

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**12X480**

**School Name:**

**BRONX REGIONAL HIGH SCHOOL**

**Principal:**

**COLIN THOMAS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Regional High School School Number (DBN): 12X480  
Grades Served: 10 - 12  
School Address: 1010 Reverend James A. Polite Avenue, Bronx, NY 10459  
Phone Number: (718) 991-2020 Fax: 718) 617-0257  
School Contact Person: Colin Thomas Email Address: cthomas@schools.nyc.gov  
Principal: Colin Thomas  
UFT Chapter Leader: Youseff Elhathat  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: \_\_\_\_\_ Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 East New York Avenue, Brooklyn NY 11212  
Superintendent's Email Address: Lrobinson5@schools.nyc.gov  
Phone Number: 917-822-2281 Fax: 718-778-7385

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: One Fordham Plaza, Bronx, NY 10458  
Director's Email Address: JRUIZ2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

## Section 2: School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Colin Thomas	*Principal or Designee	
Youseff Elhathat	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ramon Rosado	Member/	
Judith Salinas	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

Bronx Regional High School is a Transfer Alternative School for students who have previously attended a New York City High School. The demographics of our student is as follows: 61% Latino and 39% American/African/ Caribbean. We have 250 students on register and 67% are female. Unfortunately, the majority of our students are considered to be economically disadvantaged and qualify for free school lunch. We have a small special needs and ELL populations and differentiate our instruction in all departments to meet the diverse needs of all our students.

We are a Title 1 school and use the School-Wide Program to help address the assorted academic gaps. Our Regents-focused core academic curricula are designed to help meet the diverse needs of our students. The Common Core Standards are fully integrated into all departments and are used to guide the development of our content driven curricula. Our teachers meet several times per week to look at students work and to share ideas about ways to better support our students.

The entire staff is committed to meeting the diverse needs of our students. To help our students we share best practices, use intervisitations, and believe in formal and informal mentoring. Our mission statement is as follows:

Bronx Regional High School is a community of learners committed to a challenging curriculum. We offer a safe, structured, and student-centered environment through various approaches such as collaborative learning and critical thinking. Teachers engage students in learning, utilizing the latest in educational and creative technologies. We encourage our students to think independently, be supportive of their peers, and continue to move towards their professional and educational goals as they pursue their dreams.

The majority of our students enter the school because they are unable to pass classes and Regents examinations or earn credits consistently. Our curriculum and instructional approach allows students to understand what they are learning and pass the classes and state examinations necessary for graduation.

We provide the students with support from a number of programs, which are our unofficial CBOs:

- Hunter College/ Social Work Team
- Montefiore Clinic

The campus has two LYFE Centers, which allows young parents to have their children in school with them during the day. The centers accommodate between 30-40 babies and at least 30 additional students are parents or are with child.

One of our secondary goals is to broaden the horizons for our students. Each year we engage our students in activities that are designed to change their outlook. Our Knowledge for College Day, health fair, incentive trips, and college tours to all six New York City community colleges expose and prepare students for options and life after high school.

We encourage students to take classes after school. The extended day program allows our students to acquire additional credit using I-learn or other programs at the close of the official day. The majority of our teaching staff uses their professional period to enhance curricula. In order to better meet the needs of our students, we map curricula, aligning our work to the Common Core and continue to develop a deeper understanding of the Danielson Framework.

## 12X480 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	267	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.5%	% Attendance Rate		65.4%
% Free Lunch	82.4%	% Reduced Lunch		2.4%
% Limited English Proficient	10.2%	% Students with Disabilities		12.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		36.9%
% Hispanic or Latino	61.2%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	16.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.33
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	47.6%	Mathematics Performance at levels 3 & 4		51.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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

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

### Part 1 – Needs Assessment

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

We refer to assorted data sources to determine our next steps. Regents’ results, report cards, school surveys and the PPO are reliable sources to use as we move forward.

As a result, we will ask teachers to continue our steps to differentiate instruction. This will allow students to be challenged based of their specific needs. In order to make sure this is happening teachers will receive ongoing support from administration and our generation ready consultant.

As per our most recent PPO we will structure lesson to ensure students are appropriately challenged and have opportunities to think deeply about their assigned work. Teachers will use Webb’s DOK as they develop higher order thinking questions for students.

Our Strengths can be found as follows:

- Our use of the workshop model to make sure students have a chance to practice what they learn daily.
- Teachers meeting in core departments a minimum of three times per week to look at student work to better support how they learn.
- Students receiving formal feedback from their teachers many times during the semester
- Students working in groups to support their peers and teachers adoption the role of facilitator

### Part 2 – Annual Goal

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

During the 2015-2016 school year, 75% of the core subject lesson observed will be common core aligned.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher teams will meet three times per week during zero period to look at student work, review curricula, and provide support to their colleagues.	All students	Fall and spring semester	Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal
The teachers will be assigned a staff member to visit based on information gathered through the informal and formal observation process. Teacher will be assigned to observe a peer during our monthly departmental meetings.	All Teachers	November–December 2015 and  April – May 2016	Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
The budget for the 2015-2016 school year will enable the aforementioned goal to take place.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
We will review the aforementioned goals during the late fall and will talk about the visits at our monthly departmental meeting in January.

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

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

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

### Part 1 – Needs Assessment

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

We refer to assorted data sources to determine our next steps. Regents’ results, report cards, school surveys and the PPO are reliable sources to use as we move forward.

All incoming students will be assigned to a guidance counselor and an attendance group member. This member will support the guidance counselor who is responsible for closely monitoring the students on her caseload. Each attendance group member will communicate with their assigned family members a minimum of four times per month. This ongoing communication will make students, parents and guardians aware of the progress students are making towards attaining credits throughout the semester.

### Part 2 – Annual Goal

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

During the 2015 -2016 school year, Attendance team members will make a minimum of four calls per month to the members in their group.

During the 2015 -2016 school year, teachers will invite a minimum of four parents per month to meet with each during zero period to improve academic outcomes.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Attendance Team members will meet weekly to discuss and improve attendance patterns.</p>	<p>All students</p>	<p>Fall 2015 – June 2016</p>	<p>Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal</p>
<p>Teachers will review records and determine the parents they will invite to discuss academic performance to improve outcomes.</p>	<p>Students in need of attention based on current performance.</p>	<p>Fall 2015 and Spring 2016</p>	<p>Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal</p>
<p>Our teachers assigned to work with our SWD and ELLs students will meet with the core department teachers consistently throughout the year.</p>	<p>Our SWD and ELLs students</p>	<p>Fall 2015 and Spring 2016</p>	<p>Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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 budget for the 2015-2016 school year will enable the aforementioned goal to take place.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



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

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

### Part 1 – Needs Assessment

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

We refer to assorted data sources to determine our next steps. Regents’ results, report cards, school surveys and the PPO are reliable sources to use as we move forward.

Teacher teams will continue to work together during zero period thrice per week. These tri-weekly gatherings in specific core departments can be opened up based on the needs of the departments. Our core department teachers will fashion a plan to address the needs assigned of students in needs of additional Regents Support (Circular 6R). This year we have two teachers and an administrator assigned to provide professional development based on the needs of each department. This team meets and plans PD sessions for the staff. The team has the UFT Chapter Leader as a member. His ability to meet and hear the concerns of the teaching staff ensures that the basic needs of the teachers are met.

### Part 2 – Annual Goal

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

Eighty percent of the teachers will use intervisitations during the school year to provide nonthreatening feedback to their colleagues. Each teacher will visit two of their peers and have two visits. During these visits the teachers will look for evidence of student learning and will provide their peer with a reflection sheet. A completed sheet of the visits will be handed to an administrator.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teachers will meet triweekly in departments to look at student work, review curricula, and provide support to their colleagues.	Core Department teachers	September 15- June 16	Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal
The teachers will be assigned a staff member to visit based on information gathered through the informal and formal observation process. Teacher will be assigned to observe a peer during our monthly departmental meetings.	All teachers	November–December 2015 and April – May 2016	Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The budget for the 2015-2016 school year will enable the aforementioned goal to take place.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

### **Part 1 – Needs Assessment**

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

We refer to assorted data sources to determine our next steps. Regents’ results, report cards, school surveys and the PPO are reliable sources to use as we move forward. The PPO clearly states school leaders have created clearly focused school level goals that are helping to improve student achievement.

Last year we were able to meet all of our goals and this year expect to do the same.

### **Part 2 – Annual Goal**

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

During the 2015-2016 school year we will meet the following goals:

By June 2016, 40% of the students taking the common core English Regents will earn a passing grade.

By June 2016, the number of students applying to college will increase by 5%.

By June 2016, the Principal and Assistant Principal will conduct a minimum of twenty observations during the fall semester and a minimum of twenty observations during the spring semester. These observations will be returned to teacher as per the guidelines of Advance. The Principal and Assistant Principal will meet with the staff monthly to review procedures.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Our English teachers will use a range of resources to help students to prepare for Regents examinations in January and June. They will play close attention to students with a history of failing by using the passed/failed/not taken spreadsheet distributed at the start of the school year.</p> <p>This snapshot of student progress allows them to see the students not in their class with the opportunity to take the test during the year. These students will receive AIS throughout the semester in small groups during the teachers' circular 6 instruction period. This means the students will be pulled from their regular class to receive additional instruction to prepare them for the Regents they need.</p>	<p>Students taking the common core Regents in January and June</p>	<p>January 16 and June 16</p>	<p>Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal</p>
<p>Guidance counselors will meet with students on the cusp of graduation to make them aware of post secondary options. The counselors will encourage students to identify schools that will allow them to start their college journey.</p>	<p>Graduating seniors</p>	<p>Fall 2015 and spring semester 2016</p>	<p>Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal</p>
<p>Timely feedback allows teachers to address areas of concern and make the adjustments required to improve the way students learn.</p>	<p>All teachers assigned to the Principal for formal and informal observations</p>	<p>September – May 2015</p>	<p>Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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 budget for the 2015-2016 school year will enable the aforementioned goal to take place.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

We refer to assorted data sources to determine our next steps. Regents’ results, report cards, school surveys and the PPO are reliable sources to use as we move forward.

The orientation process will allow us to identify a group parents that are interested and able to commit to supporting the school in a leadership role. These parents will be asked to serve of the PA and SLT.

**Part 2 – Annual Goal**

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

During the 2015-2016 school year, we will communicate with all parents using our newsletter. The publications will be sent twice during the fall and twice during the spring.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Our school newsletter Bronx Regional Speaks sent twice each semester.</p>	<p>All parents and staff</p>	<p>October 15, January, April, June 16</p>	<p>Colin Thomas, Principal and Karen Perkins, UFT</p>

Orientation will be used to make sure parents are clear about the expectations for their child as they move towards graduation.	The parents of all new admits	September and October 15 February and March 16	Modesta Rodriguez, Assistant Principal
We will use the sign-in sheets from Open School Week to recruit parents for the SLT and PA.		Parents reporting to school for Open School Week.	Colin Thomas, Principal and Ramon Rosado, UFT Paraprofessional

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The budget for the 2015-2016 school year will enable the aforementioned goal to take place.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who need to pass the English Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.	Our program allows teachers to assess the students' skills and to put a plan in place to help them as they work towards passing the Regents.	Small group sessions.	During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.
<b>Mathematics</b>	Students who need to pass the Algebra and/or Geometry Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.	Our program allows teachers to assess the students' skills and to put a plan in place to help them as they work towards passing the Regents.	Small group sessions.	During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.
<b>Science</b>	Students who need to pass the Living Environment Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.	Our program allows teachers to assess the students' skills and to put a plan in place to help them as they work towards passing the Regents.	Small group sessions.	During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.
<b>Social Studies</b>	Students who need to pass the Global History or United States History Regents in order to graduate. These	Our program allows teachers to assess the students' skills and to put a plan in place to help them as	Small group sessions.	During the school day specific students will be allowed to leave their regularly scheduled class to work with the

	students have failed the state examination multiple times and/or have earned all the required credits in the subject area.	they work towards passing the Regents.		teachers providing additional regents' support as their circular 6 assignment.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students in need of social and emotional support. Teacher records, calls from parents or students self-reporting, to the support team.	Our staff is told to refer students in need of additional support to our support team.	One to one, or small group.	During the school day or after school depending on the specific needs of the student.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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.
Our school strives to hire only certified teachers. We collaborate with the HR representative from the network and also speak with college representative to find strong candidates. We make sure to use staff members from the respective department to be on the interview committee.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We provide an array of professional development options for teachers, principals and paraprofessionals. In addition, we work with a consultant from Generation Ready and she works closely with teachers as they align curricula to the Common Core. She also provides PD on an ongoing basis.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	194,068.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,768,209.00		

**<sup>1</sup>Explanation/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.

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

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

**Important Note:** The following funds may not be consolidated:

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>00</b>	Borough <b>Bronx</b>	School Number <b>480</b>
School Name <b>Bronx Regional High School</b>		

### 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 <b>Colin Thomas</b>	Assistant Principal <b>Modesta Rodriguez</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Vanessa Paulino de Flanagan</b>	School Counselor <b>Judith Salinas</b>
Teacher/Subject Area <b>Vikk Jaramillo/SWD</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>N/A</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Mark Weisman</b>
Superintendent <b>Paul Rotondo</b>	Other (Name and Title) <b>Ramon Rosado/ Ed. Para</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	262	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	9	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	11	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	9			11	3		5	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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											3	9	12	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2		1	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)											1	3	4	0
<b>Transitioning</b> (High Intermediate)											1	0	1	0
<b>Expanding</b> (Advanced)											3	6	5	0
<b>Commanding</b> (Proficient)											1		2	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											1	0	2	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	3			
Integrated Algebra/CC Algebra	11			
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	9			
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	3			
Geography				
US History and Government	3			
LOTE	6			
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.  
 Bronx Regional is a transfer school and we admit students throughout the school year. As part of our admissions process, all students take the Scantron Performance Series in Reading and Math. The results of these, along with teacher-created assessments and the NYSESLAT will assist the teacher in developing the instructional plan for ENL classes. The majority of our English as a New Language (ENL) students score proficient in the Listening/Speaking modality of the NYSESLAT, but must continue in the ENL program because they have not acquired proficiency in the Reading/Writing modality. Having identified this, our ENL teacher will focus on developing vocabulary strategies, reading comprehension and writing skills both in the Stand-Alone as well as the Integrated ENL class she will co-teach with an ELA teacher. Mastering these skills will enhance student learning in the content areas and enable students to pass the English Regents examination.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 A review of our students' NYSESLAT results reveal that the majority of our students scored proficient in the Listening/Speaking modality, but must continue in the ENL program because they have not acquired proficiency in the Reading/Writing modality.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Data from our students' NYSESLAT, Regents examinations, as well as formative and summative assessments created by our teachers has revealed that are students are deficient in comprehension and writing skills. The ENL teacher along with the Content Area teacher use this data to drive their curricula. Across the school, teachers use the workshop model in devising their lesson plans, where scaffolding and differentiation is incorporated in order to address the individual needs of our students. The AMAO is also used to determine which courses should offered, the need of after-school programs and academic intervention services that would support our ENL students in language acquisition and mastering the skills required to pass their classes and state examinations.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - 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?

Students are given the opportunity to take the Regents examinations in their native language, but they opt for the English version. During testing, they are provided with glossaries when requested. We have noticed our ENLs are performing at par with native English speakers in the math and science regents. However, their performance is well below our native English speakers in ELA and Social Studies Regents examinations. This year, we are not giving the ELL Periodic Assessment and our teachers are looking at the Regents Exams Document Status (REDS), along with their own created assessments to measure students' skill.

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?  
Our ENL teacher meets weekly with the core departments. During these meetings, they share practices to support students in developing vocabulary strategies, reading comprehension and writing skills. This year, our instructional focus is to promote reading and writing across all content areas. ENL students are exposed to Close reading and reading annotations in every classroom with the objective of enhancing their reading comprehension skills.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - 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 our ENL program will be measured by students' performance on the NYSESLAT and the ELA Regents exam. We expect students to improve by at least one proficiency level each year.

## 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.
- Due to the increased population of Latinos in our community, one of our counselors is a certified Bilingual School Counselor. As part of our intake process, students new to the New York City Public School System are administered the Home Language Identification Survey (HLIS). If the HLIS indicates the student's home language is other than English, the Assistant Principal in charge of admissions will assign the Bilingual School Counselor to conduct an in-depth interview with the student and parent in order to determine NYSITELL eligibility. When the newly enrolled student has an IEP and the HLIS indicates the home language is other than English, the Language Proficiency Team, composed of the Special Needs Teacher, Educational Paraprofessional, Bilingual School Counselor and Assistant Principal, conducts a review for evidence of student's language development and determines if student should take the NYSITELL to determine ENL status. They may also make a referral to the principal for review. If it is determined that student is eligible to take the NYSITELL, the ESL teacher will administer the NYSITELL. In addition, the Spanish speaking students will also take the Spanish LAB exam within 10 school days. If it is determined that a student is an ENL, the parent will be called and invited to attend a mandated orientation during which the parent will be informed of student's NYSITELL results and ENL status. This will take place within 5 school days after taking the NYSITELL. Parents will be provided with literature and will have the opportunity to view a video detailing the 3 instructional program models available for ENLs in New York City Public Schools (Transitional Bilingual Education, Dual Language, and Freestanding ENL). The Assistant Principal and Bilingual School Counselor will be available to answer questions parents may pose. They will be provided with NYCDOE standard Parent Notification letters, Parent Surveys and Program Selection forms in their language of preference. These will be signed and kept in students' files. As of now, all parents have chosen Free Standing ESL, which is the only one we currently offer in our school. In the event that a parent selects another program, we will assist in finding a school that offers their program of choice. Parents will be informed they are entitled to request an appeal within 45 days of their child's enrollment. The ENL teacher will have 30 days to establish students' SIFE status through the use of SIFE questionnaire and students' performance on class assignments. The NYSESLAT is administered to all ENLs each year. Students take the test during their scheduled ENL class. The different components of the test are administered during the days that are allotted for each section. Students move on to the next section once the appointed days for that section have begun. Students are pulled out from a class do the speaking portion one on one during a free period. At the beginning of each school year, Continued Entitlement and Transitional Support Parent Notification letters are sent to parents with students and asked to return them signed by parents.

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).  
Our admissions process consists of 3 steps; a Placement Test, an interview of student and parent or guardian with a counselor or the Assistant Principal, and an orientation. When students apply for admission, the Assistant Principal reviews their transcripts, ENL and Special Needs status, along with Regents and NYSESLAT scores. If there is a gap in their transcript, questions will be posed during the interview and a SIFE questionnaire will be administered. If additional verification is required, the ENLA teacher will assess student work within 10 days of enrollment and make a final determination on students' SIFE status.
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).  
Due to the increased population of Latinos in our community, one of our counselors is a certified Bilingual School Counselor. As part of our intake process, students new to the New York City Public School System are administered the Home Language Identification Survey (HLIS). The ENL teacher is responsible for administering the HLIS. If the HLIS indicates the student's home language is other than English, the Assistant Principal in charge of admissions will assign the Bilingual School Counselor to conduct an in-depth interview with the student and parent in order to determine NYSITELL eligibility. When the newly enrolled student has an IEP and the HLIS indicates the home language is other than English, the Language Proficiency Team, composed of the Special Needs Teacher, Educational Paraprofessional, Bilingual School Counselor and Assistant Principal, conducts a review for evidence of student's language development and determines if student should take the NYSITELL to determine ENL status. They may also make a referral to the principal for review. If it is determined that student is eligible to take the NYSITELL, the ESL teacher will administer the NYSITELL. In addition, the Spanish speaking students will also take the Spanish LAB exam within 10 school days.
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.  
If the results of the NYSITELL concludes that a student is an ENL, the parent will be called and invited to attend a mandated orientation during which the parent will be informed of student's NYSITELL results and ENL status. This will take place within 5 school days after taking the NYSITELL. Parents will be provided with literature and will have the opportunity to view a video detailing the 3 instructional program models available for ENLs in New York City Public Schools (Transitional Bilingual Education, Dual Language, and Freestanding ENL). The Assistant Principal and Bilingual School Counselor will be available to answer questions parents may pose. They will be provided with NYCDOE standard Parent Notification letters, Parent Surveys and Program Selection forms in their language of preference. These will be signed and kept in students' files.
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).  
Upon identification of students' ENL status and parent's notification, parents will be informed they are entitled to request an appeal within 45 days of their child's enrollment. They will be informed they can meet with the student's counselor, ENL teacher or and administrators to address their concerns and explain the process of appealing the determination.
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.  
All students that are accepted in our school are required to attend an orientation session prior to formal admission in our program. Parent of ENLs will be mandated to attend an additional orientation designed for only for ENLs. They are made aware of this mandate during the interview process and then called to remind them the day before the scheduled orientation. This orientation will take place after the first orientation or within 5 school days after taking the NYSITELL. During this session, will be provided with literature and will have the opportunity to view a video detailing the 3 instructional program models available for ENLs in New York City Public Schools (Transitional Bilingual Education, Dual Language, and Freestanding ENL). The Assistant Principal, Bilingual School Counselor, ENL teacher, Special Needs teacher and Special Education para will be available to answer questions parents may pose.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
During the intake interview, and after a description of our ENL program, parents will be provided with NYCDOE standard Parent Notification letters, Parent Surveys and Program Selection forms in their language of preference. These will be signed and kept in students' files. To present date, all parents have chosen Free Standing ESL, which is the only one we currently offer in our school. In the event that a parent selects another program, we will assist in finding a school that offers their program of choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
All our parents complete the Parent Surveys and Selection forms during the interview or orientation process. This is mandated before students are officially enrolled in our school.
9. Describe how your school ensures that placement parent notification letters are distributed.  
All NYCDOE standard Parent Notification letters, Parent Surveys and Program Selection forms are distributed during our interview process and mandated orientation.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
We maintain files for all students in our ENL program in the Assistant Principal's office. All NYCDOE standard Parent Notification letters, Parent Surveys and Program Selection forms along with students' transcripts, NYSESLAT scores and class programs are kept in these files.
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.  
We are a small school with currently only 24 ENL students. The NYSESLAT is administered to all ENLs each year. Students take the test during their scheduled ENL class. The different components of the test are administered during the days that are allotted for each section. Students move on to the next section once the appointed days for that section have begun. Students are pulled out from a class do the speaking portion one on one during a free period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
At the beginning of each school year, Continued Entitlement and Transitional Support Parent Notification letters are sent to parents with students and asked to return them signed by parents.
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).  
Due the nature of our school and the fact that we have only 1 ENL teacher, we currently offer only the Free Standing model of ENL instruction. Our parents have selected Free Standing ESL instruction, the only one we offer, for their children over the past 3 years. The data is as follows:  
2012-2013-----20  
2013-2014-----24  
2014-2015-----29

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
    - a. Freestanding ENL program.  
At Bronx Regional High School, We have the same bell schedule Mondays through Thursdays, where each period is 46 mins. Fridays, our schedule is abbreviated and each period is 42 mins. This means that each single period class meets a for a total of 226 mins. each week. Our teachers use the workshop lesson plan model, where direct instruction is delivered for no more than 15 mins. permitting students time to work independently or in groups on tasks that allow them to practice what they are learning. ENL students spend the majority of their day in all-English content instruction and are brought together for weekly units of study of ENL instruction as per the current CR Part 154 requirements, for English-acquisition-focused instruction as determined by their New York State English as a Second Language Achievement Test (NYSESLAT). Our student grouping is ungraded and heterogeneous.
    - b. TBE program. *If applicable.*  
NA
    - c. DL program. *If applicable.*  
NA
  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)?  
Due to the nature of our program, instructional time will exceed the required time as per CR Part 154-
2. Entering students will be programmed for 2 units of Stand-Alone (452 mins./wk.) and 1 unit of Integrated ENL with an ELA class (226 mins./wk.) Emerging students will be programmed for 1 unit of Stand-Alone (226 mins./wk.) and 1 unit of Integrated ENL with an ELA

class (226 mins./wk.), Transitioning and Expanding students will be programmed in 1 unit of Integrated ENL with an ELA class (226 mins./wk.) Former ENLs or Commanding students will also be programmed for 1 unit of Integrated ENL (226 mins/wk.) The Assistant Principal will monitor counselors' programming of ENLs both in the fall and spring semesters to ensure they are programmed accordingly.

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.

Content area subjects are delivered in English with some first language support in the subjects where the teacher speaks the same language as the students. Teachers differentiate instruction and use different approaches and methods to provide ENLs and ENL-SWDs with a point of entry varying on their language skills. Teachers may provide students with annotated text, first language support, or a content area thesaurus. Students are grouped with students who have a strong grasp of the content area subject and the students' first language. ENLs and Former ENLs are allowed to take state examinations both in English and their native language. Students are instructed and assessed in all four modalities throughout the year both formally and informally throughout all the content areas. Students are engaged in reading, writing, speaking, and listening on a daily basis through lesson plans and evaluations that are aligned with State Standards and the Common Core Learning Standards.

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

Students are assessed through formative and summative assessments in their classrooms throughout the school year. ENLs and Former ENLs are allowed to take state examinations both in English and their native language.

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

Students are instructed and assessed in all four modalities throughout the year both formally and informally throughout all the content areas. Students are engaged in reading, writing, speaking, and listening on a daily basis through lesson plans and evaluations that are aligned with State Standards and the Common Core Learning Standards.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE students are assessed through several diagnostic tests to see if there are any deficiencies in their content subject knowledge. Teachers work closely with students to fill in these knowledge gaps throughout the year. The ENL teacher will also be available to provide additional support in PM Regents prep classes exclusively for English Language Learners. In addition, students will be programmed for small group instruction to meet with content area teachers during their Circular 6 assignments. Newly enrolled ELL students are placed in a Family Group. This class allows a teacher and social worker to help students transition more smoothly into the school. This group, composed of no more than 15 students meets daily for half a semester (45 days). Two of the five days will be spent improving literacy and numeracy skills. The remaining three days are dedicated to skill acquisition through assorted group building activities.

Newcomer--Due to the fact that we are a transfer school, students arrive at Bronx Regional High School after attending other comprehensive New York City High Schools and consequently, we do not have any students who are classified as newcomers. In the event that we do get Newcomers, they will be programmed in Family Group, where they will receive social support to transition into our program.

Developing and Long Term ENLs --

Students will be programmed per the Part 154 mandates. They will be programmed in integrated ENL to support their language acquisition.

Former ENLs will continue to receive 226 mins./wk of Integrated ENL in ELA content area for two additional years. Teachers will monitor their progress closely to detect if they will need academic intervention. They will still have access to PM classes and small group instruction during Circular 6 for Regents preparation.

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

Chart (4 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

In the event that a student is re-identified as an ELL, the counselor, under the instruction of the Assistant Principal, will promptly program the student in Stand-Alone ENL and/or Integrated ENL as per the Part 154 mandate. They will be supported by their counselor, ENL and Content Core teacher in transitioning into the newly assigned classes. If a student is re-identified as non-ENL based on an approved re-identification appeal within 45 days, the student will be supported in transitioning out of ENL classes. Teachers will continue to provide academic support in the content area.

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?

Our ENL classroom is equipped with Laptops, a Smart Board, text books, learning centers and an extensive classroom library with books for each level of proficiency. The library will be upgraded as our school focuses on the needs of our ENL population. The ENL and Special Needs teacher will collaborate weekly with the ELA teacher to plan lessons that address different points of entry making instruction accessible to students based on their individual needs.

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?

Due to the fact that we have only 1 Special Needs teacher, we only offer SETTS. SWD are programmed for 1 pd. of SETTS and are mainstreamed the rest of periods. Teachers are encouraged to meet with the SETTS teacher to review students' IEP goals. They are mindful of their goals and are encouraged to differentiate their lessons and address different entry points in their lesson in order to meet students' individual goals.

### 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)
Chart 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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

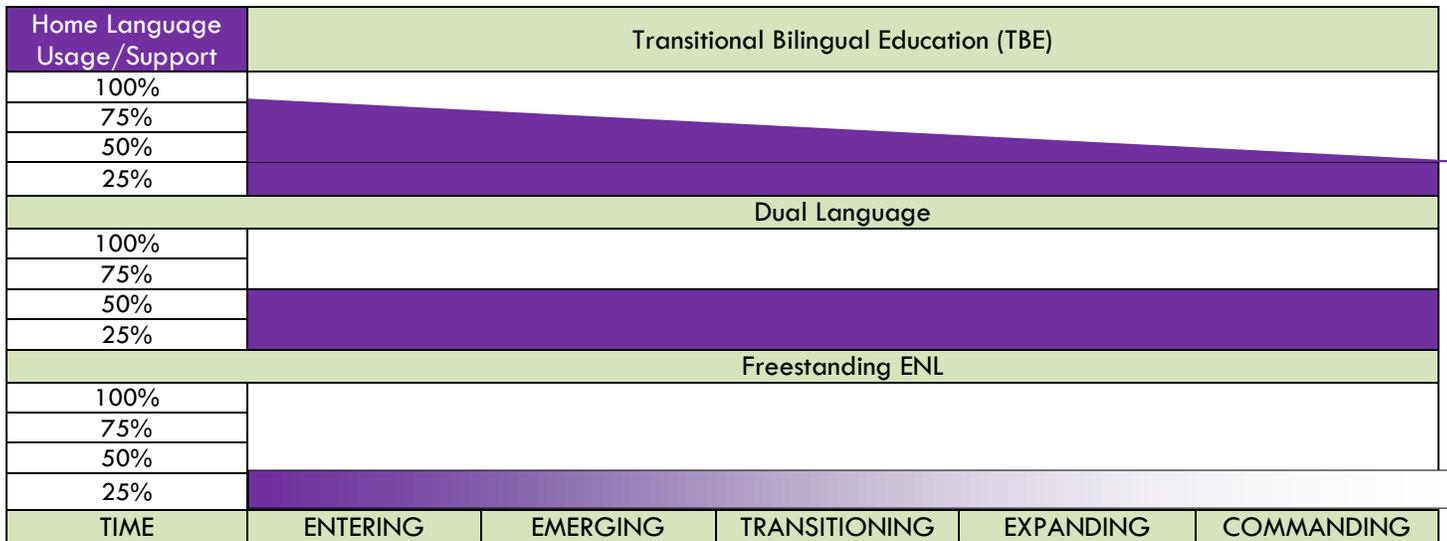


\*Note: “other approved services” does not apply to New York City at this time.

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.  
We offer block classes in english, math and science for students who need to take Regents examinations in this area. In addition, We offer PM classes and Small Group Instruction, where teachers work closely with students to address their areas of deficiencies. The ENL teacher meets with teachers from the core departments and shares strategies to assist our ENLs in mastering the skills required to pass the classes and state examinations.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our program has been successful in helping students earn credits toward graduation and pass the Integrated Algebra and Living environment exams. 11 of our 24 ENLs have passed the Integrated Algebra and 9 have passed the Living Environment Regents.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming year, we will consider incorporating more Integrated ENL in more content areas, specifically science and social studies classes.
13. What programs/services for ELLs will be discontinued and why?  
We do not plan on discontinuing any of our ENL programs, as they are needed to assist students in language acquisition and meeting the graduation requirements.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our ENL students are not excluded from any of our programs. They have equal access to after-school program, small group instruction, and online courses.
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.  
The ENL classroom is equipped with Laptops, a Smart Board, text books, learning centers and an extensive classroom library with books for each level of proficiency. The library will be upgraded as our school focuses on the needs of our ENL population.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We implement the ENL model and our students are supported in their native language by the ENL teacher. In the content area, they are supported with the use of glossaries, dictionaries and visuals.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Upon admission in our program, students' transcripts and exam history is carefully reviewed to ensure they are programmed properly in classes needed to meet the 44 credit requirement to graduate, to prepare them for state examination and classes that would enable them to master the english language.
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).  
Newly enrolled ENLs, as with all new admits, are required to attend an orientation. During this orientation, they are addressed by the Principal, Assistant Principal, School Social Worker, Counselor, Conflict Resolution Mediator, Teachers and staff from the School-Based Montefior Clinic. They have the opportunity to learn about the support services offered at the school. ENLs also take part of a general assembly conducted at the beginning of the school year. During their first semester, they are programmed in a Family Group class. (Family Group class addressed in # 6)
19. What language electives are offered to ELLs?  
We do not offer any language electives.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## 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.)  
The ESL teacher as well as other content area and SETTS teachers participates in three weekly, 42 minutes department meetings. These sessions allow teachers to work together and collaborate with teachers in other core subject areas. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, among others to enhance students' language acquisition skills.
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?  
The ENL teacher and other teachers are encouraged to attend outside professional development sessions hosted by our Superintendent. In addition, this year, she will work closely with the English Department as teacher teams use students work to devise ways to help all students. The ENL teacher will also attend outside Professional Development to enhance her skills and will will turnkey what she learns as she supports her peers in the building. In addition, this year, she will participate in monthly ELL Institute. She will attend Professional Development conducted by Generation Ready Coach. These workshops will focus on aligning instruction to the Common Core Learning Standards, with a focus on critical thinking, writing and the development of rubrics to assess student writing, among other topics.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As indicated, as an ungraded high school we do not have 8th grade transition.
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.  
Administration will ensure at least 15% of the total PD hours for content area teachers as well as 50% total PD hours of ESL teachers will be ELL-specific, directed to address how to enhance class instruction to meet the needs of the ENL population.

### 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?

The age of our students and the frustration they and their parents have had in other schools limits the level of parent participation. However, we do have a small but active Parents Association Team and a School Leadership Team. Parents are encouraged to join the PTA and School Leadership Team. Teams meet monthly and bilingual members of the team (Bilingual School Counselor and an Education Paraprofessional) are available to provide translation.

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.

Our Administrators and counselors meet with the parents during orientation and communicate with them consistently throughout the year via newsletter, email, and by telephone. Parents not proficient in the english language are identified during the intake process and are provided with translation during our orientation. We make every effort to assign a bilingual counselor to their child.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. During open school week in the fall and spring, parents are encourage to meet with teachers and their child's counselor. Our is an important tool for communicating with parent so it is translated into Spanish and provides parents, students and staff with pertinent school information, dates of parent meetings, dates of school activities and highlight of student achievement.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our onsite clinic functions as our CBO our collaboration with Montefiore Hospital is one that parents are proud of because it allows the medical and mental needs of their children to be met with missing important days form school. This support and the interviews with parents, helped us to develop our focus. Our parents needed training in the use of computers and posed many questions on Immigration issues. As a result, we offered workshops on computer training and Immigration. We are prepared to offer these workshops again this school year. Also, activities to include parents in their children's education will be planned along with the Assistant Principal. Parents will be advised as to their child's progress and the graduation requirements set forth by the Department of the of Education.

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

Parents will be assisted in creating a NYC Schools Account, enabling them to view their child's attendance, report card grades, and contact information. Workshops will be held for parents to learn about New York State High School Diploma requirements, the college application process, among other topics. These sessions will be one hour in duration and will take place on a monthly basis. At these gathering we will learn about the specific concerns our parents and put plans in place to address them.

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

Parents will be reached by means of phone calls and there will be asked to sign-in when they attend the sessions. These session are desgined to have parents present their concerns. Our have agreed to meet on the last Thursday of each month. In additon to calls we use our newsletter Bronx Regional Speaks to make all parents aware of our time to meet and plan.

We make sure we capture parents' attendance for our meetings. These signed sheets and other mandated forms will be kept on file. Parents will also be invited to participate in enrichment activities and field trips.

### 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.

## **Part VI: LAP Assurances**

School Name: **Bronx Regional High School**

School DBN: **12x480**

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)
Thomas Colin	Principal		9/11/15
Modesta Rodriguez	Assistant Principal		9/11/15
	Parent Coordinator		
Vanessa Paulino de Flanagan	ENL/Bilingual Teacher		9/11/15
	Parent		
Vikki Jaramillo/ Special Ed	Teacher/Subject Area		9/11/15
	Teacher/Subject Area		
	Coach		
	Coach		
Judith Salinas	School Counselor		9/11/15
LaShawn Robinson	Superintendent		
	Borough Field Support Center Staff Member <u>Mark</u> <u>Weisman</u>		
Ramon Rosado/Ed. Para	Other _____		9/11/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 12X480**      **School Name: Bronx Regional High School**  
**Superintendent: Paul Rotondo**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.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

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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 second phase of our enrollment process consists of an interview of the student and parent or guardian with a counselor or Assistant Principal. During our intake process, parents are asked to indicate their preferred written and oral means of communication. In addition, students new to the New York City Public Schools are asked to complete the Home Language Identification Survey (HLIS) to determine their home language. Once we determine the language of preference, we make every effort to ensure we can effectively communicate with the parent.

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.

Our ELL students' parents preferred language for both oral and written communication is as follows: Spanish =114, English =141, Slovals = 1, Niger/Congo = 1, Mandika =1, Fulani =1, French =1, Bengali =1, Albanian =1.

## 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.)

Newsletter announcing dates of state examinations, Parent-Teacher Conferences, PM school, Regents Prep classes, PTA-SLT meetings  
NYCDOE Standard Notification letters for ENLs. within 10 days of students' identification.

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.

Meetings with parents are scheduled to take place during parent-teacher conferences during the fall and spring semesters.  
Parents are also invited to attend meetings with their child's counselor and administrator when the student is not performing well academically and when attendance issues arise.  
Parents of ENLs will also attend an initial orientation, during which they will be informed of their child's ENL status, and program offered in our school.

## Part C: Providing Language Assistance Services

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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.

As needed, written translation of documents take place in-house by one of our staff members.

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.

We have staff members available for on-site interpretation, such as a School Counselor, and Educational Para, our School Social Worker and the Assistant Principal. All communications over-the-phone are translated by our Assistant Principal.

## **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.)

Translation and Interpretation brochures are made available to staff meetings. Language Palm Cards will be distributed to staff during a staff meeting at the beginning of the school year.

## **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

Welcome posters are displayed for parent view as they enter the building. They are provided with Parents' Bill of Rights during the intake process and students whose parents do not speak English are assigned to our Bilingual School Counselor. The Language ID Guide will be made available at the front desk to assist parents as they enter the school building.

## **Part F: Monitoring and Quality Control**

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

The Language Proficiency Team will develop a survey to obtain feedback from parents' to determine how they feel about the services provided by the school's communication process with parents not fluent in the English language.