , 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 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 will 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 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Bronx High School of Business</u>	DBN: <u>09X412</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> 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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: There are 97 English Language Learners at the Bronx High School of Business. This year we started a Spanish Transitional Bilingual Education (S-TBE) Program. At the present time, we are offering the Living Environment, Algebra and Global I classes to the Spanish native language students. In addition, we are offering the Free standing ESL program for those students that have a non-Spanish native language. Students are programmed by levels in the ESL Program. A Saturday Program will be offered to highten the performance of the ELL population, which is one of the subgroups that is struggling on the ELA and Math Regents. The Saturday Program will have two ESL and will meet from 9:00 am to 1:00 pm. There will be two hour sessions. We intent to begin the program on November 15th and will end on the next semester on June 13 2015. There will be a total of 16 Sarturday sessions.

 In addition, we intent to supplement intruction and increase graduation rates of the ELL population by offering an after school program. There will be two certified ESL teacher that will meet students on Tuesdays and Thursdays from 4:10pm to 5:30 pm. We intent to meet on Fall 2014 Semester for 6 sessions starting on December 3rd and 10 sessions during the Spring 2015 Semester beginning on March 18, 2015. The group will receive an intensive drill of all the skills necessary to succed on the ELA Regents.

Subgroups and grade level of students to be served: The supplemental program will cater to all Ells in grades 9-12.

Grades	9	10	11	12
Spanish	29	23	9	33
Bengali	3	0	1	0
French	1	1	0	1
Other	1	0	0	0
Total	34	24	10	34

Schedule and Duration: The Saturday Program will be for 16 weeks from 9: 00 am to 1:00 pm. The Program is divided in two sessions, each of two hours duration.

Language of Instruction: The primary language of instruction is English. However, native language support will be used to make content comprehensible to students.

Number and type of certified teachers: In order to accommodate different levels, two fully certified ESL teachers will provide instruction in the two sessions.

Materials: In order to make content comprehensible for ELLs' students we need to use different materials and aids. Books: Getting Ready for the English Regents Essays. Buried Onions by Gary Soto. In addition, NYS approved bilingual glossaries will be used by students to help with comprehension.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here: Providing Professional Development is vital. All teachers including ESL and Title III teachers will have an ongoing throughout the school year Professional Development. These sessions are taking place every Monday from 8:05 pm to 8:45 pm at "no cost" to the program. The workshops are in alignment with the New York City instructional expectations, and with the Danielson Framework for Teaching.

Topics are:

1. Designing Coherent Instruction
2. Learning Objectives Next Steps
3. Citywide Instructional Expectations
4. Planning for Success
5. Instructional Focus
6. Translating General Statements Into Learning Goals
7. Depth of Knowledge
8. Questioning and discussion techniques
- 9.

Rationale: The on-going PDs will give ELLs and general education teachers a strong and consistent support needed to meet the instructional and academic rigor requirements.

Date: On going throughout the year

Time: Mondays (as part of the mandated professional development afternoons)

Name of Provider: Bronx High School of Business

Instructional Coaches

Assistant Principals

HSAI- Coaches

Lead Teachers

-
8. Topic: Academic Rigor, Lesson and Unit Development

Rationale: ESL, Bil, Spanish/NLA Teachers working to create unit of instructions based on the expected academic rigor for all students.

Date: Ongoing September 2015-June 2016

Time: Mondays (as part of the mandated professional development mornings)

Providers: Mrs. A. De Jesus, Principal IA, M. Barba, F. Brown, Assistant Principals.

9. Topic: Our School's Programs and Services for English Language Learners

Rationale: Informing staff of school's programs, terms, and assessment of ELLs.

Date: January 2016

Time: Monday (as part of the mandated professional development afternoons)

Providers: Ms. F. Brown, Assistant Principal, Ms. Delgado, Solis and Reyes ESL Teachers

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Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

-

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 09	Borough Bronx	School Number 412
School Name Bronx High School of Business		

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 Ana De Jesus	Assistant Principal Michael Barba
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type Vilma Delgado	School Counselor Ebony Reid, Patty Rukaj
Teacher/Subject Area Maureen Nibbs	Parent type here
Teacher/Subject Area type here	Parent Coordinator M. Reyes
Related-Service Provider type here	Borough Field Support Center Staff Member Jose Ruiz
Superintendent type here	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	3	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	2
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	1
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)	295	Total number of ELLs	95	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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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										1	1			0
Dual Language														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	95	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	7
SIFE	17	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	11

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	46		2	7		2	10		3	0
DL										0
ENL	15		6	4			3			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 _____										40	29	7	26	0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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
Chinese														0
Russian														0
Bengali										1		1		0
Urdu														0
Arabic														0
Haitian														0
French										1	1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)										16	15	5	2	0
Emerging (Low Intermediate)										6	4	2	2	0
Transitioning (High Intermediate)										3	4	4	2	0
Expanding (Advanced)										6	7	4	3	0
Commanding (Proficient)										0	0	1	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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
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.
Our school uses the NYSESLAT results as tool to asses the early literachy skills of our ELLs. In addition, we use the NYSITELL and the Spanish LAB-R to assess new comer students. Based in these data, we are able to place students in their proper ELL level, plus the results will let us know the area and skills students need to develop.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Patterns across proficiency levels show that our ELLs are below grade in literacy. Our students perform low in reading and writing on the NYSESLAT. Our students score higher on the listening and speaking section. The data shows that most of the beginner students and the new comers to the country do poorly in the speaking and listening sections. As students move by grade from 9 to 10; they get accustomed to the new environment and perform better. As students' progress to grades 11 and 12, they improve on the speaking and listening tasks. In reading and writing, almost 70% of students tested scored at the beginner or intermediate level. When NYSESLAT scores are released, the ENL Department meets to review data and assess patterns in scores. With this information, the ESL department shares the information with the rest of the staff. This data is analyzed during the two days of school before students attend and the information is reviewed for patterns in scores.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO data give us an overview of our population, and allows us to plan accordingly to the need of our students. For example, we need to provide after-school and Saturday instruction to help our students to gain credits and the necessary skills to continue studying in college. The AMAO results show that 1 student scored at or below 25th growth percentile and scored 1 or 2 in the ELA Test. Further, 2 students sored at or below 25th percentile and scored at level 1 or 2 on Math. When you look at the data by being under-credited based on age we have 40 students. We have 11 students that were held over in the past 3 years, and 45 students that are at risk level 3 or greater. Last year 73 students took the NYSESLAT and 51 or 69.86% of them made progres in English Language Acquisition. The data revealed that 15 or 20.55% attained proficiency.
- 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?

ELL periodic assessment has been used to inform the instructional planning of teachers. It identifies the standards and the skills that our students are proficient on and indicate the areas for improvement.

The results have the following implications

- The results indicate that we need to increase the opportunity for students to engage in literacy
 - Students need to be exposed to literacy in all subjects areas
 - ENL teachers need additional preparation in teaching literacy using the Common Core
 - Additional professional development is needed to help teachers differentiate instruction for the different levels of proficiency.
 - Parents and students need to be more informed of the importance of sitting for the exam.
 - Non- ENL teachers need additional professional development on implementing ENL strategies in their lessons.
 - ENL students are scheduled for a special writing course in order to help them improve composition skills and gain mastery over grammatical and mechanical structures.
 - ENL teachers provide Common Core instructions in preparation for the new Common Core ELA Regents Examination.
 - ENL students are referred to AIS tutorial classes, taught by licensed ESL teachers, during Saturday School.
 - ENL teachers use Common Core Curriculum, and the SIOP methodology to provide differentiated instruction with the reading strategies necessary to comprehend written material.
 - A special component of our program is that ENL teachers, in addition to providing double-period instruction in ENL, co-teach students' in some subject area classes, as literacy and ENL specialists. In this fashion, they are able to provide students with content-area support in reading and writing and, when necessary, to help content-area teachers diversify instruction in order to address the needs of English as a New Language Learners.
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*.]
N/A
 6. How do you make sure that a student's new language development is considered in instructional decisions?
Content and ENL teachers work together to set content and language objectives within the unit in order for ELLs' to grasp the lesson. It is important that these objectives are explicitly reviewed at the beginning and at the end of class using strategic introduction of content vocabulary, literacy instruction and hands-on manipulative.
 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).
The success of programs are measured using growth on NYSESLAT and Regents exam. NYSESLAT results show that 69.86% of students tested have shown progress. 20.55% of these students have reached proficiency in the English language. While it is good to examine final outcome, we must be mindful of where the students started out and the progress that he/she is making.

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.
All students who are new to the New York City Department of Education public school system and who are registered at Bronx High School of Business are administered the Home Language Identification Survey (HLIS) to determine the language spoken at home. The completion of the HLIS is supervised by the Guidance Counselor-Ebony Reid and a licensed ESL teacher-Vilma Delgado who speaks English and Spanish. For low incidence languages we will contact the Translation and Interpretation unit for assistance.

For non-native English language students the ENL and Bilingual Coordinator, Vilma Delgado, conducts an interview with the parents or guardian and the student. (the interview must be in the parents' preferred language). Ms. Delgado explains and helps the parents to

complete the Home Language Identification Survey, and Parent Selection Form. In addition she shows parents the "Parent Orientation Video" which present the three parents options; and gives information about our school's services. If the student qualifies for ENL services, he or she will take the NYSITELL and the Spanish LAB-R within the first five school days; and parents will be sent a letter with the results, and the student placement within the first ten days of school. Students are identified as ELL's if they score at the entering (beginning), emerging (low intermediate), transitioning (high-Intermediate), expanding (advanced) or commanding level. Spanish speaking students who are identified as ELL's are also given the Spanish LAB. These students are then considered 'entitled' as is evident by the RLER report, and are administered the NYSESLAT until they test out by scoring at the Commanding level. Entitled students will continue receiving services for two years after they tested out.

Always, Ms. Rujak or Ms. Reid, counselors come together to explain the assessments, credits, and goals for the student.

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).

The plan we have for the next year SIFE students is to give students "SIFE Oral Interview Questionnaire" to determine the status. We intent to use the LENS Test (Literary Evaluation for New Students: SIFE) within 30 days of enrollment.

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 NYSITELL will be administered to students entering with IEPs after the Language Proficiency Team (LPT) has determined that the student has English language acquisition need or if the disability a determinant factor impeding the student advancement of the English Language.

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.

Our plans for next school year are:

1. Intake interviews the day students and parents come for enrollment
2. Completing the HLIS and PSF
3. Input information in ATS
4. The next day (Day 2) print, administer, and fax NYSITELL and Spanish LAB-R
5. Day 3, send parents' notification letters

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).

As part of the changes on 2015-16 school year we intent to inform parents of their right to appeal ELL status. This information will be given during the initial orientation or Re-Identification interview. In doing so, we will be in compliance with the 10 school calendar days to start the process. Parents will be given a flyer with the Re-Identification of ELL Status Phase 1 and 2.

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.

When the NYSESLAT results are released, ESL teachers and the Assistant Principal review and analyze the results and make program determination. Students who are proficient are placed in English classes, but they are informed of the support services that remain in place for them and copies are kept on file in the school. Entitlement and enrollment letters are mailed home to parents in the various native languages with our contact information. The Guidance Counselor-Ms. Reid and the ESL teacher-Ms. Delgado are instrumental in describing the three program choices to parents in native languages. (This process is carried out at enrollment because of the trend of parents not returning for the information session). Parents view the video of the three choices in their preferred native language to get a better grasp of the three instructional programs that are available to them. When we reach the required number of students in a grade level who requested a TBE/DL program, we will conduct outreach, in writing and via phone calls, to all the parents who had selected those programs.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As previously discuss, we intent to complete the Parent Surveys and Program Selection Forms during our first interview. As part of the process, Ms. Delgado uses the ELLs Data Sheet, where all the main information is accessible to monitor students information.

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

Ms. Delgado will use the ATS for those students that come from another school to request records. For new comers Ms. Delgado will contact parents to complete the necessary information.

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

At the beginning of the school year, Ms. Delgado, will send the entitlement letters, or the continuation letters to parents during the first ten days of enrollment.

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

Our school keeps the original records collected by Ms. Delgado or the school's counselors on the Cumulative Record in the Main Office, additionally; there are copies of the records in room 228 Bil/ENL Office.

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.

All English Language Learners take the NYSESLAT each year. The test is administered by our ENL Teachers.

The ENL Coordinator, Ms. Delgado:

1. Prepares a list of all eligible ELLs

2. For the Speaking Part:

a. Divides the students between teachers, assigning students they do not teach

b. Makes schedule and appointments to complete this part.

3. For the Listening, Reading, and Writing

a. Teachers meet, and agree on dates when the different parts will be given, simultaneously

b. Each teacher will give make up tests on different periods in order to administer all the parts to all students

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

Paste response to question here:

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).

Our school population is mainly Hispanic and for few years they were asking for Bilingual Program. On the school year 2014-15 we implemented a Transitional Spanish Bilingual Program. The Parent Survey and Program Selection forms indicate 83.96% preferred a Bilingual Program, and 16.03% an ESL Program. Mainly the enrolled students that speak a language that is not Spanish or English are the ones that selected the Freestanding ESL Program. We understand that is imperative for the parents and students to be part of the selected program in addition to follow the Aspira Consent Decree.

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.

Paste response to questions here:

- 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)?

Paste response to questions here:

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.

Paste response here:

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

HLA classes are integral part of our Bilingual Program. It is imperative that we ensure that the HLA instruction is of the highest caliber and aligned to the ELA instruction and the Common Core Curriculum. To ensure that all HLAs are appropriately evaluated students are program to take classes divided by levels. The HLA classes are used as a scaffold to develop the necessary skills to pass the Regents and to continue college studies. At the end of each unit of learning; example: poetry, short stories, and

drama they take an end of the unit assessment. In addition, they do projects, and presentations. At the end of the semester they take a cumulative test. Furthermore, HLA students are prepared to take the LOTE at the end of two years.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that all ELLs are appropriately evaluated in all modalities the NYSESLAT scores are taken into consideration in order for the content and ENL teacher plan accordingly. Our ENL teachers will use the SIOP Model and Common Core Curriculum which are geared to develop, differentiate and evaluate all necessary skills (modalities): Speaking, Listening, reading and writing.

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

6A. Our instructional plan for SIFE students includes intensive differentiation using the SIOP Model. In addition, teachers are participating in SIFE PDs to bring new strategies, materials and methods to better serve our students.

6B. Newcomers will be grouped according to their proficiency level and will continue to receive instruction that is differentiated and well as scaffolded. Graphic organizers and writing templates will be used to help students organize and develop emerging writing skills. Teachers will help students to build schema as a foundation for new language and content. Vocabulary development through the use of glossaries, word wall will continue to be a focal point of ESL instruction.

6C and D. The administration and teachers recognize that there is a special challenge with ELLs receiving service for 4 to 6 years and long term ENLs. Our instructional approach serves to encourage language proficiency as well as to offer them opportunities to take advanced courses. As students at a business school, ELLs are exposed to computer skills and the art of developing a small business. ENL learners play a pivotal role in our Virtual Enterprise program. Students are offered rigorous regents prep classes in Mathematics, Sciences, Social Studies and English Language Arts. Students take the PSAT and are encouraged to take SATs. The college expectation is extended to ENL students; they are expected to apply to college, complete financial aid application and attend college fairs. Guidance Counselors and ENL teachers will provide one to one motivational conferences with long term ENLs.

6E.

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.

Our school will create a Language Allocation Team (LPT) that will consist of Ms. McCarthy, SP Ed Coordinator, Mr. Florentino Rosa, Assistant Principal, Vilma Delgado ESL/Bil Coordinator and the student's guardian, and one of the school's counselors; Ms. Reid, or Ms. Rukaj. The LPT Team will determine if the student needs services. After Phase 1 of the Re-identification is completed and we have a determination of the case, the ESL/Bil Coordinator will check the progress using the different marking periods grades, and progress report to ensure that the student's academic progress has not been negatively affected by the determination. The Coordinator will bring these results to the LPT Team.

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?

ENL and content teachers use a variety of instructional strategies to make language and content comprehensible to ENLs and ELLSWDs. These include an emphasis on differentiated instruction for the various learning groups within the proficiency levels. Scaffolding (graphic organizers, writing templates, modified writing prompts) is another strategy that is used by ENL and content teachers to make language and content comprehensible. Instruction is delivered within the zone of proximal development to ensure that students are challenged but are not frustrated in the learning process. Technology is used to enhance the learning experience of students; teachers use the SIOP Model to differentiate in all classes.

Our primary goal is to ensure that all ENL and ELLSWD students, regardless of their proficiency level, can read and respond to the same text.

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 programming has flexibility to accommodate our ENL learners and SWDs. Our ENL classes are programmed at the same time so students can move across proficiency levels if they have the need without ever missing out on another subject. All ENL teachers meet during common planning periods to evaluate and plan units of instruction. ENL teachers are also

Chart

afforded

the time to meet with ELA teachers to discuss research based strategies and performance of students.

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	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(u) 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.

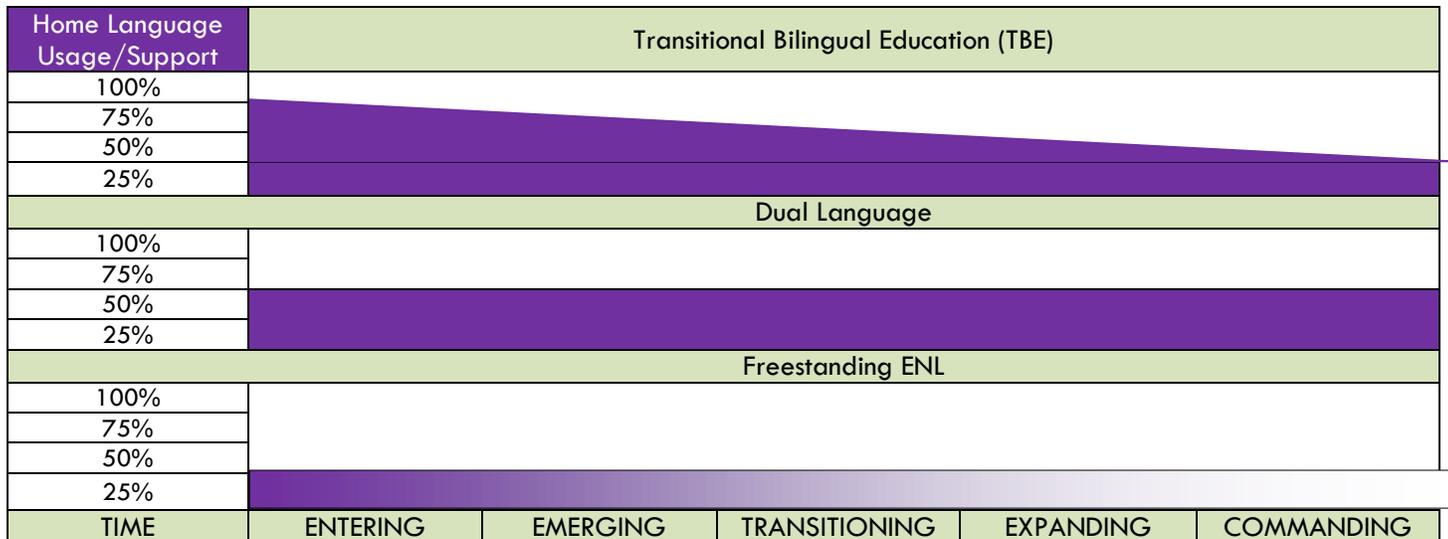


*Note: “other approved services” does not apply to New York City at this time.

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.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
At this time our ENL model is working effectively with our ELL population. Our content and ENL teachers work collaboratively in order to adapt the lessons to meet the needs of our ELL learners. Teachers ensure that content and language objectives are included in every lesson. This collaborative effort ensures that that all students benefit from teacher and peer support.
12. What new programs or improvements will be considered for the upcoming school year?
For this school year we will be using using Keystone, an intensive literacy and language program, in order to improve English acquisition and academic writing. We are also incorporating common core units into the curriculum for all levels. We also offer afternoon tutoring four times a week and on Saturdays.
13. What programs/services for ELLs will be discontinued and why?
We will not discontinue any program; all entitled students will continue to receive services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
English as a New Language Learners at Bronx High School of Business are offered equal access to all instructional and social programs. ELLs are exposed to the academic rigor of Regents prep courses and classes. They are offered the opportunity to take Advance Placement courses in language. All students including ELLs take the PSAT and are encouraged to sit for the SATs. ENL learners are expected to apply to college and attend college fairs sponsored by the school and outside organizations. ENL learners take part in all social programs including senior week, trips to museums, and annual talent show. ELLs are active members of several varsity sport teams. All ELLs are strongly encouraged to be active members of our Saturday AIS. Through the Title III grant, LEPs receive additional AIS services to aid in language acquisition.
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.
There are several sources of instructional materials that are used to support ENL instruction at Bronx High School of Business. All classrooms have a smartboard, and teachers receive ongoing professional development on how to use this technology to enhance instruction. There are eight mobile computer carts and one computer room. These provide students with access to our computer based instructional program as well as for research and word processing which are college and work place skills. Teachers and students have access to bilingual glossaries and dictionaries to help with vocabulary and academic vocabulary development. Reading libraries are age and proficiency appropriate and are culturally diverse.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Language support is provided using computer based technology and bilingual glossaries, dictionaries and textbooks. Students also receive translated versions of state exams. We also have spanish speaking ENL teachers push in to content area classes with large populations of spanish speaking ELL's. Additionally, a daily period of NLA instruction in Spanish is offered to the TBE students to support and enhance the level of acquisition of the target language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The programs that are offered as apart of the core instructional program and as supplemental services are age and grade appropriate.
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).
Paste response to question here:
19. What language electives are offered to ELLs?
Currently, Spanish is the only language elective offered to our students. ELL students that show proficiency are placed in AP Spanish.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- We do not have a dual language program.**

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.)
Paste response to question here:
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?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
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.
Paste response to question here:
 1. Bronx High School of Business and our network offer a variety of Professional Development (PD) for ELL personnel; this includes the Assistant Principals, Principal, Parent Coordinator, related service providers, and teachers. These PD sessions are aligned to the goals and the needs of the school. PD is also offered based on the individual goals that are set by teachers. We offer a series of PD on the Danielson rubric. This includes PD on questioning and discussion, classroom environment, student engagement, classroom routines and using assessment to guide instruction. ENL personnel are required to participate in PD on differentiation strategies. Teachers are encouraged to attend PD on the use of the SmartBoards to make lesson more interactive.
 2. ENL teachers are supported through workshops and meetings that are conducted to facilitate the incorporation of the Common Core Learning Standards in our lessons. It is encouraged for all teachers of ELLs to attend workshops conducted by OELL as well.
 3. The continued use of the SIOP model will provide the scaffolding strategies that teachers can use to help students develop language make the transition from middle school to high school. Our students are provided with advanced courses to help with the transition to college. Students participate in college prep sessions with the college advisor- Ms. Reid. Students also participate in college trips and college fairs. These activities are geared to help them with the transition to college.
 4. All teachers have been trained in SIOP, conducted by Prentice Hall. The aim SIOP training is to recognize the importance of having a language objective as well as an instructional objective in all lessons. New teachers will be trained as well.

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?

Paste response to question here:

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 to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

5. How do you evaluate the needs of the parents?

Paste response to question here:

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

1 to 3. The involvement of parents is important to the success of our school, and there are many ways in which we attempt to increase parental involvement. Bronx High School of Business has a Parent Coordinator who speaks English and the dominant second language- Spanish. The Parent Coordinator conducts outreach to parents to inform them of vital school information, programs and meetings. The Parent Coordinator plans workshops for parents and works with the PA president to organize and facilitate PA meetings. At these meetings, parents are provided with information about programming, budget and school data and graduation information. Parents are also part of the School Leadership Team (SLT). As a member of the SLT, parents play a key role in setting goals for the school. Translation services are available at these meetings to assist parents whose first language is not English.

Title III funds are used to pay for a Saturday Academy for ELL parents; parents are offered English classes and a computer class. Parents receive assistance with preparing documents such as job applications and resume writing. The classes are taught by a certified ENL teacher.

Records of these activities are kept by Ms. Yesenia Brown, Parent Coordinator in the school's main office.

4. This year we will partner with New Settlement to offer workshops to discuss services and programs available to parents.

5. Parents' needs are evaluated through the parent surveys and discussions at Parent Teacher conferences. The parental involvement activities reflect the feedback the school receives on parental needs. We use PTA meetings as an opportune time to hear parents concerns and preferences.

6. The Parent Teacher Association meets once a month and is made up of parents, teachers and the principal. The needs of parents are discussed at these meetings. We also encourage communication between staff and parents.

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.

Paste response here:

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)
Ana De Jesus	Principal		1/1/01
Michael Barba	Assistant Principal		1/1/01
Diosa Reyes	Parent Coordinator		1/1/01
Vilma Delgado	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Maureen Nibbs	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eboney Reid	School Counselor		1/1/01
	Superintendent		1/1/01
Jose Ruiz	Borough Field Support Center Staff Member _____		1/1/01
	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: **09X412** School Name: **Bronx High School of Business**
Superintendent: **Michael Alcott**

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.

The home language survey to identify different languages.
The parent selection form is used to identify different languages.
An ATS report provide a list of all the languages spoken in school other than English

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.

Spanish (most of the parents/guardians)
Bengali
French

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.)

Parent-teacher conferences letters (before each conference in the Spring and Fall)
Regents Information (January, June and August)
Information about tutoring (every semester)
Guidance letters about academic progress (every marking period)
Attendance outreach letters (a few times a month, as needed)

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.

Parent-teacher conferences (Spring and Fall)
Academic Open Houses (at least five per year on Saturdays)
Guidance Meetings (weekly)
Parent Association Meetings (monthly)

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.

About 50% staff and teachers are bilingual in English and in Spanish. Written translation will be provided by on-site staff and by the Translation and Interpretation Unit.

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.

About 50% of our staff and teachers are fluent in Spanish. Our Parent Coordinator is also bilingual. For non-Spanish speaking parents/guardians, we have been using the Translation and Interpretation Unit for interpretation over the phone. We also work collaboratively with the other school in obtaining on-site interpreters for languages other than Spanish.

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.)

All staff have been emailed the information about the Translation and Interpretation Unit. Language Palm cards and Language ID guidance will be distributed at staff meetings. They will also have a list of the number of available staff that can serve as on-site interpreters.

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

Refer to Part B.

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)

Parent surveys, parent/guardian meetings, informal conversations, school events, etc.