

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X508

School Name:

BRONXDALE HIGH SCHOOL

Principal:

CAROLYNE QUINTANA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Bronxdale High School School Number (DBN): 11X508
Grades Served: 9-12
School Address: Christopher Columbus Campus, 925 Astor Avenue, Bronx, NY 10469
Phone Number: 718-944-3655 Fax: 718-944-3662
School Contact Person: Tanya Kinigstein Email Address: tkinigstein@bronxdalehs.org
Principal: Carolyne Quintana
UFT Chapter Leader: Caitlin DeRousse
Parents' Association President: Wanda Pucci
SLT Chairperson: Carolyne Quintana
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Wanda Pucci
Student Representative(s): Ashley Garcia
Marquise Brinkley

District Information

District: 11 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Room 841, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.ny.gov
Phone Number: 718-741-5834 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Team 2 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: 718-741-7400 Fax: _____

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)
Carolyne Quintana	*Principal or Designee	
Caitlin DeRousse	*UFT Chapter Leader or Designee	
Wanda Pucci	*PA/PTA President or Designated Co-President	
Shajaira Correa	DC 37 Representative (staff), if applicable	
Kenya Simms	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ashley Garcia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Daniel Nieves	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Celia Nieves	Member/PTA	
Felix Gibson	Member/PTA	
Dayvin Gibson	Member/Student Representative	
	Member/ Student Representative	
Pamela Price	Member/PTA	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yvette Rodriguez	Member/ PTA	
Erika Stark	Member/ Teacher	
Grace White	Member/ Principal's Designee	
Liljana Prifti	Member/ Paraprofessional	
	Member/	
	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.

BRONXDALE High School is a college preparatory program that prepares our students to make effective post-secondary decisions through our innovative inquiry approach to instruction. Bronxdale has the honor of being selected as a New York Performance Standards Consortium High School Pilot school.

"Learning is complex; assessments should be too." The Consortium regards performance assessment as a whole-school based accountability system. To support performance assessment, Bronxdale has implemented seven components ranging from establishing a culture of active learning to providing multiple ways for students to express and exhibit learning. That means students must be active participants in the learning process and will be expected to participate in hands-on, problem-based learning and, the development of performance based assessments. Last year, we asked seniors, as part of the track toward graduation, to present their PBATs before an independent review board of community members. For the 2015-2016 school year, students across grades 9-12 will research and develop PBATs scaffolded to the needs and abilities of each grade level.

Our rigorous curricula and distributed counseling model foster a caring and academically challenging environment in which our students learn to ask questions, explore and research ideas, work collaboratively and improve their communication skills to be successful beyond high school.

Inquiry learning is a form of active learning where teachers provide students with the tools they'll need to explore concepts and participate in investigating a topic, guiding them toward mastery and understanding of the lesson's objectives. Progress is assessed by how well students develop experimental, problem-solving and analytical skills using content knowledge, rather than just how much factual knowledge they possess.

While we challenge all of our students to achieve their academic best, we align our curricula to meet students' varied needs and offer appropriate supports throughout. For those students who are performing on or above grade level, Bronxdale has implemented inter-disciplinary courses, AP options, and connected with College Now. For those students who may require interventions, we have implemented co-taught classes across the content areas, assigned a co-teaching ESL teacher to the Humanities classes, and created leveled ELA classes that include technology and small-group instruction.

In order to do this work well, Bronxdale's core classes are 55-minutes long, allowing teachers to use a workshop model through which students are engaged in direct instruction immediately followed by guided application of the learned information and concepts. This model helps incite curiosity, teaches students to think critically, and enables students to work their way through problems individually and collaboratively to reach their full potential and prepare them for the 21st Century world of college and work.

Our challenge is to ensure that the level of rigor we see from students in classes discussing, arguing in writing, and researching is reflected in the public measure that are high stakes Regents Exams. This is especially true for our students with disabilities who accrue credit, thrive in classes with the supports we offer, but continue to have difficulty passing the Regents exam on the first administration. This year we have started a grade-specific initiative to focus on the transfer of training from class prompt to exam task. Using analysis of multiple data points, including student work and mock Regents exam results, we hope to pinpoint students' needs to improve exam outcomes without compromising the instructional practice, that is tied to 21st Century learning skills and, which we are certain is reflective of how students learn best.

Bronxdale High School is a community where each student's voice is heard; we encourage student feedback and emphasize self-advocacy among our school-wide 5 Habits of Mind. We are committed to smaller classroom sizes and students have an opportunity to develop community in their close-knit advisory groups. Student government, youth court, and the Campus Student Council provide opportunities for students to be part of the school's decision-making and development. We have added a peer mentoring program to launch in September of 2015 as one more avenue for student voice, and student leadership. In addition, we will be training student respect reps to help co-facilitate the restorative approaches that our Restorative Practices Coordinator and Student Support Team will help all stakeholders learn and use. During the 2015-2016 school year, Bronxdale is rolling out Peer Group Connection (PGC), a peer mentoring program to provide students in grade nine with a peer leader who becomes a support person for the student. PGC also teaches our upperclassmen leadership skills and strategies to engage with and model for students.

We understand that the scope of the work necessitates that all stakeholder play a role in the development of the school and the success of each student. As a reflection of this belief, the school has partnered with varied community-based and cultural organizations including Global Kids, CUNY-CAT, Opening Act, Discover Outdoors, Lincoln Center, Tribeca Film, NY SunWorks, The Nature Conservancy, Center for Supportive Schools, and the Center for Court Innovation. Each of these organizations plays a role in student achievement through varied activities that include the development of curricula, opportunities for field work, in-classroom consultations, teacher development opportunities, and after school engagement.

The school has academic partners that facilitate the development of teachers, and the student support team, as well. Through the Institute for Student Achievement, for example, the school gains access to content and counseling coaches, advisory support, and varied resources aligned to school development.

MISSION STATEMENT

Rooted in inquiry-based learning, Bronxdale High School is dedicated to fostering a realistic, relevant and hands-on educational experience for all students. Through collaboration, both in the school and surrounding community, students will be immersed in an environment that:

- Engages inquiry
- Promotes proactive learning
- Cultivates curiosity
- Supports student thinking and helps them to communicate with clarity & precision

in order to instill an intrinsic desire for life-long learning.

Advisory

Advisory group focuses on life skills, character education and college preparation. Advisors play a central role in student development by building a safe and positive school culture through which students may internalize the school's Habits of Success. Advisors are mentors and student advocates who build personal connections with students and families to help every student reach their academic, social-emotional, and career potential.

We have revised the advisory curriculum to become the hub for our restorative practices as we implement the use of community circles and other restorative approaches.

Habits of Success

The Habits of Success are life-long behaviors we want all students at Bronxdale High School to adopt, practice and internalize. Whether you are choosing to attend college or to join the workforce upon finishing high school, we want to be sure all of our students are well-equipped to succeed independently.

Habits of Mind: Innovation, Adaptability, Openness, Self-Reflection and Persistence

Habits of Work: Planning and organization, Productive use of time, Effective note-taking skills, Seeking information/help, Self-advocacy, Independence.

11X508 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	430	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	33
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	3
School Composition (2013-14)					
% Title I Population	85.2%	% Attendance Rate			84.6%
% Free Lunch	79.5%	% Reduced Lunch			9.6%
% Limited English Proficient	5.4%	% Students with Disabilities			22.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			29.2%
% Hispanic or Latino	57.5%	% Asian or Native Hawaiian/Pacific Islander			3.3%
% White	8.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.46	# of Assistant Principals (2014-15)			2
# 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)			41.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			5.15
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	69.7%	Mathematics Performance at levels 3 & 4			36.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.4%	% of 2nd year students who earned 10+ credits			80.9%
% of 3rd year students who earned 10+ credits	75.0%	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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	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	YES	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			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				

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.

As an inquiry-based school, questioning and discussion techniques are the foundation of our instructional framework. Teacher feedback and evidence from classroom observations reflect the need to focus on the depth of the questions, the strategies used to facilitate discussion (whole and small-group), and the level of student participation. The Quality Review from 2013-2014 indicated while some teachers used effective questioning and discussion strategies to engage students in the learning, those practices were not evident across the vast majority of classrooms. We will review data from classroom observations and the MOTP Detail Report showing growth across HEDI in 3B: Questioning and Discussion.

Part 2 – Annual Goal

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

By June 2016, teachers will improve effectiveness on questioning and discussion techniques in the classroom, by one level according to the Charlotte Danielson Framework for Teacher Development, in order to better challenge students to think and argue effectively.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The principal will coordinate with the Institute for Student Achievement (ISA) to provide targeted support on discussion and argumentation via inquiry-based learning professional development opportunities.</p> <p>The ISA department-specific coaches will meet weekly with teachers from the Math, Science, English and Social Studies department to support the development of inquiry-based lessons/units that are grounded in discussion and argumentation.</p> <p>The ISA Math coach will facilitate inter-visitations for the math teachers to see examples of questioning and discussion in the math classroom.</p> <p>Principal and APs will conduct weekly walk-throughs using a research-based tool/lens aligned to the school's focus on effective questioning and discussion techniques. The principal, AP, and ISA School Coach will participate in a norming session using the research-based tool. Members of this team will participate in frequent co-observations of staff to build common understandings.</p>	<p>Teachers across the content areas; grade team and department team leaders.</p>	<p>September 2015 through June 2016.</p>	<p>ISA content coaches, grade team leaders, and school leaders</p>
<p>English, Social Studies, Science, ESL and LOTE, and Special Education teachers have been trained and will receive in-classroom coaching on the GreatBooks shared inquiry approach to facilitate student-led Socratic seminar-style discussions and lead students through lessons on five levels of questioning. New teachers will be trained in August along with Math teachers. Math ISA coach and Math Team leader will work on developing questioning</p>	<p>Teachers across the content areas</p>	<p>GB training in August and coaching two times per semester. GB methodology and common planning will take place through June 2016.</p>	<p>School leaders, Great Books coaches, and content teachers.</p>

and discussion for the math department via GB and visits to other schools.			
School leaders will observe classroom discussions (shared inquiries) using the Great Books methodology across content areas.			
School leaders will use reports in ADVANCE to gauge overall growth in Danielson's 3B.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The school applied for a SIG renewal grant. If awarded, using SIG monies, the school will secure content coaching and workshops through the ISA. If not, the school will use Title I SWP monies to fund coaching and instructional support for teachers across the content areas. Teachers have a scheduled team and common planning time during which to meet with the ISA. SWP monies will be used to purchase texts as well as training for teachers and added in-school coaching.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	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.
1. Data from classroom observations and Advance Tracking report showing growth across HEDI in 3B: Questioning and Discussion
2. In January 2016, teachers will use a self-assessment tool and the ADVANCE Tracker to gauge their own progress on varied component's, including Danielson's 3B
2. January and June 2016 - administrators will meet to review overall teacher progress on 3B.
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 want to create an environment in which collaboration means that students, staff and parents work together as a team to support students’ academic and social-emotional development – that’s a direct reflection of our belief in distributed counseling.

We saw a need to teach students how to better communicate and inter-relate in order to better prepare them for social interactions beyond high school.

Conversations with parents during Focus Group meetings and discussions with students let the school know that students want and need transition support from middle school to high school. Putting in place a peer mentoring program would help reduce anxiety, create a space for student voice and where students can feel safe taking risks, and ultimately increase performance.

Reduced incidence rates will be evidence that the PGC’s work has had a positive impact.

Part 2 – Annual Goal

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

By June 2016, the school will develop an effective peer mentorship program that will foster community, build student leadership skills, improve communication across the school, and create opportunities for peer to peer support as evidenced by the feedback from the PGC leaders and advisors as well as through positive responses on in-house student survey data.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The school researched and selected CSS's Peer Group Connection, a research-based approach to peer mentoring and the development of student leadership. The school has partnered with CSS for training, coaching, and access to PGC resources. Staff will attend the 3-day summer training.	Staff (including student support team, PGC advisors, administration), and PGC student Leaders	July 2015 through June 2016.	Restorative practices Coordinator and PGC Advisors; administration
The PGC Team/SST selected 55 student candidates for information sessions and interviews. 26 students were selected as PGC Leaders and will undergo training, including an overnight retreat.	PGC Student Leaders	July 2015 through June 2016.	Restorative practices Coordinator and PGC Advisors; administration
Parents will be invited to information sessions and exposed to PGC activities at a parent workshop	PGC Student Leaders, parents, PGC advisors, Parent Coordinator	July 2015 through June 2016	Restorative practices Coordinator and PGC Advisors; administration
Students will be assigned to a PGC course through which they will workshop activities 2 days per week, roll out lessons to 9 th grade advisories once per week, and reflect once per week. PGC advisors will lead PGC Leaders through larger reflections once per quarter and at the end of the year.	PGC Student Leaders	July 2015 through June 2016	Restorative practices Coordinator and PGC Advisors; administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The school applied for a SIG renewal grant. If awarded, using SIG monies, the school will secure CSS partnership for PGC with those funds (for building a caring community). If not, the school will use Title I SWP monies to fund training and support for teachers and students.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	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.

1. The PGC Leaders will be led through reflections (self-assessment) once per quarter (November 2015, January 2016, April 2016, and June 2016) to determine efficacy and needs for improvement of roll out.

2. The ninth grade students will have an opportunity to reflect on the impact of PGC on their development via the in-house survey (baseline October, mid-line in January 2016, and end-line in June 2016).

3. PGC Stakeholders will determine progress and areas in need of improvement using feedback from PGC Ambassador Outreach Observation forms (advisors), surveys, and self-assessments during monthly meetings.

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

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

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

Part 1 – Needs Assessment

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

School building leaders reviewed School Environment Survey data and identified two areas in need of development: How Many Teachers At This School ... 1. are really trying to improve their teaching, 2. take responsibility for improving the school.

Research has shown that student achievement increases when teachers can support each other’s development and share effective practices. Colleagues can serve as experts and sources of information.

Bronxdale was accepted as an LPP (Learning Partners Program) school for the 2015-2016 school year. Through LPP the school selected model teachers as part of an LPP Teacher Development Team. Model Teachers will support teacher development across the school, so that all teachers can effectively engage students with/through inquiry.

Part 2 – Annual Goal

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

By June 2016, teacher responses on the School Environment Survey in the areas of Collaborative Teachers (How Many Teachers At This School ... 1. are really trying to improve their teaching, 2. take responsibility for improving the school) will total 100% under all and nearly all categories.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Model teachers will meet with the model, model teacher from the host school to learn model teacher practices</p>	<p>Model Teachers and all teachers</p>	<p>October 2015 - June 2016</p>	<p>Model Teachers and school building leaders; LPP hosts</p>
<p>Model Teachers will lead team meetings and facilitate professional development to improve teacher pedagogy, specifically improving teachers' abilities to engage students with and through inquiry as measured each semester by the ISA Inquiry Rubric</p>	<p>Model Teachers and all teachers</p>	<p>October 2015 - June 2016</p>	<p>Model Teachers and school building leaders; LPP hosts</p>
<p>Model Teachers will visit teachers across the grade levels and open their classrooms as lab sites for targeted visits</p>	<p>Model Teachers and all teachers</p>	<p>October 2015 - June 2016</p>	<p>Model Teachers and school building leaders; LPP hosts</p>
<p>Model Teachers will host 2 annual inter-visitations by department teams using the ISA Inquiry Rubric to assess development of inquiry teaching skills across classrooms</p>	<p>Model Teachers and all teachers</p>	<p>October 2015 - June 2016</p>	<p>Model Teachers and school building leaders; LPP hosts</p>
<p>LPP Team will meet 2 times per month for needs-assessment and planning</p>	<p>Model Teachers and all teachers</p>	<p>October 2015 - June 2016</p>	<p>Model Teachers and school building leaders; LPP hosts</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Using LPP Funds, model teachers were provided an annual stipend for planning and implementation of supports. LPP funds were also made available for per session and per diem.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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.</p>
--

1. Model teachers will administer teacher self-assessments using the ISA Inquiry Rubric
 2. In February 2016, the LPP Team will assess overall teacher performance and growth as per the ISA Inquiry Rubric.
 3. In June 2016, The LPP team will assess teacher growth across the school using the ISA Inquiry Rubric.
- Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

We want to create an environment in which collaboration means that students, staff and parents work together as a team to support students’ academic and social-emotional development – that’s a direct reflection of our belief in distributed leadership.

What we found was teachers needed targeted support on how to effectively lead their peers.

Teacher Leaders will use the leadership competencies, the Danielson rubric, and The Pillars of Education to create an in-house rubric through which to self-assess leadership ability and level of comfort. School administrators will guide teacher leaders through reflective practice, including use of reflective writing. Administrators will guide teacher leaders through this practice so that team leaders may help foster a culture of learning and continuous improvement, with a stronger focus on the instructional framework, across the school, as evidenced by increased scores on student performance assessments and teacher Advance reports.

Our new partnership as an LPP school also has as one of its focal points to develop team leaders’ leadership capacity through inter-visitations and collaboration with other peer leaders.

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.

To improve teacher leadership capacity by one level across all components by June 2016, as measured by the in-house leadership rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administration has scheduled summer planning meetings with Grade and Department Team leaders, and weekly meetings over the school year in order to plan foci for professional learning communities, ensure tools are available for the work, and teach team leaders to better facilitate team meetings and lead staff through relevant PDs.</p>	<p>Grade and Department Team leaders</p>	<p>June 2015- June 2016</p>	<p>School Building Leaders, ISA School Coach, LPP Host school and partners</p>
<p>Site visits and leadership-specific professional development through LPP, Consortium, and ISA</p>	<p>Grade and Department Team leaders</p>	<p>September 2015 - June 2016</p>	<p>School Building Leaders, ISA School Coach, LPP Host school and partners</p>
<p>Minutes from Team Leader Meetings; online team agendas and action minutes with feedback</p>	<p>Grade and Department Team Leaders</p>	<p>September 2015-June 2016</p>	<p>School Building Leaders, ISA School Coach, LPP Host school and partners</p>
<p>Co-develop and use in-house rubric for self-assessment and reflection of leadership capacity</p>	<p>Grade and Department Team Leaders, Administration</p>	<p>October 2015- June 2016</p>	<p>School Building Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources will only need to include funding for per diem. Per diem may be covered by the SIG Renewal Grant, if received, otherwise, will utilize Title I funds. Time allocated to meet with team leaders and time allocated for team planning will be built in to the schedule for next year. LPP meetings to begin in July have already been scheduled. Training rate will be offered for attendance.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	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.

1. Weekly check-ins via minutes and quarterly reflections to monitor progress as team leaders.
2. Semester check-in to monitor impact of LPP partnership and tweak focus as needed.
3. Quarterly reflection and self-assessment (November 2015, January 2016, April 2016, June 2016) using the in-house rubric to show holistic growth by at least 1/2 point (e.g. from a 2 to a 2.5).

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.

Research has shown that students whose parents are involved in the educational process are more likely to experience success. The school has adopted this belief and is invested in bringing in parents as partners.

The school invited a core group of parents to participate in the school’s Parent Focus Group during the 2014-2015 school year. The school will continue that work into the 2015-2016 school year, focusing more specifically on further developing the Focus Group’s relationship with Mercy College to improve parent access to information and understanding about the College Process.

Parent feedback during a PTA meeting led to discussions about increasing parent participation beyond attendance at scheduled PTA meetings. Teachers are invested in developing alternative ways to engage parents in the school and the educational process.

Part 2 – Annual Goal

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

By June 2016, the school will improve parent presence and participation (volunteered, teacher meetings, etc.) as per the school environment survey by increasing the percentage of parents who indicate: a few times, weekly, or everyday.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The school will further develop the relationship with Dr. Ferrer as a guide on how to engage parents through the work of a focus group</p>	<p>Dr. Ferrer, Parent coordinator, parent focus group</p>	<p>September 2015 through June 2016</p>	<p>Admin, PC, and Dr. Ferrer</p>
<p>The school will re-launch the parent center with, including connecting with local organizations for internships, community service, and outside support - building in opportunities for volunteerism and workshops.</p>	<p>Parent coordinator, parent volunteers, students</p>	<p>July 2015 through June 2016</p>	<p>Admin, PC</p>
<p>The school will implement online resources including recorded PTA meetings, online chats, and blogging to increase parent participation through an online school community</p>	<p>parent coordinator, teachers, parents</p>	<p>July 2015 – June 2016</p>	<p>Admin, PC</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Title I monies will be used to acquire parent resources and offer parent workshops. Title I Monies may also be used for the extra hours needed to build online resources.</p>											
<p>Part 4b. 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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
--

1. The school will survey parents as a baseline in November 2015 and an end-line in February 2016.

2. The focus group will meet monthly, beginning in November, to reflect and plan.

3. Survey results will be used to plan for the following school year.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State assessment scores, SRI scores, scholarship reports, and teacher observation. Regents exam scores for Regents prep.	Stations-teaching model using Scholastic’s Read 180 and System 44 software, leveled texts, and various reading strategies including word work, guided reading, and choral reading activities. After school Writing Center, and after school tutoring. Building of a reading community, including re-introduction of SSR and literature circles.	Mixed grades – by ability. Small group 6:1 ratio, stations teaching including leveled software, after-school tutoring SSR whole-class done individually.	During the school day: Co-taught class, 55 minutes per day (18:1:1 ratio for whole-group) and 17 minutes per day (6:1 ratio for small group). After school targeted tutoring 4 hours per week. Saturday school 3-4 hours per week.
Mathematics	State assessment scores, mock Regents results, scholarship reports, and teacher observation. Regents exam scores for Regents prep.	Mixed grades – by ability. Intervention courses as needed After school tutoring	Whole-group, small group, tutoring.	During the school day: Co-taught class, 55 minutes on alternating days. After school targeted tutoring 2 hours per week. Saturday school 3-4 hours per week.
Science	State assessment scores, mock Regents results, scholarship reports, and teacher observation. Regents exam scores for Regents prep.	Mixed grades – by ability. Mixed-grade intervention courses. After school tutoring.	Whole-group, small group, tutoring.	During the school day: Co-taught class, 55 minutes on alternating days. After school targeted tutoring 2 hours per week. Saturday

				school 3-4 hours per week.
Social Studies	State assessment scores, mock Regents results, scholarship reports, and teacher observation. Regents exam scores for Regents prep.	Mixed grades intervention courses. After school tutoring.	Whole-group, small group, tutoring.	During the school day: Co-taught class, 55 minutes on alternating days. After school targeted tutoring 2 hours per week. Saturday school 3-4 hours per week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from the grade teams out of kid-talk, referrals from individual teachers to the Student Support Team, parent requests, and student requests. May be tied to incidents or observations of concerning behavior.	Advisory Kid-talk Roundtables Individual & Group Counseling Social Worker for crisis intervention Student mediations Family Mediations Youth Court Community and Restorative Circles Other restorative practices. Assemblies: targeted and grade-level Expanded student life opportunities including: service, clubs, and activities PGC	Small group advisory Kid-talk: Teachers discussing individual student's needs. Individual or Small group for counseling: weekly Mediations will vary Youth court sees 2 cases per week; 1 respondent each case. Circles could be whole-class, by group needs, or individual along with invitees.	Throughout the school day and after school.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment started in the Spring of 2015. School leaders established relationships with local teacher preparation programs including Teach For America, The New York City Teaching Fellows, and local, reputable colleges like St. John's, Manhattan College, and Hunter College. Through the ISA, the school reached out to Columbia's Teachers College as well.</p> <p>Because teacher retention necessarily leads to a well-developed instructional program, the school has invested time, funding, and effort into developing and supporting teachers, particularly new teachers. The school leaders facilitate monthly New Teacher workshops (open to all staff) and coordinate regular professional development opportunities in and out of school. The coaching model is prevalent at the school; coaches from the Institute for Student Achievement along with program-specific coaches support the school's task of developing and supporting teachers.</p> <p>Proficient teachers are provided with opportunities to take on leadership roles including ELL Coordinator, SpEd Coordinator, Department Representatives and, most significantly, Grade Team and Department Team Leaders. Team Leaders support teacher development by leading their teams through analysis of teacher prompts in coordination with student work to collaboratively provide feedback for improved teacher practice and, ultimately improved student outcomes.</p> <p>The Grade and Department team meetings will be facilitated as professional learning communities, giving teachers one more system for support in terms of pedagogy and use of data.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The school's PD plan includes school-based PD facilitated by both administration and staff (including teachers and school counselors) on topics that will necessarily help the school meet its school-wide goals. PD topics are selected based on the Advance Tracker reports, input from coaches, needs identified via observations, as well as teacher feedback/requests.</p> <p>Teachers are provided with monthly workshops, targeted PDs, regular inquiry-based training as well as opportunities to attend the ISA's Summer and Winter Institutes.</p>

Teacher Leaders attend monthly team leader meetings with administration to help facilitate their own meetings and better support their peers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The school has established teacher teams who attended the ISA's Summer Institute to plan the school's approach to curriculum and assessment for the year. This same group of teacher leaders was invited to the Advance training in order to co-facilitate professional development for teachers during the school year. The team leaders are on the MOSL committee that is responsible for selecting the school's Measures of Student Learning based on the school's instructional framework, historical data, and teacher talent. The Team Leaders lead teachers through analysis of baseline and mid-line data in preparation for the EOY MOSL. Team Leaders lead staff through the development of common strategies and protocols to be implemented across the team to address needs identified in the scoring and analysis of the assessments.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	297,441.00	x	Section 5, Part 4B
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,141,975.00	x	Section 5, Part 4B

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) 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. Bronxdale 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 508
School Name Bronxdale High School		

B. Language Allocation Policy Team Composition

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

Principal Carolyne Quintana	Assistant Principal Grace White
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jake DeVirgiliis	School Counselor Nicholas Boyiatzis
Teacher/Subject Area AJ Cloherty/ELA	Parent type here
Teacher/Subject Area Cait DeRousse/SpeEd	Parent Coordinator Tanya Kinigstein
Related-Service Provider Lourdes Lopez, MSW	Borough Field Support Center Staff Member type here
Superintendent Carron Staple	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	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)	458	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	5
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	9		1	4		0	7		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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										8	4	1	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2			1	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				0
Other af/mk											2			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										3	1	0		0
Emerging (Low Intermediate)										3	0	1		0
Transitioning (High Intermediate)										0	1	0	2	0
Expanding (Advanced)										5	4	0	0	0
Commanding (Proficient)										0	0	0		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	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	1		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	2		1	
Integrated Algebra/CC Algebra	5		2	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	1		0	
Living Environment	2			
Physics	0		0	

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

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.
Paste response to questions here: Scholastic Reading Inventory (and Scholastic Phonics Inventory, as needed)
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here: Grade-level data shows that all but one ENL student are on-track as far as credits. Regents data shows that ENLs have a 50% or lower passing rate on all exams, and struggle more specifically with exams that require higher literacy levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here: the school uses the information from RESI reports to level students into appropriate classes, and to track students' progress toward graduation and identify target areas in need of intervention
- 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.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here: a. Grade-level data shows that all but one ENL student are on-track as far as credits. Regents data shows that ENLs have a 50% or lower passing rate on all exams, and struggle more specifically with exams that require higher literacy levels. Only one Regents exam has been administered in the home language, and the student did not pass that exam. In-class assessments are administered in English by choice (in consultation with the teacher).
 b. The school does not use the ELL periodoc assessment. c. n/a**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here: n/a

6. How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here: The ENL Coordinator will facilitate a series of PDs and meet with department teams to provide teachers with strategies for planning and teaching to ELLs. Department teams will analyze ELL data as part of the inquiry team work, making suggestions to improve instruction for ELLs.
7. For dual language programs, answer the following:
 a. How are the English-proficient students (EPs) assessed in the target language?
 b. What is the level of language proficiency in the target language for EPs?
 c. How are EPs performing on State and other assessments?
Paste response to questions here: n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Paste response to question here: The data team will meet and review scholarship data, credits, and Regents exam passing rates, as well as SRI/SPI data, quarterly.

Part IV: ELL Identification Process

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

- 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.
Paste response to question here: The person responsible is the school's ENL Coordinator, Jake DeVirgiliis. Mr. DeVirgiliis administers the HLIS (students), while the supervising school aide administers to parents. Mr. DeVirgiliis administers the formal initial assessments in consultation with our intake school counselor.
- 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).
Paste response to question here: school-generated SIFE survey.
- 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).
Paste response to question here: The ENL Coordinator and School Counselor use the student's available data to make programming decisions during intake. Students with IEPs are enrolled in co-taught ESL/SpEd ICT classes with the ENL Teacher and Subject area teacher to ensure appropriate supports.
- 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.
Paste response to question here: The parent coordinator and supervising school aide send letters out as required.
- 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).
Paste response to question here: When students have tested out of ENL services, parent meetings included an overview of services and safety nets. The school will send a right to appeal letter as applicable.
- 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.
Paste response to question here: The structure in place is the initial intake meeting with the school counselor, ENL coordinator and supervising school aide. The school only offers freestanding ENL.
- Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Paste response to question here:
- Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Paste response to question here:
- Describe how your school ensures that placement parent notification letters are distributed.
Paste response to question here:
- Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Paste response to question here: the school keeps student files on record locked in a cabinet the special services office.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here: The school uses a testing model to train and schedule proctors for the different portions of the exam. Students are pulled from classes on the dates of the scheduled exam parts.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here: During the parent conference, student and parent are provided with this information.
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).
Paste response to question here: Freestanding ENL

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.
Students are grouped by by grade level in heterogenous blocks, schedule permitting (ie, not every 9th grade ELL has every class together). Integrated ENL instruction is delivered via a co-teaching model with a content certified teacher and ENL certified teacher in front of a mixed group of students including ELLs, Special Education and “mainstream” students.esponse to questions here:
 - b. TBE program. *If applicable.*
Paste response to questions here: n/a
 - c. DL program. *If applicable.*
Paste response to questions here: n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here: Lower proficiency students are given additional minutes of standalone instruction in a smaller, self-contained ENL class. These students also receive minutes in standard 55 minute co-taught periods and 90 minute elective classes with ENL certified instructor. High proficiency students meet their minutes requirements via standard co-taught classes and longer elective sections.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Paste response here: Core content is aligned to common core standards via curriculum planning done in content department teams by content specialists. Curriculum is then modified and adjusted with ENL instructor to direct content instruction towards Common Core aligned language objectives.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here: ELLS are evaluated in their home language throughout the year via connections with parents and families--including home language surveys, parent-teacher conferences and phone calls--and informal observations via instructors and bilingual staff members where applicable
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here: ELLs’ development in reading and writing is assessed formally via formal assessments (SRI, writing diagnostics) in ELA classes. Additionally, reading and writing development is monitored along with speaking and listening by tracking ELLs progress towards appropriate language objectives in co-taught and/or standalone classes.
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

Paste response to questions here: a. SIFE students are provided additional scaffolding to support language development and accommodate specific challenges related to reading/writing such as sentence frames and cloze texts, and to reduce affective filter in classroom environment thereby encouraging students' participation in discussion and debates, as well as additional supports as appropriate to their proficiency level

b. Newcomer students, in addition to standalone instruction, are provided with scaffolding such as sentence frames, modified readings and teacher support, as well as structural/schedule scaffolds such as placement in smaller class sizes with more opportunities for teacher support

c. Developing students are provided with scaffolding listed above as needed and removed where appropriate to encourage language development. Additional attention is directed to building academic language via more complex sentence frames, including emphasizing accountable talk structures and other verbal/discussion strategies.

d. Long-term ELLs, historically comprising the largest group of ELLs at Bronxdale, are differentiated for primarily with the goal of developing Cognitive Academic Language Proficiency (aka academic language) with scaffolding techniques listed above as necessary as well as greater focus on more complex language structures, such as those seen on standardized/state/regents exams, grade level complexity texts and college-level material.

e. Additional support (including those listed above) is available to former ELLs via (co-)teachers as necessary based on individual student needs and teacher concerns.

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

Paste response to questions here: Such cases are handled on an individual basis via conferencing with student, instructors and parents.

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?

Paste response to question here: As mentioned above, content instruction is aligned to language objectives to help ELL students both access content and accelerate language objective. Language objectives are connected with content/content objectives and allow instructors to assess ELLs progress based on measurable products to demonstrate learning and acquisition of language.

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?

Paste response to question here: Flexible scheduling is provided with an emphasis on co-taught, integrated classes. Additional support is provided to content teachers via Professional Development centered on supporting ELLs and/or SWDs in their content classes to support all teachers in supporting a diverse student population.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

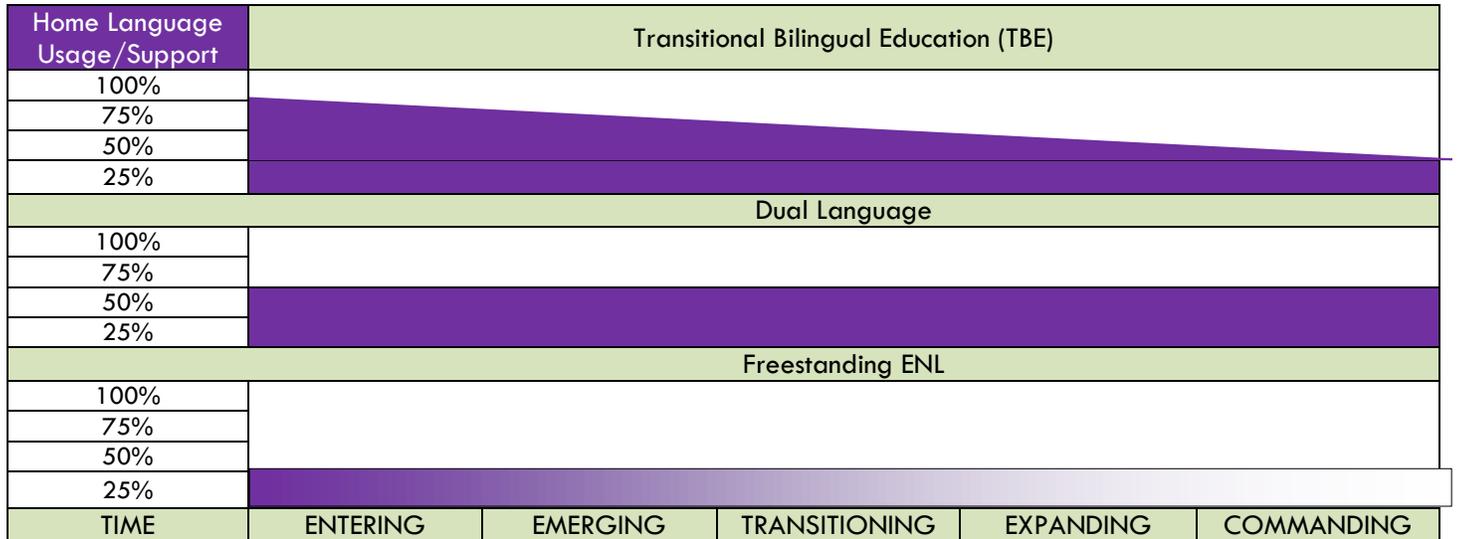


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: Paste response to question here: Co-teaching and scheduling into ICT sections with an ESL teacher and a special education teacher; leveled texts in ELA; Read 180 and System 44 as supplements in ELA,
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Paste response to question here: Partnerships with Lincoln' Center's LEAD and teacher intervention and planning have improved students performance on the SRI and the citywide Performance Assessment. In addition, ENLs reported having more confidence to ask questions and participate in classes as a result of the work with LEAD.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: Paste response to question here: PD for staff on strategies and planning for ELLs; adding a stand-alone humanities class for ENLs; block scheduling; ENL-specific advisory
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: Paste response to question here: Integrated setting; ENL coordinator as point-person for small cohort.
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.
Paste response to question here: Paste response to question here: Read 180, System 44, ICT setting for ENLs with IEPs, co-teaching with school-generated curricula aligned to CCLS, and stand-alone humanities class.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Paste response to question here: Students are encouraged to draw on personal experiences and home culture; students are grouped with other students with a common home language; school community encourages cultural diversity and expression.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students are grouped by grade level as appropriate to english proficiency level; when not in cohort/grade assigned, pursuing necessary credits with support. ENL committee (admin and ENL coordinator plus data team member) meet periodically.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: Assessments upon entry, school tour provided by the school counselor or parent coordinator, student introduced to admin and office staff, student assigned a schedule and introduced to a peer.
19. What language electives are offered to ELLs?
Paste response to question here: Spanish and English electives (including Spanish for Native Speakers)
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- Paste response to question here: 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.)
Paste response to question here: ENL Coordinator will provide strategy-specific PD for whole staff and collaboration with each department team
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: Lincoln Center's LEAD Program; DOE DELLSS PDs; graduate school courses for teachers of ELLs
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: 9th grade team meetings with specific focuses on ENLs' needs, advisory curriculum to adjust to socio-emoti development at the HS level
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here: The ENL Coordinator seeks out and attends ENL PDs throughout the year

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Paste response to question here: Advisor phone calls and one-on-one targeted parent conferences to support individual student needs with bilingual (English Spanish ENL coordinator) and access to interpretation services through the DOE and via school staff.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response to question here: Document outreach in Skedula/Pupilpath (online)
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response to question here: Bilingual outreach for all meetings, conferences, and celebrations. Translation of materials, bilingual community circles, targeted meetings/events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here: Lincoln Center; parent coordinator organizing workshops for all parents - seeking ELL-specific; school is planning cooking classes and parent ENL classes
5. How do you evaluate the needs of the parents?
Paste response to question here: in-house survey and ongoing feedback from conversations with teachers and admin
6. How do your parental involvement activities address the needs of the parents?
Paste response to question here: Workshops come out of expressed concerns and needs as well as City-identified items of importance including City ID, and immigration and legal support.

D. Additional Information

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

Paste response here: n/a

Part VI: LAP Assurances

School Name: Bronxdale High School		School DBN: 11X508	
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)
Carolyne Quintana	Principal		1/1/01
Grace White	Assistant Principal		1/1/01
Tanya Kinigstein	Parent Coordinator		1/1/01
Jake DeVirgiliis	ENL/Bilingual Teacher		1/1/01
n/a	Parent		1/1/01
AJ Cloherty	Teacher/Subject Area		1/1/01
Caitlin DeRousse	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nick Boyiatzis	School Counselor		1/1/01
Carron Staple	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Lourdes Lopez	Other <u>MSW, Related Svcs</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 11X508 **School Name: Bronxdale High School**
Superintendent: Carron Staple

Before you begin, please check the following:

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

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

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

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

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

HLIS, ATS reports, and Emergency Contact Cards, personal contact (particularly with the Parent Coordinator).

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.

Afrikaans, Albanian, Arabic, Bengali, Bosnian, Chinese, English, French, French Haitian Creole, German, Malinke, Slovak, Soninke, Spanish, Turkish, Urdu, Vietnamese, Wolof, Unknown.

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.)

Letters to parents ongoing, parent-teacher conference announcements at least 2 weeks prior to each conference, flyers for parent and community events at least 2 weeks prior, policy letters including phone policy and GRP in September, letters from the school leadership ongoing, etc. Translated notices for IEPs generate automatically at least 2 weeks prior to the IEP meeting.

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.

Meet and Greet Night, parent-teacher conferences, PTA, Parent Focus Group, Open House with circles for parents, fundraisers and dinners, as well as parent meetings to discuss student behavioral and academic concerns. The SpEd team offers translation of documents and interpretation for parents, as needed for IEP meetings.

Part C: Providing Language Assistance Services

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

Bilingual school aide (Spanish), Bilingual Para (Albanian) - per session for translation allocated for both. Bilingual Parent Coordinator for face to face meetings and publication translation.

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.

Services offered by the DOE with funding set aside for interpretation (has been used for IEP meetings, for example). Over the phone interpreters along with staff who speak Spanish, Albanian and French-speaking staff assigned in rooms or spaces near teachers who are English-only for parent-teacher conferences. Bilingual principal and Parent Coordinator, along with para and aide, for Open House and other parent events.

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.)

T&I brochure and instruction offered by the parent coordinator. Language posters are displayed in the school.

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

And, parent coordinator interactions.

Part F: Monitoring and Quality Control

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

Parent Survey