

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X537

School Name:

BRONX ARENA HIGH SCHOOL

Principal:

TY CESENE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Arena High School School Number (DBN): 08X537
Grades Served: 9-12
School Address: 1440 Story Ave, Bronx, NY 10473
Phone Number: 718-860-5056 Fax: 718-860-5058
School Contact Person: Elaine Almonte Email Address: Ealmonte3@schools.nyc.gov
Principal: Ty Cesene
UFT Chapter Leader: Jascinth Findlay
Parents' Association President: Ana Almonte
SLT Chairperson: Anne Zincke
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Socorro Morales
Student Representative(s): Iesha Holland
Lionel DeJesus

District Information

District: 08 Superintendent: Juan Mendez
Superintendent's Office Address: 1150 East New York Ave RM: 303, Brooklyn 11212
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718) 363-7441 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: _____
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: (718) 935-5618 Fax: 718-935-5941

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)
Ty Cesene/Samantha Sherwood	*Principal or Designee	
Jascinth Findlay	*UFT Chapter Leader or Designee	
Ana Almonte	*PA/PTA President or Designated Co-President	
Yorkis Martinez	DC 37 Representative (staff), if applicable	
Soccoro Morales	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Iesha Holland	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bryan Edwards	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Anne Zincke	CBO Representative, if applicable	
Lionel DeJesus	Member/ Student	
Sean Edwards	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

1. Bronx Arena is a transfer school located in the Soundview Campus of the the Bronx. The school is in its 4th year of existence. The Mission of Bronx Arena High School is to support and empower over-aged, under-credited students to achieve academic success so they can earn a high school diploma and graduate prepared to enter college, post-secondary training, or a career path that matches their personal and professional goals and aspirations. Bronx Arena's graduates will be self-motivated and confident, allowing them to expand and express their own talents.

We have implemented a partnership model, where the Department of Education provides the school's academic program and SCO Family of Services provides comprehensive social services and supports to Arena students and their families. The aim is to develop students' core intellectual and behavioral skills to prepare them not just to graduate from high school but also for the learning skills that students will need to succeed in post-secondary education, careers and adult life.

Bronx Arena High School is a collaboration between the New York City Department of Education and SCO Family of Services. All three partners understand the interdependent relationship between personalized learning communities and academic achievement, viewing both as essential to enabling all students to meet high standards and create productive futures for themselves. Individualizing, personalizing, and humanizing education, are the surest ways to academic engagement and success.

Our school is based on the belief that high quality student-teacher relationships coupled with student-centered learning and personalized educational experiences are the essential components of a successful 21st century educational community. A school that focuses on one of the essential components without building capacity in the other two risks alienating a portion of the student population. We maintain that high quality instruction and learning are not substitutes for quality relationships between school staff and students. School staff must come to the table with effective, interpersonal, facilitation and group processing skills to develop positive supportive relationships with each student. Once a caring, supportive school culture is established, staff is able to build a high functioning, high performing group of learners.

Bronx Arena utilizes a 1:1 school model where each student has full-time use of a laptop computer. Students have 24/7 access to all Arena curriculum which is housed online on the school website. The school has developed an online competency tracker used by teachers and students for individualized academic planning and monitoring of progress.

Bronx Arena students spend the majority of the day in an Arena Block with about 25 students. Each Arena has one Generalist Teacher and one SCO Advocate Counselor who provide personalized academic planning and support in developing goal-driven self-management skills. Several Content Specialist Teachers push into Arenas to co-teach with Generalist and lead subject- specific blended learning as well as providing pull-out support across Arenas.

2. To date, we have seen increases in credits, Regents pass rates, and graduation rates. The school received a well-developed on its Quality Review last QR. Additionally the school was appointed a PROSE school and is working with the Department of Education and the UFT to develop competency-based credit accumulation as well as several other unique initiatives. The school has also been featured as part of the TSCCI initiative and has been visited by several outside organizations including the Carnegie Foundation, Springpoint, and OSSE (Washington DC).

As with many schools, attendance continues to be one of our bigger weaknesses. We are constantly trying new approaches to improve attendance, which has been met with mixed results. Additionally, the family involvement at the school is often limited as a result of the population. Many of the parents and guardians are kept well-informed of their child's progress and achievements, however parent involvement past that of staying informed of a child's work at school can be difficult since our students are often adults themselves and/or many of our students find themselves parentified (responsible for the care of a parent or younger sibling) as a result of a range of home situations.

3. Over the past few years our biggest growth has come in the areas of credit accumulation, Regents pass rates, and graduation rates. These are both directly and indirectly related to improvements to the teaching and the curriculum at the school. The capacity of staff has continued to grow and the rigor and quality of the curriculum also improves. Like past years, we are always looking to refine and revise the curriculum to best meet all students needs. This year our focus is on continuing to revise math and ELA curriculum as we better understand the rigor of the common core standards. We are aligning PD with the teachers to this goal and working through a series of activities to review common core standards and the best practices for teaching the skills needed for college success. Ensuring that coursework is aligned to the CCLS is an on-going priority in the school. We have also made initiatives to improve the collaboration of staff around students in more formal settings and have implemented a series of new structures and meetings to accomplish this.

08X537 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	210	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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	73.7%	% Attendance Rate			55.4%
% Free Lunch	72.9%	% Reduced Lunch			5.6%
% Limited English Proficient	4.2%	% Students with Disabilities			4.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			37.4%
% Hispanic or Latino	60.7%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			2.19
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	60.8%	Mathematics Performance at levels 3 & 4			21.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES				
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	YES				

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

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

Part 1 – Needs Assessment

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

1. Using the Quality Review and our monthly data reviews with the Data Team to guide our process, we conducted a series of meetings with staff to explore the data and the anecdotal evidence collected. We then used the outcomes of the meetings to then create an action plan to increase rigor and alignment at our school.

2. The outcomes of our needs assessment were the following:

a. **Customization** – We identified customization as an area strength through facilitation plans of teachers, individualized programming, and an asynchronous curriculum and credit accumulation that allows use to offer students a program that suit their individual needs. Teachers are also designing individual objectives and goals for students which is noted as both a strength and area for continued improvement and sharpening.

b. **Inclusive** – Again this was identified as an area of strength as student choice is built into nearly every aspect of the curriculum and offers a range of modalities and outputs for students to demonstrates skills and knowledge. However given that our population is 55% Hispanic and 45% black, we have identified that there is a need to create more diverse and culturally responsive curriculum.

c. **Motivating** – This was targeted as an area of need. Through our evaluation we discovered a lack of truly tight alignment that creates the motivation students need to succeed. Additionally it was noted that there was a lack of goal setting structures to help motivate students in completing curriculum.

d. **Aligned to Common Core** – This was identified as a strength. Over the years we have developed a series of competencies that are aligned to the Common Core and coursework has been written to develop and assess these competencies. All the courses contain performance tasks aligned to the discipline specific and cross discipline skills. On the other hand it was noted that revisions to the Math curriculum were necessary to better align tasks and learning objectives in order to complete the shifts to the Common Core and ensure student success on these skills.

Through our unique school-wide asynchronous curriculum, we are able to set consistent high standards and engage the students in their activities to develop their critical thinking skills.

Sources: Credit data, Quality Review, attendance data, graduation rate data, student work samples, surveys of students and staff, Regents pass rates, and School Environment survey.

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, at least one course in ELA, Math, Social Studies, and Science will be designed to culminate in performance assessments aligned to Common Core Learning Standards. At least one course in each discipline will also be targeted to increase cultural responsiveness.

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>Curriculum Design Teams (CDTs) will be established consisting of curriculum designers across multiple disciplines. These team will meet regularly to write and collaborate on courses. The teams will be comprised of teachers and students who will be offering feedback on the courses.</p>	<p>Teachers and 2-4 students</p>	<p>September 2015 – June 2016</p>	<p>School leadership will implement but course designers will facilitate on-going meetings</p>
<p>Utilization of a reaserch-based framework that ensures curriculum be aligned not only to Common Core, but skills and subskills related to course itself. Additionally, course designers will use learning theories including Understanding by Design, Webbs’ Depth of Knowledge, and Universal Design for Learning to ensure that tasks and activities are aligned, elicit high-order thinking, and are accessible to all learners including SWDs and ELLs. Professional development will be offered to teachers both in house and outside to build capacity in staff around the framework and teaching principles.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>School leadership, Eskolta and ReDesign coaches</p>
<p>New collaborative models in addition to the CDTs will be established to ensure that all stakeholders are participating in the achieving the goal. These will include data review teams to examine the progress on the goal, focus groups to help develop a web-based tracking system to report various pieces of data collected around curriculum and student mastery, a committee to develop school wide definitions of student mastery and assessing student mastery of skills as per our PROSE initiative, and department and grade meetings</p>	<p>Teachers, support staff, SCO staff, students, parents and families</p>	<p>September 2015 – June 2016</p>	<p>School leadership, data specialist, SCO director and assistant director</p>

to allow for in-depth examination of courses and students' progress.			
<p>Trust is the key component to ensuring success on the goal. We will establish trust in the following ways:</p> <ul style="list-style-type: none"> • Creating systems and structures to inform and get feedback from community stakeholders • Transparency in expectations and goal benchmarks • Gathering input and feedback in an on-going back and forth that culminates in shared knowledge <p>Creating safe space through modeling learning, clear expectations, and establishing school-wide norms that include encouragement of innovation and trying new things</p>	Teachers, support staff, SCO staff, students, parents and families	Ongoing	School leadership, teacher leaders, PROSE committee, SCO staff

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.										
<ol style="list-style-type: none"> 16 Teachers CBO partner School administration ReDesign Coach Eskolta Consultants New Visions professional development TSCCI Student tracker Per session for course development (43 hours for each of eight teachers) Asynchronous programming and block scheduling Laptop computers Tech on staff Data specialist 										
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
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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. By September 2015, one course in each discipline will be targeted for revision or creation
2. By October 2015, course designers will be selected for each course and CDTs established
3. By February 2016, Capstone performance assessments will be created for each course and presented to CDTs for feedback. Assessments will include rubrics for evaluation and to ensure consistent alignment to CCLS standards and expectations.

By June 2016, courses will be completed will all aligning tasks and lessons and will be coded onto the school website for student use.

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.

1. Using the Quality Review and our monthly data reviews with the Data Team to guide our process, we conducted a series of meetings with staff to explore the data and the anecdotal evidence collected. We then used the outcomes of the meetings to then create an action plan to increase rigor and alignment at our school.

2. The outcomes of our needs assessment were the following:

a. The school is strong in this element. According to the School Environment Survey, the school received a 95% satisfaction in the area of school culture. With 99% of students reporting that the staff believes in them and they feel safe at school and 96% reporting school staff care about them. According to the last QR, “The caring and cohesive school community uses a strengths-based approach to culture-building that results in a safe and productive learning environment that promotes students’ social-emotional and academic growth. The school’s well-structured learning environment includes support from advocate counselors, who conduct daily individual and group counseling to target social/interpersonal processes in order to foster classroom learning. Moreover, regularly scheduled case conferencing is conducted where each student’s progress is cyclically reviewed. In addition, counselors also conduct daily attendance outreach and both parents and students spoke of regular occurrences of home visits after a student missed two days of school. In the classroom the advocate counselor known as the AC, serves as co-facilitator in learning and is available to support students who may face ambiguity and frustration in their learning process. The counselor meets regularly with arena teachers to discuss classroom dynamics, environment, individual progress and how they can support students reaching their goals. The internship coordinator and career counselor also work with the students to ensure their learning-to-work experiences are meaningful and relevant to their personal goals and aspirations post-high school. Every student is known by multiple adults, and there are community based partners that work with the school to support students’ individual

needs and lifestyle. These include Mount Sinai Adolescent Health Center, which provides free confidential medical, dental, vision and mental health services, Bronx Nurse Family Partnership provides pre- and post-natal care for the seven expectant mothers and their infants through age two, and the Bronx Fatherhood Initiative provides information and supports young fathers as they encourage participation with their children. Access Vocational Rehabilitation (VR), formerly known as Vocational and Educational Services for Individuals with Disabilities (VESID) provides career and continuing education for adults with special needs. College related supports and services include: City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP), College Now, Options Institute, Bronx and Manhattan Educational Opportunities Centers, and New York (NY) Cares, an organization that provides financial aid workshops for students and their families as they deal with the cost of paying for college. The students spoke of Bronx Arena being a second family where they feel safe and respected by all adults, and discussed candidly how very appreciative they were of this unique second opportunity to learn in an environment where people care about them as individuals.

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.

75% of students will conference with teacher or Advocate Counselor at least one a month to set personal and/or academic goals by June 2016.

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?
Develop inquiry team to head initiative through GE Skills Lab and OPSR.	2 generalist teachers, 2 content specialist teachers, 2 advocate counselors, school leadership (CCAT Team)	September 2015 – June 2016	School leadership will select staff, Eskolta will help facilitate inquiry team
Inquiry team will compile research on goal-setting to review and identify starting points for inquiry work. Team will design and test strategies around goal-setting. Finally team will codify lessons learned and recommendations for school-wide goal-setting practices.	CCAT Team	September 2015 – June 2016	TSCCI/GE Skills Lab team, Eskolta
Expand practices and protocols to all teachers and advocate counselors for them to use with their students on a regular basis.	Teachers and Counselors	September 2015 – June 2016	TSCCI/GE Skills Lab team
Trust will be established through teachers and ACs conducting regular goal-setting meetings and check-in meetings with students. Transparent expectations, opportunities for students to develop and customize goals, and regular follow-ups by adults will continue to build the relationship between the students and adults.	All Students	September 2015 – June 2016	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.

1. Teachers
2. CBO partner
3. School administration
4. Eskolta Consultants
5. TSCCI
6. Student Tracker Software
7. Per-Session (40 hours)

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. By September 2015, the CCAT/GE Skills Lab team will be formed

2. By February 2016, the CCAT/GE Skills Lab team will present research findings and a suggested goal-setting protocol and tool to the staff.

By end of February 2016, teachers and counselors will have held at least 1 goal-setting meeting with students present in their class.

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.

1. In order to conduct a comprehensive assessment of the collaborative practices of teachers we looked at data from the school survey, anecdotal reports from teachers, year-end meetings and feedback with teachers, and the school professional development objectives from previous years. We also examined the findings from the QR which focused on teacher development and collaboration.

2. Based on the assessment of the school, Bronx Arena is strong in providing opportunities for teachers to collaborate and many teachers work together to solve instructional problems. According to the school survey, 100% of the teachers agreed that time was provided to collaborate among each other. 93% strongly agreed that teachers work together on teams to improve instructional practices. According to the Quality Review the collaborative hiring process allows for the teachers and staff to participate in shared leadership to hire new staff and welcome new staff into the community. Teachers have common planning time in the schedule and every teacher participates in at least 2 co-teaching partnerships. 79% of the teachers felt they were supported by other teachers at their school to a great extent and that the teacher trust in each other.

The school is looking to build on this and to offer more support for teachers to partner within their departments as well as across departments. The school survey results noted that 14% of staff did not feel they were supported with development or collaboration in their content area. We also noted that the QR highlighted one area for improvement to be around strengthen teacher capacity to increase rigor and development of critical thinking skills within the course material.

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, 75% of teachers will participate in at least 10 in-school professional development, monthly Arena Team meetings, monthly department meetings, and bi-weekly Curriculum Design Teams.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Schedule will be altered to include regular meeting times for departments, CDTs, Arena Team meetings, and professional development.	teachers	September 2015 – June 2016	School leadership, SCO director and assistant director
Weekly in-house professional development will be provided to teachers aligned to their professional goals. Teachers will be selected for curriculum design teams as well as a call for others to participate (see Section 5a for details about curriculum design teams).	teachers	September 2015 – June 2016	School administration
Teacher leaders will begin to facilitate professional development, Arena Team meetings, and department meetings.	teachers	September 2015 – June 2016	School administration, Staff developer,
Protocols will be established for meetings and PD to ensure all teachers have opportunities to participate, ask questions, highlight strengths, and get support on weaknesses.	teachers	September 2015 – June 2016	School administration, Staff developer,

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.											
1. Teachers per-Session (8 teachers at 43 hours each) 2. School administration 3. Teacher leaders 4. Eskolta Consultants (12 days) 5. New Visions professional development opportunities 6. Per session for course development (8 teachers at 43 hours each) 7. Schedule changes											
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
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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. By September 2015, schedules will be altered to include time for the above mentioned meetings

2. By January 2016, teachers will have participated in at least 5 PD sessions

3. By January 2016, at least 75% of teachers will be involved in curriculum design teams

By January 2016, at least 1 department meeting will have been facilitated by a teacher leader using a consistent protocol

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.

For the needs assessment we looked at teacher MOTP data from last year, the school survey, feedback from the QR, and from PPO visits.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will be evaluated and developed using the Citywide Framework based on the Danielson Framework. School leadership will develop PD and post observation debriefs with the teachers aligned to the framework.

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>Conduct a series of professional development sessions to familiarize teachers with the Danielson Framework. School leadership norms feedback and observations through a series of non-evaluative observations of teachers</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Admin</p>
<p>Design a post-observation reflection sheet for teachers to reflect and self-evaluate prior to in-person post obs. Teachers will</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Admin and teachers</p>

provide feedback on and contribute to the design of the form in order to ensure it is meeting their needs.			
Admin will conduct formal and informal observations and hold in-person post observations to go over post-ob feedback form and the observed lesson in the context of the framework. Teachers and admin will discuss strengths and next steps in teacher's development. Professional development will then be aligned to the observations and post-ob reflections.	All Teachers	September 2015 – June 2016	Admin
Twice a year, conduct upwards feedback interviews with teachers to identify the effectiveness of the support provided by administration and suggestions for improvement for future.	All Teachers	September 2015 – June 2016	Admin

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.											
1. Teachers											
2. School administration											
3. Teacher leaders and master teacher											
4. Eskolta Consultants											
5. New Visions professional development opportunities											
6. Schedule changes for intervisitations											
7. Schedule with in-house PD time											
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. By October 2015, school leadership will have been normed on observations and PD will have been completed with staff on framework.
2. By December 2015, post-ob reflection sheets will be designed and given to teachers for input and feedback.
By January 2016 all teachers will have received at least 3 observations and post-ob 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 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.

Our school’s strengths include:

- Regular and proactive attendance outreach calls and texts
- Transparent communication between student, parent, AC, and generalist

Our school’s needs include:

Clear intake communication tools for families (there is a lot of information to absorb at and about the intake process and we are looking for ways to make this more scaffolded)

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.

To ensure strong family and community ties, by June 2016, 95% of all intakes will include a family member or adult in the process, thus establishing a working relationship with the school from the very beginning. 80% of all intakes will continue with the Advocate Councilor that interviewed the student and parent/primary adult.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Systems and structures involving intake will need to be altered student and transcript review prior to the interview stage so that ACs and Generalist teachers can be matched with students based on apparent needs.</p>	<p>All students and parents</p>	<p>September 2015 – June 2016</p>	<p>Advocate Counselors and Generalists Teachers in each Arena</p>
<p>Students with disabilities will be matched with a Generalist teacher who has a SPED credential. Families where the primary language is Spanish will be paired with an advocate counselor who speaks Spanish where possible, or a Generalist who speaks Spanish if the AC does not.</p>	<p>SPED students and parents, Multi-lingual families</p>	<p>September 2015 – June 2016</p>	<p>SCO Family of Services and DOE admin</p>
<p>Structures will be developed to ensure regular communication with family members. Regular check-in conversations will occur between the parent and AC and Generalist. A progress report on student achievement will be developed this year to send home regularly (monthly once the report is developed). A policy of positive phone calls home for when students reach certain progress benchmarks will be established. Additionally, when a student is not reaching set goals, a policy will be established so that communication between all stakeholders is required. In this way students will not be able to slip through the cracks without the adults in the student's life being in regular communication. Home visits will also be conducted as needed. A college/career counselor will create workshops and conduct parent outreach targeted post-secondary.</p>	<p>All students and parents</p>	<p>September 2015 – June 2016</p>	<p>Advocate Counselors and Generalists Teachers in each Arena and College/career counselor</p>
<p>Trust will be established through regular and transparent communication structures.</p>	<p>All students and parents</p>	<p>September 2015 – June 2016</p>	<p>Advocate Counselors and Generalists Teachers in each Arena</p>

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.

-8 Advocate Counselors

-8 Generalist Teachers,

-a college/career counselor,

-a working phone system (not to be taken for granted),

-staff schedule that includes time for phone calls and parent outreach,

-student tracker data system software

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. A transcript review process will be established between DOE and CBO during intake to ensure matching of the generalist and Advocate Counselor is as targeted as possible based on the information available.
2. Regular phone conversations will take place between Advocate Counselors and parents to ensure parents have access to up to date information regarding student progress as well as maintaining regular contact with the school community.

By mid-February, every Advocate Counselor will have conducted a minimum of 3 home visits.

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)	Overage/ undercredited – our program is modeled to provide AIS services to every student	Pre-assess students’ reading levels during intake, pre-assess students’ reading and writing within first month of attending school, create individualized plan based off Arena competencies and student performance. Individual plans include: <ul style="list-style-type: none"> • Use of leveled text • Student choice options • Self-paced curriculum • Mastery-based grading and feedback Individualized programming	<ul style="list-style-type: none"> • One-to-one support • Small group mini-lessons • Whole-group lessons • Peer interaction • Conferences • Small group discussions • Circulation • Tutoring 	During and after the school day
Mathematics	Overage/ undercredited – our program is modeled to provide AIS services to every student	Pre-assess students’ math levels during intake, pre-assess students’ reading and writing within first month of attending school, create individualized plan based off Arena competencies and student	<ul style="list-style-type: none"> • One-to-one support • Small group mini-lessons • Whole-group lessons • Peer interaction • Conferences 	During and after the school day

		<p>performance. Individual plans include:</p> <ul style="list-style-type: none"> • Multiple methods of input • Student choice options • Self-paced curriculum • Mastery-based grading and feedback • Individualized programming 	<ul style="list-style-type: none"> • Small group discussions • Circulation • Tutoring 	
Science	<p>Overage/ undercredited – our program is modeled to provide AIS services to every student</p>	<p>Pre-assess students’ reading levels during intake, pre-assess students’ reading and writing within first month of attending school, create individualized plan based off Arena competencies and student performance. Individual plans include:</p> <ul style="list-style-type: none"> • Multiple methods of input • Student choice options • Self-paced curriculum • Mastery-based grading and feedback <p>Individualized programming</p>	<ul style="list-style-type: none"> • One-to-one support • Small group mini-lessons • Whole-group lessons • Peer interaction • Conferences • Small group discussions • Circulation • Tutoring 	<p>During and after the school day</p>
Social Studies	<p>Overage/ undercredited – our program is modeled to provide AIS services to every student</p>	<p>Pre-assess students’ reading levels during intake, pre-assess students’ reading and writing within first month of attending</p>	<ul style="list-style-type: none"> • One-to-one support • Small group mini-lessons 	<p>During and after the school day</p>

		<p>school, create individualized plan based off Arena competencies and student performance. Individual plans include:</p> <ul style="list-style-type: none"> • Multiple methods of input • Student choice options • Self-paced curriculum • Mastery-based grading and feedback <p>Individualized programming</p>	<ul style="list-style-type: none"> • Whole-group lessons • Peer interaction • Conferences • Small group discussions • Circulation • Tutoring 	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Overage/ undercredited – our program is modeled to provide AIS services to every student</p>	<p>Every student is provided with an Advocate Counselor and a group advisory of 25:1. Students are also provided with a college and career advisor and paid internships.</p>	<ul style="list-style-type: none"> • One-to-one support • Small group mini-lessons • Whole-group lessons • Peer interaction • Conferences • Small group discussions • Circulation • Tutoring 	<p>During and after the school day</p>

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.
<ul style="list-style-type: none"> - Work with New Visions to identify highly qualified candidates for recruitment. - Develop talent criteria and hiring process with rubric to select highly qualified personnel. - Develop and hold summer training for both new and returning staff to further develop best practices. - Interdisciplinary collaboration between science, math, social studies, and English courses to allow students to apply modeling skill outside math and ELA classes and allows HQT to engage in professional collaboration opportunities. - HQT will be encouraged to utilize technology in the classroom including digital, student-centered lessons, to deliver differentiated content. We will provide PD opportunities to assist teachers in developing their skills in this area. - Weekly Arena Team Meetings to examine student work across content areas in regards to the modeling standard will allow HQT to engage in professional conversations to improve their own practice and work with other colleagues to improve each other's practices. - Regular meetings of Curriculum Design Team allows HQT to collaborate and design rigorous and engaging curriculum for the students. It also provides another opportunity for HQT to collaborate with their peers in a professional setting. - Multiple formal and informal leadership opportunities are available for teachers, which provides HQT with opportunities to be involved in the school and school programs on multiple levels.

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).
<ul style="list-style-type: none"> • In-house professional development embedded in the school schedule. • Participation in the Transfer School Common Core Institute • Partnerships with Teacher's College Inquiry programs

- Participation in New Visions CCLS PD Series for Math, Social Studies, ELA
- Bi-weekly feedback on facilitation and lesson plans for teachers

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.

N/A

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	143,357.00		1-5, 7
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,581,666.00		1-7

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. Bronx Arena High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s

policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Bronx Arena High School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[Bronx Arena 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 8	Borough Bronx	School Number 537
School Name Bronx Arena 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 Ty Cesene	Assistant Principal Samantha Sherwood
Coach Nancy Ulman	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sandra Begley (trained not cer)	School Counselor Rosa Nunez
Teacher/Subject Area Ivelisse Rodriguez/Math	Parent Ms. Rhodes
Teacher/Subject Area Evelyn Rebollar/ ELA	Parent Coordinator Anne Zincke
Related-Service Provider N/A	Borough Field Support Center Staff Member Alexandra Anormaliza
Superintendent Juan Mendez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	0	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)	213	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" 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
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)
				5

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										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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										1	5	0	1	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	1		5		0		1		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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6	0	0	0
Integrated Algebra/CC Algebra	4	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3	0	0	0
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
To assess the early literacy skills of our ELLs, we use customized assessment tools with New York State and Common Core assessment questions. To begin with, during enrollment, all new student are given a reading/writing diagnostic and a math diagnostic aligned to the NYS Regents examinations. In addition, all new students take an introductory course for both competency baselines in academic skills and academic and non-academic behaviors. We track resulting data (the level at which competencies are met, grades, etc.) in an online tracking system to which all of a student's teachers have access. Teachers use data from the tracker to structure academic arcs for students, such as choosing specific focus competencies, and to individualize a student's education plan as needed. The data has revealed that all of our ELLs read below grade level and need support in writing longer essays and works. However, they are strong in verbal discussions of content and can create verbal arguments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data reveals that our students progress in proficiency levels as they progress in grade level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We used the AMAO Self-evaluation tool to estimate the number of AMAO 1 and AMAO 2 statuses. Based on the data, 3 of our 7 students did not attain proficiency, however 6 of the 7 students did make progress according to AMAO 1. 5 of our 7 students are at a high at risk level (5 or greater).
- 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?
 - We have a very small sample size, due to the low number of ELL students at our school. Based on our results from 2012-2013, ELL students are faring slightly better in content-area tests taken in the native language as compared to English. However, the pass rate for ELL students sitting for the ELA Regents in 2013 is 100%.

b. Not applicable.

c. Not applicable.

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

N/A because we are a transfer high school

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

N/A because we do not have any students with new language development

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

Like all programs, we examine both quantitative and qualitative data around the subgroup. This data includes graduation rates, Regents pass rates, credit accumulation, NYSESLAT results, attendance, and overall student experience. We will also be reviewing the AMAO to track gains and progression on goals and proficiency.

Part IV: ELL Identification Process

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

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

All students are given the Home Language Identification Survey (HLIS) within 10 days upon enrollment along with a formal parent orientation. With assistance from the advocate counseling staff, the guidance counselor (who holds a teaching license) conducts the interviews and administers the HLIS. Should the HLIS and initial assessment prove necessary, the guidance counselor administers both. The guidance counselor will administer NYSTILL and Spanish LAB. The ESL teacher administers, grades, and assesses the results of the NYSESLAT annually. These results inform the instruction of the following school year in the freestanding ESL classes, based on the sections of the NYSESLAT that reveal the least amount of progress.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

All three program options are explained after the HLIS and subsequent SIFE are administered. We have staff fluent in Spanish and the DOE provides translators upon request for any other language. The SIFE is evaluated by the guidance counselor and ESL teacher.

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

The identification process for students with IEPs is the same as the process for students without IEPs. The members of the Language Proficiency Team include those listed in section B of this document.

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

The guidance counselor will inform the advocate counselors of the NYSITELL and the entitlement status of students. The guidance counselor provides the advocate counselors with the subsequent letter which is sent out immediately. The advocate counselors then follow up with phone calls to parents.

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

Once advocate counselors contact parents, the parents are also informed of their right to appeal and the appeal process both in writing and by phone.

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

Requests trend strongly toward Free-standing ESL, which is the program model that we offer

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
During the interview parents are provided all documents by the guidance counselor and advocate counselors call and conduct home visits to ensure materials are returned.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Home visits are conducted by advocate counselors.
9. Describe how your school ensures that placement parent notification letters are distributed.
Advocate Counselors call parents and mail home letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our ESL teacher and guidance counselor retain all records. Copies are kept by students' individual counselors.
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.
Students are notified and parents are called by the ESL teacher and advocate counselors. The teacher pulls the students the day of. Any student absent will be called and a home visit conducted to ensure they are attempting to come take the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are mailed home by advocate counselors.
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).
No trends have been identified.

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.
a. All of our students are assigned to a primary classroom, with one generalist teacher and advocate counselor, where they work for a four-hour block of the day. Generalist classrooms are mixed grade level. During this time, content and ESL teachers both push-in to instruct students and also pull-out in small groups, as needed.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
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)?
The ESL teacher provides targeted support to ELL students during push-in and pull-out times. All of the ELL students other teachers also provide targeted and individualized one-on-one and small group instruction to support the students' development.
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.
All students have access to the curriculum in which they are working online, for all of their content areas. All of these classes are designed to meet competencies that are aligned to the Common Core Learning Standards. ELL students work in the same curriculum as non-ELL students. Content area teachers then work to individualize, differentiate, and scaffold lessons and

materials as needed, providing one-on-one support, small-group mini-lessons and discussions, and conferencing. Also as needed, teachers are able to provide student with native language materials, both print and online, for enrichment and support.

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

As a result of individualized programming and the blended instructional model, teachers are able to assess students' needs for evaluation in their native language. ELL students are offered all state exams and standardized tests in their native language and in English.

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

We evaluate ELL students in the four modalities of English acquisition in a variety of ways throughout the year. All of our courses target and assess the range of modalities, so there is regular evaluation by content and ESL teachers of progress in coursework. Teachers frequently exam student work and results together to determine proper supports for each ELL student. In addition, all ELL students sit for the NYSESLAT examination, which assesses these modalities.

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

a. SIFE students are targeted for 360 minutes of ESL instruction. Teachers of SIFE students meet regularly to discuss additionally needed support strategies for SIFE students.

b. ELLs in US schools for less than three years would receive 360 minutes of ESL instruction and targeted pull-out instruction for literacy skills. We would also based their instructional program and decisions on their NYSESLAT proficiency level as well as data from other assessments, such as the level at which they are meeting our Common Core-aligned academic competencies and their Regents results.

c. ELLs receiving service 4-6 years receive an instructional program that is individualized as needed based on their NYSESLAT proficiency level as well as data from other assessments, such as the level at which they are meeting our Common Core-aligned academic competencies and their Regents results.

d. Long term ELLs receive an individualized instructional program that is individualized as needed based on their NYSESLAT proficiency level as well as data from other assessments, such as the level at which they are meeting our Common Core-aligned academic competencies and their Regents results.

e. Former ELLs receive an instructional program that is individualize as needed based on their NYSESLAT proficiency level as well as data from other assessments, such as the level at which they are meeting our Common Core-aligned academic competencies and their Regents results.

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

The LAPT will review new students' qualitative and quantitative data 6 months after the re-identification and 12 months after. They will look at credit accumulation, GPA, attendance, formative assessments and teacher anecdotes to monitor the student's academic progress.

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

Students are individually programmed into courses that they then complete at an individualized pace as determined by both the student and the teacher. Students are block-scheduled into a generalist classroom to allow for flexibility in the length of time they spend on different subject areas. Furthermore, all ELL-SWD students are scheduled within co-taught classes with non-ELLs and students without disabilities.

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?

Students are individually programmed into courses that they then complete at an individualized pace as determined by both the student and the teacher. Students are block-scheduled into a generalist classroom to allow for flexibility in the length of time they spend on different subject areas. Furthermore, all ELL-SWD students are scheduled within co-taught classes with non-ELLs and students without disabilities.

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 DUALY 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 DUALY 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.

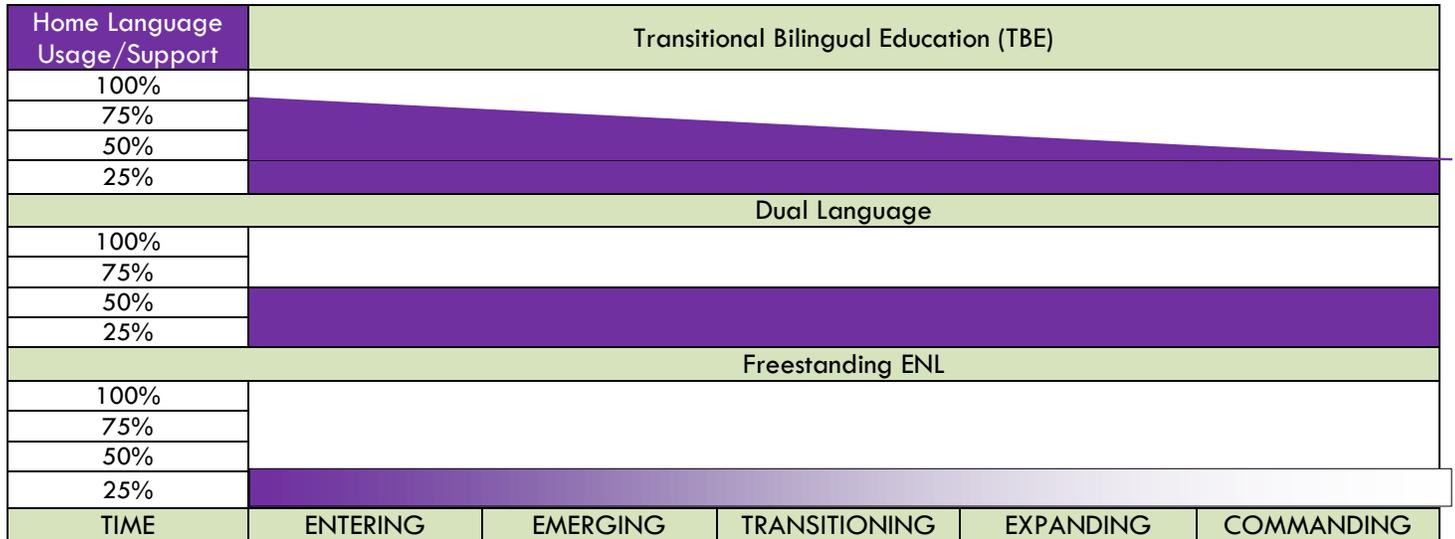


*Note “other approved services” does not apply to New York City at this time.

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. The ESL teacher is also the ELA teacher. While she is not certified in ESL, she is trained and holds a certificate from another state. She is in the process of applying for reciprocity. She plans differentiated lessons, activities, and support for ELL students. In all other content areas, students consistently have access to one-on-one support and small-group instruction from their content teacher. The ESL teacher provides support to the content teachers as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The program is sufficiently meeting the needs of its ELLs in content and language development. For example, all of our senior ELLs in the 2012-13 school year with consistent school attendance graduated. We also had a 100% pass rate last year for ELL students sitting for the ELA Regents exam.
12. What new programs or improvements will be considered for the upcoming school year?
A new program and improvement for this school year is our online tracker. The tracker is an online system that tracks student progress through all current classes (including grades for course tasks and the level at which course competencies are met) and that contains students' transcripts. Students each have access to their own tracker, and all teachers of a student have access to the tracker as well. The tracker allows teachers and students to set focus competencies and individualize instruction.
13. What programs/services for ELLs will be discontinued and why?
Not applicable.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, including ELLs, have after-school enrichment available to them.
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.
Native language support is delivered through the ESL model through native language print materials, internet resources, and bilingual teachers and advocate counselors.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Instructional materials that support ELL students include online coursework, access to a computer with translation software, native language print materials, as well as access to translation dictionaries from home language to English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Since we are a transfer high school, students at Bronx Arena have instructional programs designed to meet their specific credit and skill needs. All students, including ELLs, are enrolled in courses that are designed to meet their specific instructional and credit needs. This structure ensures that the services ELL students receive correspond to ELLs' ages and grade levels.
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).
Before the beginning of the school year, newly enrolled ELLs will meet with their assigned counselor for a one-on-one session. As a group, they will participate in a formal orientation and interview with their parents. They will receive one-on-one and group counseling throughout the rest of the year. Members of the committee listed in Section B are the primary people to assist with this.
19. What language electives are offered to ELLs?
French is offered to all students, including ELLs.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

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.)
We provide professional development twice a week during faculty conferences on scaffolding strategies, cooperative learning, differentiated instruction, Understanding by Design, the Legacy Project Learning Cycle, Design for Knowledge Evolution, and questioning techniques to improve instruction and support the development of our ELL students. We provide differentiated supervision to each teacher to ensure that curriculum and teaching are aligned to our goals and that our ELL students are succeeding.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our school's online curriculum is aligned to Common Core Learning Standards, and our weekly professional development sessions regularly center around strategies to differentiate and scaffold the curriculum so that it supports and is accessible to our ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Not applicable
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.
See response to #1
Records are maintained by the school secretary who updates the principal.

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?
1. Parents will be involved from the beginning of the student's career at our school, starting at the intake process. Our bilingual staff members will provide translation in Spanish and we secure DOE translator services as necessary to support in other languages. Intake documents, welcome letters, and orientation materials are made available in the home language. A Parent Orientation Meeting for all parents will take place prior to the beginning of the school year. Teachers and advocate counselors regularly communicate with parents around both student struggles and successes.
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.
Bronx Arena is partnered with SCO Family Services to provide workshops and services to all parents, including ELLs.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We hold conferences for parents, make outreach phone calls using someone who speaks the native language, and hold workshops around college for parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes. SCO Family of Services provides college application workshops to parents of ELLs.
5. How do you evaluate the needs of the parents?
Parent needs are evaluated based on the results from the intake and formal interviews, as well as parent surveys and home visits.
6. How do your parental involvement activities address the needs of the parents?
Activities will be changed and adapted based on the results of the interviews and surveys.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Bronx Arena High School**School DBN: 08X537**

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)
Ty Cesene	Principal		11/23/15
Samantha Sherwood	Assistant Principal		11/23/15
Anne Zincke	Parent Coordinator		11/23/15
Sandra Begley	ENL/Bilingual Teacher		11/23/15
Ms. Rhodes	Parent		11/23/15
Ivelisse Rodriguez	Teacher/Subject Area		11/23/15
Evely Rebolgar	Teacher/Subject Area		11/23/15
Nancy Ulman	Coach		11/23/15
	Coach		1/1/01
Rosa Nunez	School Counselor		11/23/15
Juan Mendez	Superintendent		11/23/15
Alexendra Anormaliza	Borough Field Support Center Staff Member _____		11/23/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08X537** School Name: **Bronx Arena High School**
Superintendent: **Juan Mendez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.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.

All new students and parents participate in an intake interview process. During this process, students and parents are given the Home Language Identification Survey. Data from the survey and the interview process about the home languages spoken by our students, and the written translation and oral interpretation needs that their parents might have, are recorded. We use the data gathered to determine the language in which written materials are sent with parents, and in which oral interpretation services are needed for in-person and telephone conversations with parents.

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.

The major finding of our school's written translation and oral interpretation needs is that Spanish is the language spoken by the vast majority of all of our students' parents who speak a language other than English. This finding was shared with the leadership of the school and with our outreach team.

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.)

As a practice, we prepare all documents to be sent home in both English and Spanish. The outreach team is also aware of any languages other than Spanish spoken by current students' parents and prepares documents with the help of Google translate and DOE translation services.

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.

We provide oral interpretation services in Spanish in-house by school staff, including several bilingual teachers and advocate counselors. For languages other than Spanish, we secure oral interpretation services through the DOE translation services. Teachers and counselors regularly call home. In addition to the scheduled parent nights four times a year, parent meetings occur on an individual needs basis.

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.

Translation to Spanish occur in house. If a language other than English or Spanish is needed for translation we utilize the Translation Unit.

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

Most of our translation is done in house by staff. If interpreters are needed we use the Translation Unit.

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.)

Initial training and email reminders ensure all staff are aware of services.

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

The school fulfills Section VII of the Chancellor's Regulations A-663 by ensuring that all communications with parents are made in both English and the native language for non-English speaking parents.

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)

We survey parents in addition to getting regular informal feedback through phone outreach and parent meetings at the school.