2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 09X403
School Name: BRONX INTERNATIONAL HIGH SCHOOL
Principal: JOAQUIN VEGA
School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Bronx International HS  
School Number (DBN): 09X403

BEDS Code: 320900011403

Grades Served: 9-12

School Address: 1110 Boston Rd, Bronx NY 10456

Phone Number: 718-620-1053  Fax: 718-620-1056

School Contact Person: Elaine Angueira  
Email Address: EAnguei@schools.nyc.gov

Principal: Joaquin Vega

UFT Chapter Leader: Barbara Fertita

Parents’ Association President: SaturninaPimental

SLT Chairperson: Elaine Angueira

Title I Parent Representative (or Parent Advisory Council Chairperson): Thierno Barry

Student Representative(s): Gabrielle Logo, AmaduDiallo, SobuzMollah, EmmanuellePaulFiela

CBO Representative: Maggie Krupa

District Information

Geographical District: 9  
Superintendent: Kathy Rehfield-Pelles

Superintendent’s Office Address: 335 Adams Street, Brooklyn NY 11201

Superintendent’s Email Address: kpelles@schools.nyc.gov

Phone Number: 718-923-5181  Fax: 718-923-5145

Field Support Center (FSC)

FSC: Affinity  
Executive Director: Alexandra Anormaliza

Executive Director’s Office Address: 131 Livingston St, Brooklyn NY 11201
Executive Director’s Email Address: Aanormaliza@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 School Comprehensive Educational Plan (SCEP) 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joaquin Vega</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Barbara Fertita</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Saturnina Pimentel</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Janet Dweh</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Thierno Barry</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Gabriela Lugo</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Amadou Diallo</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Mayra Medina</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Sobuz Mollah</td>
<td>Member/ Student</td>
<td></td>
</tr>
<tr>
<td>Elaine Angueira</td>
<td>Member/ Principal Designee</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Marielle Mariano</td>
<td>Member/ Student</td>
<td></td>
</tr>
<tr>
<td>Pedro Diaz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Student</td>
<td></td>
</tr>
<tr>
<td>Sindy Coretto</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** 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: SCEP Overview

1. What is your school’s mission statement?

Bronx International High School is a progressive, team-based and community-based school. We are dedicated to serving the academic and social needs of recently immigrated young people and their families. Our mission is to enhance our students’ cultural awareness, English and native language proficiencies, and intellectual and collaborative abilities. These skills will empower them to become active participants in today’s interdependent and diverse world. By critically analyzing and responding to complex world issues, students will achieve academic, personal, and professional success, as they become advocates for themselves and their communities.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

- Our school’s instructional approach in educating English language learners has always been rooted in the INPS tenets of heterogeneity, experiential learning, language and content integration and collaboration. Incorporating these tenets not only allows us to facilitate the development of language skills but also support critical thinking, communication skills, and college/career readiness goals. Teachers have worked in discipline teams to reassess the scope and sequence for each discipline to refine, align, and incorporate elements of CCLS as well as the Danielson Framework.

- Teachers utilize an online mastery based assessment system to provide students with ongoing feedback. Through this system students, teachers, and parents are able provide clear expectations and can identify areas where the student may require extra help or tutoring. In addition, teachers also use formative assessment to measure students’ progress in the obtainment of a goal to inform instruction and respond to student needs. We are looking to extend these systems through the Haiku platform and with 1-1 access to computers provided by the Apple grant.

- Being the recipients of the Apple grant as part of the ConnectED Program we will be shifting our instructional practices and collaborative efforts to a web based system of communication and feedback. This grant provides student with 1-1 computers, vastly altering how teachers design instruction and assessment. This will further enable teachers to provide more individualized supports and extensions for all students. Students will be able to work at their own pace, giving advanced students the opportunity to extend their learning independently and providing struggling students with extra support from their teachers. Students can collaborate on projects online and manage their own time-lines for completion.

Bronx International HS excels in the Collaborative Teachers element of the frame work: 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.

Across the school, teacher teams methodically analyze and use student and teacher work and data, to inform key decisions that affect student learning across grades and content areas. The strategic work of teacher teams guides instructional decisions that ensure student mastery of goals and strengthen the school’s instructional practice. Leadership structures are rooted in building teacher capacity essential to leveraging instructional changes across
Teacher teams meet twice per week to examine student work, refine academic tasks to fully align them to Performance-Based Academic Tasks (P BATS) that ensures students understand expectations for rigor in thesis statements, deeper analysis of complex text, and insightful connections. The work of teacher teams informs the school’s partnership with the Consortium and Internationals Network for Public Schools and in creating standard-based graduation portfolio units and aligning the common core student work to that of the Consortium.

3. Describe any special student populations and what their specific needs are.

Bronx International High School serves approximately 403 students, 93% of whom are English Language Learners. Our school's mission is to serve students who have recently arrived in the United States and are struggling with separation from their homeland and families and acclimating to the United States. They need to learn the English language and the content required to graduate high school at the same time. They also need careful social and emotional supports. They need extended time with the same team of teachers to build relationships and they need explicit English instruction in content area subjects.

4. Identify 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.

<table>
<thead>
<tr>
<th>Area of focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders consistently communicate high expectations to the school community, encourage ongoing feedback, and hold a system of accountability. There is a focus on working together with families and their understanding of the school’s expectations, their roles and support. School leaders and staff promote high expectations and offer its constituents support toward meeting those expectations. However, the school is in the process of extending its responsibility to its families to ensure that in partnership families and students fully understand the school’s expectations linked to college and career preparation.</td>
</tr>
</tbody>
</table>
### School Demographics and Accountability Snapshot for 09X403

#### Grade Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 414
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): N/A
- # SETSS (ELA): 7
- # Integrated Collaborative Teaching (ELA): 44
- # Special Classes (Math): N/A
- # SETSS (Math): 2
- # Integrated Collaborative Teaching (Math): 38

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 11
- # Music: 4
- # Drama: #

#### School Composition (2017-18)
- % Title I Population: 68.0%
- % Attendance Rate: 82.9%
- % Free Lunch: 94.0%
- % Reduced Lunch: 0.5%
- % Limited English Proficient: 88.7%
- % Students with Disabilities: 3.4%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 1.0%
- % Black or African American: 13.3%
- % Hispanic or Latino: 80.4%
- % Asian or Native Hawaiian/Pacific Islander: 2.7%
- % White: 2.7%
- % Multi-Racial: 1.0%

#### Years Principal Assigned to School (2018-19)
- Years Principal Assigned: 12,24
- # of Assistant Principals (2016-17): 4

#### % of Teachers with No Valid Teaching Certificate (2015-16)
- % Teaching Out of Certification: 0%

#### % Teaching with Fewer Than 3 Years of Experience (2014-15)
- % Average Teacher Absences (2014-15): 7.3

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A

#### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: 65%
- Mathematics Performance at levels 3 & 4: 4%
- Global History Performance at levels 3 & 4: 1%
- US History Performance at Levels 3 & 4: 1%
- 4 Year Graduation Rate: 77.8%
- 6 Year Graduation Rate (2011 Cohort): 83.9%
- Regents Diploma w/ Advanced Designation: 0.0%

#### Overall NYSED Accountability Status (2018-19)
- % ELA/Math Aspirational Performance Measures (2015-16): 10%

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | N/A | No | N/A
| 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 | ALL STUDENTS | N/A

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | N/A | No | N/A
| 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 | ALL STUDENTS | N/A

| Met Adequate Yearly Progress (AYP) in Science (2016-17) | N/A | No | N/A
| 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 | ALL STUDENTS | N/A

##### High School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | N/A | No | N/A
| American Indian or Alaska Native | N/A | Black or African American | N/A
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A
| White | N/A | Multi-Racial | N/A
| Students with Disabilities | N/A | Limited English Proficient | N/A
| Economically Disadvantaged | NO | ALL STUDENTS | NO

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | N/A | No | N/A
| 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 | ALL STUDENTS | N/A

| Met Adequate Yearly Progress (AYP) in Graduation (2016-17) | N/A | No | N/A
| American Indian or Alaska Native | N/A | Black or African American | N/A
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A
| White | N/A | Multi-Racial | N/A
| Students with Disabilities | N/A | Limited English Proficient | YES

2018-19 SCEP-FL
| Economically Disadvantaged | YES | ALL STUDENTS | 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td></td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>X</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td></td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As a new consortium school we have developed PBATs for all of our core subjects as a graduation path for all our students. The tasks are aligned to the PBATs rubrics standard. In order to achieve this we must continue working on following:

Continue working on aligning curricula to Common Core and content Standards and integrate key instructional shifts in tasks, regularly using student work to make curricular refinements. The school will continue to make purposeful decisions to ensure coherence of units of study across content areas informed by student work analysis creating access to all diverse learners.

Content area teachers align scope and sequence to the Common Core Learning Standards and integrate key instructional shifts in cycles of learning. Teachers have done a crosswalk between the All subjects for grades 9-12 scope
and sequence and the Common Core Learning Standards, aligning them in every band for each grade level. Common core related skills align in the same manner as the scope and sequence moves up through the grade levels.

Needs:

Content area teacher teams will work together to reassess the scope and sequence for each subject and to refine, align, and integrate key instructional shifts. Teachers will memorialize their yearly curriculum maps on Google docs to share across grades and content areas.

Curriculum maps will include a column highlighting common core alignment to indicate where the unit and lesson plans appropriately bridge to standards. Teachers will also post their units, and daily lesson plans illustrating common core alignment.

Teachers will refine curriculum and instruction to develop a common language, build conceptual understanding, and literacy practices incorporated into lessons, so staff and students are be able to use and understand the work in spite of the student’s linguistic abilities.

All lesson plans will include common core standards, a language objective, flexible groupings, differentiation and skills objectives that will be learned or explored. Also included are assessments, a procedure, aim, a “prepare and model”, a group practice, a share and a wrap-up or summary. Built into unit study and lesson plans are scaffolds, annotation techniques, multiple graphic organizers, writing prompts and transition words.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all Teachers will create at least one PBAT fully aligned to the Consortium rubric which would allow all students graduate with 4 academic PBATs and the ELA Regents.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Oct’ 18-June '19 Saturdays</td>
<td>All teachers. ESL/ELA teachers. Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>Aug 18-Aug 18, Sept 18, Nov 18, Feb 19, June 19</td>
<td>Administration, Consortium and INPS, Discipline team leaders, Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 18-June 19</td>
<td>Team leader, Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 18-June 19</td>
<td>Administration/Coordinating council</td>
</tr>
<tr>
<td>Teachers</td>
<td>Nov 18-Nov 18</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>Jun 19</td>
<td>Consortium</td>
</tr>
</tbody>
</table>

**Parents will attend a curriculum night and ESL and Literacy classes will be provide to parent. Parents will be invited to open houses to observe their children' classes during the school day.**

**Teachers will attend Professional development on PBATS and peer teacher inter-visitations. Discipline teams will create vertical aligned scope and sequence of the PBAT rubric (standard)**

**Interdisciplinary teams will work on vertical and horizontal alignment of skills and content aligned to the CCLS. Disciplines will meet around three time a month to take on this work.**

**Create a schedule that prioritizes planning, mentoring, interdisciplinary work, sharing of work, PD, Teacher inter-visitations within the school and other schools.**

**Department specific teams will participate in the NY Performance Standards Consortium moderation study for feedback on alignment of submitted PBATs to the Consortium rubric.**

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

School Leadership will ensure that resources are provided from the community to support the academic rigor, common core alignment and social-emotional supports necessary through: *CBO Partnerships Workshops will be provided to parents during parent teachers conferences. *During Curriculum Night Parents are introduced to academic rigor and alignment by the educators.

* Letters and information will be sent home with the frame work.

* SLT and PA will be kept updated of progress at monthly meetings

---

**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.

Teacher will attend Professional development and work sessions a week before the official starting date of school. Teachers will attend up to 3 sessions of 6hrs of per session pay per day. August 28, 29 & 30.

Create a schedule that prioritizes planning, mentoring, interdisciplinary work, sharing of work, PD.

Resources:

- Curriculum and staff development services will be purchased from Internationals Network for Public Schools (INPS).
- Curriculum and staff development services will be purchased for a Writing Coach consultant.
- Principal Meetings: Monthly, 9-12 and AP Meetings monthly, 9-12
- Principal Critical Friends meetings and dates monthly 1-3pm through the Consortium and INPS.
- Per diem coverages will be utilized for the teachers Inter-visitations.
- Partner organizations are paid for in-class residencies and planning time.
- Per session for after school sessions on PBATS.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

---

**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.

By October 2018 discipline teams will have created a calendar of benchmarks for the year.
By February 2019, 70% of teachers will have implemented a PBAT in their subject class.

By May 2019, 75% of teachers will have implemented a PBAT in their subject class.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

By January' 19 Disciplines will share their PBATS with their interdisciplinary teams.

**Part 5c.** In **February 2019**, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 5 Statement of Practice Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td></td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td></td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

As a consortium school & International School, we are continuing the work on the following:

- Authentic experiential (hands on) learning with authentic audiences that are:
- Collaborative (students and teachers)
- Interdisciplinary work
- Career and College Ready
- 21st Century Skills
- Integration of technology
- How to scaffold the research process?

Across the school, teacher teams methodically analyze student work and data resulting from teachers planned curricula, to inform key decisions that affect student learning across grades and content areas. The strategic work of teacher teams guides instructional decisions that ensure student mastery of goals and strengthen the school’s instructional practice. Leadership structures are rooted in building teacher capacity essential to leveraging instructional changes across the school. Teacher teams meet twice per week to examine student work, refine academic tasks to fully align
them to Performance-Based Academic Tasks (PBATS) that ensures students understand expectations for rigor in thesis statements, deeper analysis of complex text, and insightful connections. In addition, teachers meet once a week to discuss the socio-emotional needs of their students. This meeting is headed by a guidance counselor/social worker who follows a "looking at students protocol". The work of teacher teams informs the school’s partnership with the Consortium and Internationals Network for Public Schools and in creating standard-based graduation portfolio units and aligning the common core student work to that of the Consortium.

While we have 81% student attendance 49% are designated chronically absent. During the 2017-2018 school year, our attendance ranged from around 88% in our junior institute (9th and 10th grade) to 84 and 75% in our senior institute (11th and 12th grades).

This year:

Bronx International HS will focus on the 2018-19 11th graders, to ensure that we do not see the 10% drop in their attendance as they move through the 12th grade in 2019-20. Our theory is that weak student/teacher and student/school connections in 11th grade discourage students from continuing with their education in the 12th grade. We will also focus on creating conversations not only in Service Learning/advisory, but also in classrooms through the lens of curriculum. The goal of this is to reinforce what is happening in SL/advisory groups to create a sustainable, well rounded attendance program. When students realize that their counselors are not the only ones teaching them/talking to them about attendance, they may become more invested in themselves.

Mentoring Plan for Senior

All 12th graders will have a mentor for their portfolio graduation projects. They will meet once a week during the school day with a mentor on their interdisciplinary team to ensure there are expertise in all subjects.

Advisory Plan

Counselors will cycle through the Service Learning (similar to advisory) groups for their team(s), running circles focused on various aspects of absenteeism and attendance.

The type and degree of intervention needed varies within the grade/teams. Through advisory circles, counselors will discuss various scenarios with prompts which will open conversation to the class.

In addition to our advisory plan, we will continue to piloting a program with the 11th graders and their teachers. Our plan is to start the school year building a sense of community within the 11th grade. As three 10th grade teams merge together to form the 11th grade, it is not uncommon for students to stick with whomever was on their team in the previous years. We would like to give students and teachers an opportunity to know one another outside of the school.
setting before delving in to the intensity and rigor of 11th grade academics. We believe it is crucial for the teachers to see the 11th graders as young people, before they experience them as 11th grade learners.

To meet this end, students and teachers will spend 2 days at the Stony Acres Lodge and Wildlife Sanctuary. There they will participate in a wide variety of activities such as community building games, the low ropes course which requires students and teachers to depend on one another, communicate well and generally trust their community. In addition, the team will participate in the high ropes course and finally, there will be communal cooking and cleaning for each meal. The activities are run and debriefed by the staff at Stony Acres.

The guidance team will follow up with other planned activities each month to promote participation and attendance of students as well as student/teacher community building.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 75% of students will have presented at least one PBAT project according to their grade level and by June 2019 students attendance will increase by 2%.
### Part 3a – 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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
</tbody>
</table>

- **Teacher will attend PD and continue to work on creating meaningful driving questions.**
  - **Teachers**
  - **Sept 18**
  - **Nov 18**
  - **Feb 19**
  - **Teachers**
  - **Administration**

- **Teacher will work to master the PBL design steps in order to facilitate Project lesson planning.**
  - **Teachers**
  - **Sept 18**
  - **On going**
  - **Teachers**
  - **Administration**

- **Beam Center, Magic Box, Urban Arts, Dream Yard, Apple ConnectED will collaborate with teachers and student in creating an authentic experiential learning projects.**
  - **Partners**
  - **July 18**
  - **Teachers**
  - **Sept 18**
  - **Ongoing**
  - **Students**
  - **Administration**

- **Team of teacher will develop PBTA task aligned to Consortium rubric and CCLS.**
  - **Teachers**
  - **Ongoing**
  - **Ongoing**
  - **Teachers**
  - **Administration**

- **Teachers will attend Consortium and INPS professional development on an ongoing basis**
  - **Teachers**
  - **July 18**
  - **Aug 18**
  - **Nov 18**
  - **Jan 19**
  - **Jun 19**
  - **Teachers**
  - **INPS Staff developers**
  - **Consortium**
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

School Leadership will ensure that resources are provided from the community to support the academic rigor, common core alignment and social-emotional supports necessary through: *CBO Partnerships Workshops will be provided to parents during parent teachers conferences. *During Curriculum Night Parents are introduced to academic rigor and alignment by the educators.

* Letters and information will be sent home with the frame work.

* SLT and PA will be kept updated of progress at monthly meetings

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.

Buck Institute. ElevatED and APPLE will provide a three day session for all staff during the year at $35,000 cost. In addition, partnership with outside consultant such as Beam Center, Camp Interactive, Dream Yard, Sauti Yetu, Magic Box productions, Bronx Arts Ensemble, Apple ConnectEd grant funding 1:1 technology at $85,000 cost.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

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.

By March 2019, 50% of teachers will implement one PBL task that is aligned with PBATS rubrics.

By March 2019, 75% of ninth and tenth graders will present one PBL task in two of the four core subjects

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

By April ’19 disciplines will share their PBAT presentations with their interdisciplinary teams. A record of students presentations will be shared with the team.

Part 5c. In February 2019, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td></td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td></td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td></td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Grade teams use a, “Looking at Student Work Collaborative Analysis Protocol”, to analyze student strengths and needs, such as what the work shows that students are able to do and what is missing in the work in relation to the outcome. Teams measure how their assessment opportunities show student thinking, knowledge, skills acquired, and mastery of goals. An example of student mastery for grade expectations and expected graduation dates is data from the school’s most recent Quality Snapshot (2016-17) citing 83% of students in grade 9 and 84% of students in grade 10 earned enough credits to be on track for high school graduation. There was decreased in this two metrics from the 2017-18 Snapshot.

Teacher teams will use outcome based learning reflections, a process to discuss the percentage of passing rates, to plan and implement changes, and design next instructional strategies. For instance, during a teacher team meeting,
teachers will discuss providing multiple opportunities for students to share their understanding and engage in productive struggle via writing an explanation of their work, showing their work, or in mathematics by computational work products.

- During a teacher team meeting a mathematics teacher presented a brief background of student work. The teacher submitted a mathematics vignette to show three students’ understanding of a problem presented requiring them to examine an accompanying box and whisker plot indicating the cost of 12 CD’s in dollars. Students were asked to decide if the statements made were true. The team then engaged in an analysis of what the students were able to do and what was missing. The student data showed that the first student was able to articulate an explanation of his work. The second student was able to identify what was right and what was wrong, but lacked justification and the third student was able to identify the maximum and the minimum range with justification. The team reflections include vocabulary expansion and instructional adjustments on justification.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, each subject discipline will implement at least one inquiry cycle and Theory of Action throughout the year that will result in the adoption of new classroom strategies to address the needs of the students.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept 18 through May 19</td>
<td>Discipline leaders</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 18 through June 19</td>
<td>Discipline Leader Admin</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 18 through April 19</td>
<td>Admin/Discipline leaders</td>
</tr>
<tr>
<td>Teachers</td>
<td>March 19-April 19-May 19</td>
<td>Admin/Discipline members</td>
</tr>
</tbody>
</table>

**Discipline team will meet once a week to look at student work and strategies to meet the needs of the students.**

**Interdisciplinary team will analyze student work to determine skills gaps and adjust curriculum accordingly and provide each other feedback on proposed Outcomes and assessments.**

**Discipline members will attend relevant PD for their inquiry project as well as intervisitation across and outside the school.**

**Disciplines will present their inquiry finding to the entire staff.**

---

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

School Leadership will ensure that resources are provided from the community to support the academic rigor, common core alignment and social-emotional supports necessary through:

- CBO Partnerships Workshops will be provided to parents during parent teachers conferences. *During Curriculum Night Parents are introduced to academic rigor and alignment by the educators. Clear expectations for how parents can work together with educators to provide best academics supports to students.

* Letters and information will be sent home with the frame work.

* SLT and PA will be kept updated of progress at monthly meetings
### 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.

Participation with Digital Ready, which partially funds additional partnerships with Beam Center, Camp Interactive, Dream Yard, Apple ConnectEd grant funding 1:1 technology

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title I 1003(a)</th>
<th>Title III</th>
<th>PTA Funded</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

By February 2019 discipline will have implemented one inquiry cycle of interventions.

By April 2019 disciplines created intervention as a result of the inquiry work that move students in need.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Disciplines team meeting notes will be shared through Google docs to be reviewed by the Vision Quest Committee on a monthly basis.

Progress will also be monitored via administrative observation aligned to the Framework for Teaching.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>[ ]</td>
</tr>
<tr>
<td>Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>[ ]</td>
</tr>
<tr>
<td>The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

After analyzing the “Framework for Great Schools” Report for 2017 our administrative team discussed that a strength in our school is that our administration works collaboratively with our faculty, parents, and students to develop a climate of inclusiveness and to inspire staff and students with a clear vision for student achievement. However, in considering our next steps we looked at areas in the “Framework for Great Schools” that we have new initiatives. For example, one area that we are working on is the implementation of our new one to one I-pad APPLE ConnectED grant program to create coherent instruction across the school through professional development, communication and collaboration between teachers and administration as well as teacher to teacher. This will be guided to support the vision below:

- We are not only content teachers and language/literacy teachers but in order to meet the 21st century needs of our students we must also strive to be media literacy teachers.
- Therefore we are requiring that all teachers teach 2 lessons of Common Sense curriculum before the device roll-out and to work throughout the year to integrate more technology into the curriculum.
Using Common Sense will allow teachers to develop comfort with using and discussing technology in class without having to design lessons from scratch. Hopefully engaging in these lessons will allow teachers to eventually transfer some of these skills to their content areas.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders will work with the Bronx International HS APPLE Team and Buck Institute to ensure that 75% of teachers implement effective 21st century lessons using the new technology as a medium.
### Part 3a – 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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principal, APPLE team</td>
<td>October 18 through May 19 once a month</td>
<td>School leaders, APPLE team</td>
</tr>
<tr>
<td>Principal, Teachers, support staff, Assistant Principals</td>
<td>August 18 through May 19</td>
<td>School leaders, APPLE team, teachers and staff.</td>
</tr>
<tr>
<td>Principal, Assistant Principal</td>
<td>Sept 18 through June 19</td>
<td>School Leaders</td>
</tr>
<tr>
<td>Principal, Assistant Principals</td>
<td>Sept 18- June 19 once a month</td>
<td>Schools leaders</td>
</tr>
</tbody>
</table>

School leaders will participate in separate monthly meetings with the APPLE team to work on supporting the vision of the 21st century skill through the grant.

School leader will create a schedule of PD to support the staff with this initiative that take into consideration all other efforts.

Principal and Assistant principal will attend PDs to help them support and evaluate teacher and staff.

Principal and Assistant principals will attend CFG meeting with INPS to develop additional strategies about communicating rigor, college readiness, experiential learning application in the 21st Century.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

School Leadership will ensure that resources are provided from the community to support the academic rigor, common core alignment and social-emotional supports necessary through: *CBO Partnerships Workshops will be provided to parents during parent teachers conferences. *During Curriculum Night Sep 27- Parents are introduced to academic rigor and alignment by the educators.
* Letters and information will be sent home with the framework. Parent teacher conferences Nov, 17 Feb 18, April 18, and May 18. Academic progress and workshops providing parents to online access to JumpRope to monitor students progress reports.

* SLT and PA will be kept updated of progress at monthly meetings Nov 17,

**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>SWP</th>
<th>Title I</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By February 19, School leaders and APPLE Team will meet to review the goal of 60% of teacher will have implemented lessons that enhance 21st Century skill using the I-PAD medium. Review and revising the plan as well as the target will be the focus of the meeting.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

While performing the Danielson observation School leaders will purposely look and support the APPLE ConnetED initiative, record data in school tracking system, and discuss at cabinet at regular monthly intervals.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>x</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td></td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td></td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - The school is in the process of extending its responsibility to its families to ensure that in partnership families and students fully understand the school’s expectations linked to college and career preparation. While the high expectation are evident in the school parent were not able to articulate it.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - Our current attendance for parent teacher conference range from 120 to 150 families. We would like to increase the attendance by communicating and creating better access to parent.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, we will improve communication and provide a welcoming environment to parents as indicated by an Increase of 10% attendance at parent events.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Council will organize parent orientations which includes Grading system, Technology (1:1) policies and School expectations.</th>
<th>Parents</th>
<th>Twice at year</th>
<th>Guidance team, Students council team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum night where students facilitate the presentations of the syllabus and rigor of the classes their children are registered for.</td>
<td>Parents</td>
<td>Sept. 26</td>
<td>Teachers &amp; students and faculty</td>
</tr>
<tr>
<td>School visiting days for parents and guardians to observe classes during the day.</td>
<td>Parents</td>
<td>Sept. '18 through May '19</td>
<td>Guidance team, Admin</td>
</tr>
<tr>
<td>Parents to attend students Portfolio presentations in January, March and June.</td>
<td>Families</td>
<td>January '19, March '19 and May '19</td>
<td>Guidance, Mentoring coordinator and Admin</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Parent will attend Workshops during parent teachers conferences.
- Letters will be sent home
- SLT and PTA will be kept updated of progress at monthly meetings

### 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.

Supplying metro cards, refreshments and Translators

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
### 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.

By January 18 we will have an increase of 3% in parents attendance.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Record of parents attending sessions every 3 months.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>School wide assessment, Credits accumulation, teachers input, outcomes progress reports and ongoing assessment of the subject teachers.</td>
<td>Repeated reading Use of high interest texts Pre-writing activities 3 additional weekly Language / Literacy. Regents prep after school and during Saturday Academy.</td>
<td>Tutoring Small group instruction One-on-one instruction Peer tutoring</td>
<td>During school After school Before school Saturday Academy</td>
</tr>
<tr>
<td>Mathematics</td>
<td>School wide assessment, Credits accumulation, teachers input, outcomes progress reports and ongoing assessment of the subject teachers.</td>
<td>Modified assignments Supplemental materials Use of manipulative .</td>
<td>Tutoring Small group instruction One-on-one instruction Peer Tutoring</td>
<td>During school After school Before school Saturday Academy</td>
</tr>
<tr>
<td>Science</td>
<td>School wide assessment, Credits accumulation, teachers input, outcomes progress reports and ongoing assessment of the subject teachers.</td>
<td>Pull-out vocabulary Supplemental materials</td>
<td>Tutoring Small group instruction One-on-one instruction Peer Tutoring</td>
<td>During school After school Before school Saturday Academy</td>
</tr>
<tr>
<td>Social Studies</td>
<td>School wide assessment, Credits accumulation, teachers input, outcomes progress reports and ongoing assessment of the subject teachers.</td>
<td>Repeated reading Essay scaffolding Pull-out vocabulary Sequencing Regents prep</td>
<td>Tutoring Small group instruction One-on-one instruction Peer Tutoring</td>
<td>During school After school Before school Saturday Academy</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, students socio-emotional)</td>
<td>Guidance meeting with teacher team, students socio-emotional</td>
<td>Daily Check-ins Parent Conferences Academic team conferences Referrals</td>
<td>One to one and small group (3-4 students) Parent alone or parent with child</td>
<td>During school After school Before school</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL
| **School Psychologist, Social Worker, etc.)** | observation protocols. | to external services Advocacy with collateral contacts | With grade level team (student often included but not always) |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Connecting them with different CBOs, providing clothing, providing food</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

All teachers are highly qualified. Teachers work in interdisciplinary teams and are responsible for a cohort of 80 to 90 students. Teachers are provided with common meeting and planning time. The Internationals Network for Public Schools, in conjunction with Long Island University (LIU) and the NYC DOE Teaching Fellows Program, and the Bard Consortium, have apprentice programs for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher for one year while completing required graduate level coursework at LIU or Bard. Apprentices may work as a certified teacher during the second year of the program.

2b. High Quality and Ongoing Professional Development

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

Focus school funds and/or Title I PD funds will be used to train teachers on the Danielson rubric, CCSS and provide opportunities for peer observations and feedback using the rubric.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
### Part 4: SWP Schools Only

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

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

| NA |

#### 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.

A committee is selected to review and select the State and Local Assessments that would be used for evaluation and improvement of instruction purposes. The committee comprised of both teachers and administrators (selected by the principal and UFT representative) met twice during the summer and once at the start of the school year to discuss which measures were to be used. Our teachers are involved with all important decision making, including those around assessment Our school governance has several important components: We have a Coordinating Council with representatives from each grade (we call them Clusters) team. This team meets weekly with both school administrators, goes back to their teams for input and then we make final decisions. The creation of assessments happens in Discipline teams, where teachers bring interim assessments and final assessments to colleagues for feedback Throughout the year the INPS, consortium and the Superintendent’s office will provide professional development in the process of looking at student work and revising teacher instruction and assessment to guide teachers through the inquiry process.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$90,622</td>
<td></td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td></td>
<td>5A</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$58,377</td>
<td></td>
<td>5E</td>
</tr>
</tbody>
</table>
Title II, Part A | Federal | $0 |  |
Title III, Part A | Federal | $48,078 | X | 5B, 5C
Title III, Immigrant | Federal | $0 |  | 5A
Tax Levy (FSF) | Local | $3,145,605 | X | 5A, 5B, 5C, 5D, 5E

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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. 09X403, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

Bronx International HS 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

Parental Involvement and School Quality

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., ESSA /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 Every Student Succeeds Act (ESSA);

● 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;

---

**Encouraging School-Level Parental Involvement**

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.

**Bronx International HS**

---

School-Parent Compact (SPC)
School-Parent Compact (SPC)

09X403, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
</tbody>
</table>

- 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

- 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;
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

Student Responsibilities:
- attend school regularly and arrive on time; seek team assigned counselor if academic, social-emotional support needed.

- complete my homework and submit all assignments on time; monitor academic progress through Jumprope, meet with teachers to discuss academic difficulties if applicable.

- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;

- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>❑ conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>❑ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

**Parental Involvement**

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

150
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

At Bronx International High School we recognize that new to English students advance in content, skills and English language development more rapidly when they are in an environment in which they can interact with students possessing a diversity of English language and skill levels. To target our highest needs students, we have 10 supplemental Title III classes serving 150 (including 6 SIFE) ELLs at the Entering and Emerging levels, 5 classes on Saturdays and 5 meeting after school on Wednesdays and Thursdays. Within each class, teachers will use a strategy of flexible groupings in which students understand and expect that groupings will change frequently based on the learning objectives of the lesson. Teachers take into account students’ native language, English language proficiency, literacy levels, student interests, content skills and knowledge interests when developing and organizing these groups.

In accordance with INPS (International Network for Public Schools) principles, classes and curricula are designed to enable students to engage in English language development through in-depth study of content. Our Title III classes reflect our regular academic program in their approach to student engagement and learning by employing a student-centered approach through project-based learning in a collaborative setting. Our Title III supplemental classes offer students extended time to apply new learning, engage in further academic discourse and partake in experiences that extend and enhance learning with the aim to accelerate English language acquisition and development. The language of instruction for all the Title III supplemental classes is English, following the same model as regular classes.

The understanding that students may need extended time to gain and demonstrate mastery of specific skills and content is integrated into our approach to teaching, learning and assessment. We recognize that students entering our school are coming from a variety of educational systems and experiences that have not prepared them in the same ways. We have identified 150 students who would benefit from additional learning opportunities and the additional time offered in our Title III supplemental classes. Our Title III supplemental classes are vital for providing these extended learning opportunities to our highest needs English Language Learners. Teachers of the Title III supplemental classes coordinate closely with their team members and guidance counselor to analyze student data around outcomes mastery, English level and reading level to identify and recommend candidates for our Title III supplemental classes.

Saturday Enrichment Academy to Support Literacy and Content Mastery for ELLs
20 sessions 9:00am-1:00pm (20 days X 4 hrs X 10 teachers = 800 per session hours)
October 28, November 4, 18, December 2, 9, January 6, 20, February 3, 10, March 3, 10, 17, 24 April 14, 21, 28 May 5, 12, 19, June 2
• 1) ESL and Social Studies Enrichment: Debate and Public Speaking
**Part B: Direct Instruction Supplemental Program Information**

**Subgroups and grade levels:** ELLs in the 11th and 12th grades who score at the beginning and intermediate level on the NYSESLAT read below a 7th grade level and are identified by their teachers as having trouble accessing social studies content.

**Rationale:** In the content area of social studies ELLs struggle with specific content related academic vocabulary and concepts. Debating and public speaking and the research and preparation that goes into these activities open up multiple avenues to introduce and use this vocabulary and content specific concepts, enabling them to gain understanding within the context of projects connected to and supporting their Government, Economics or U.S. History classes. Instruction will focus on developing skills in oral and written English as well as creating arguments supported by evidence. Academic vocabulary acquisition in the content area of social studies and strategies for accessing dense text will be heavily emphasized as students work in small groups within the class, researching, writing and practicing for debates and oral presentations.

This class is co-taught by a licensed ESL teacher and a licensed social studies teacher. All instruction is in English.

**Materials:** 5 iPads, which provide technological support for our highest need students (text-to-voice technology reads pages aloud to students who cannot read); language and literacy development through reading, news, and literacy apps; vocabulary development (interactive dictionaries, visual dictionaries and native language support), especially helpful for low incidence languages and non-written languages; apps to create websites, video, photo stories (i.e. Weebly app, imovie, voice record pro); easy uploading capacity to school's google drive and haiku system (photos and videos);Voice Record, to record interviews and practice presentations and debates. We use this technology to support ELLs with language and literacy development. These resources are especially invaluable for our highest need students--SIFE, pre-K-3 readers, and low incidence languages (Arabic, Bengali).

Access Newcomers, Building Literacy through Learning series from Great Source for ELLs, including the workbooks Access American History.

**2) ESL and Living Environment: Science in Action to Support Literacy and Content Mastery for ELLs**

**Subgroups and grade levels:** ELLs in the 9th and 10th grade who have been in this country 18 months or less, are at the beginning level on the NYSESLAT and are identified by their teachers as struggling to access science specific academic language, content and concepts.

**Rationale:** Students engage in hands-on science projects and experiments to support literacy in the area of science and mastery of the learning and performance objectives in the living environment classes. Lack of exposure to science specific academic vocabulary and concepts is prevalent among our newest arrivals who are targeted for this class. Attention is focused on the language of science to familiarize students with the particular way questions are posed and answered in science. Through hands-on science exploration students will develop literacy skills in English and science utilizing oral practice, keeping journals of observations and writing lab reports.

**Materials:** Experiment kits

This class is co-taught by a licensed ESL teacher and a licensed biology teacher. All instruction is in English.

**3) ESL and Geometry: Asynchronous Learning to Support Literacy and Content Mastery for ELLs**

**Subgroups and grade levels:** ELLs in the 10th grade who are at the Entering or Emerging level on the NYSESLAT and are identified by their teachers as struggling to access math specific academic language and concepts.

**Rationale:** Students engage in hands-on geometry activities and online adaptive instructional technology to support both literacy and mastery of the concepts in geometry. Students learn the materials at their own pace and may only move to another module or unit of study once they master the pre-requisite knowledge and skills. The online component aims for students to develop basic skills, with emphasis on academic language, through daily individualized online instruction, thereby enabling the teacher to focus...
Part B: Direct Instruction Supplemental Program Information

on critical-thinking, building rich classroom experiences, and providing extra help to other students who need one-on-one instruction.

Materials: 5 iPads, which students use to access online resources and the adaptive platform; DreamBox subscription; Math manipulatives (e.g. geoboards, blocks, prisms, algebra tiles).

This class is co-taught by a licensed ESL teacher and a licensed math teacher. All instruction is in English.

•4) ESL and Algebra II: Sheltered Instruction to Support Literacy and Content Mastery for ELLs

Subgroups and grade levels: ELLs in the 11th grade who are at the Entering or Emerging level on the NYSESLAT and are identified by their teachers as struggling to access math specific academic language and concepts.

Rationale: A web-based curriculum that adopts a Sheltered Instruction pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.

Materials: 5 iPads, which students use to access the web-based curriculum; Digital Directions International (DDI) subscription

This class is co-taught by a licensed ESL teacher and a licensed math teacher. All instruction is in English.

•5) Bridges ESL and Math: Numeracy and Literacy Support for ELLs

Subgroups and grade levels: 9th and 10th grade SIFE, 9th and 10th grade students with little or no literacy in their native languages and students identified by their teachers as lacking basic numeracy or reading at or below 2nd grade level.

Rationale: Students who have grown up with little or no education experience have much more to learn than just the mathematics in order to be fully functional at school. First and foremost, they must learn the English Language: how to read, write and speak. Thus, the need for a numeracy and literacy support program that provides intensive small-group instruction using hands-on activities and adaptive instructional platform.

Materials: 5 iPads, which students can use to access online resources and the adaptive platform; DreamBox subscription; Math manipulatives (e.g. prisms, algebra tiles); Probability kit

This class is co-taught by a licensed ESL teacher and a licensed math teacher. Instruction is in English.

*******************************************************************************

After School Small Group Instruction Support for ELLs

5 classes will meet twice weekly from 3:30 to 4:30 for a total of 42 sessions beginning November 1, 2017 and ending June 11, 2018. These 5 one hour classes, meeting Wednesdays and Thursdays will each be co-taught by 2 teachers (one licensed ESL and 1 licensed content area) or 1 dual-licensed ESL/English teacher. Total 38 days X 1 hour X 9 teachers = 342 per session hours

1. ESL and Social Studies-Targeted Enrichment for ELLs

Subgroups and grade levels: 9th and 10th graders, in this country for 18 months or less, classified as Entering level on the NYSESLAT or reading at or below 4th grade level and who have been identified by their teachers as struggling to access social studies specific academic vocabulary or content.

Rationale: In the content area of social studies ELLs new to the country, reading below 4th Grade level struggle with specific content related academic vocabulary and content. Academic vocabulary acquisition in the content area of social studies and strategies for accessing dense text will be heavily emphasized as students work in small groups on projects that support content mastery and English acquisition.

This class is co-taught by a licensed ESL teacher and a licensed social studies teacher. All instruction is in English, following the INPS model.
Part B: Direct Instruction Supplemental Program Information

Materials: 5 iPads, which provide technological support for our highest need students (text-to-voice technology reads pages aloud to students who cannot read); language and literacy development through reading, news, and literacy apps; vocabulary development (interactive dictionaries, visual dictionaries and native language support), especially helpful for low incidence languages and non-written languages; apps to create websites, video, photo stories.

2. ESL and Living Environment-Targeted Enrichment for ELLs
Subgroups and grade levels: 9th and 10th graders, here for 18 months or less, at Entering or Emerging level on the NYSESLAT and have been identified by their teachers as struggling to access science specific academic vocabulary or content.
Rationale: In the content area of biology ELLs new to the country and English, struggle with specific content related academic vocabulary and science concepts. Academic vocabulary acquisition in the content area of biology and strategies for accessing dense text will be heavily emphasized as students work in small groups on projects that support content mastery and English acquisition.

This class is co-taught by a licensed ESL teacher and a licensed biology teacher. All instruction is in English, following the INPS model.

Materials: Access Newcomers, Building Literacy through Learning series from Great Source for ELLs, including the workbooks Access Science.
3) ESL and Integrated Algebra 9/10- Targeted Enrichment for ELLs
Subgroups and grade levels: 9th and 10th grade SIFE, 9th and 10th grade students scoring at the Entering level on the NYSESLAT and students identified by their teachers as struggling with basic math skills and to gain mastery of content.
Rationale: A web-based curriculum that uses a “Sheltered Instruction” pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.
Materials: 5 iPads, which students use to access the web-based curriculum; Digital Directions International (DDI) subscription, Math manipulatives (e.g. prisms, algebra tiles); Probability kit
This class is co-taught by a licensed ESL teacher and a licensed math teacher. Instruction is in English.

4) ESL and Integrated Algebra 11- Targeted Enrichment for ELLs
Subgroups and grade levels: 11th grade students, whose native language is Spanish, scoring at the beginning level on the NYSESLAT and identified by their teachers as struggling with basic math and literacy skills and algebra content.
Rationale: A web-based curriculum that uses a “Sheltered Instruction” pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.
Materials: 5 iPads, which students use to access the web-based curriculum; Digital Directions International (DDI) subscription, Math manipulatives (e.g. prisms, algebra tiles); Probability kit
This class is co-taught by a licensed bilingual Special Education teacher and a licensed math teacher. Instruction is in English and Spanish.

5) ESL and English: Literature Circles-Targeted Enrichment for ELLs
Subgroups and grade levels: 11th and 12th grade students, scoring at the Entering or Emerging level on the NYSESLAT, who have not passed the ELA Regents and are identified by their teachers as struggling readers.
Rationale: To advance as readers and writers, ELLs need practice reading independently from leveled books with high interest level. The Literature Circle class gives them structured opportunities to read,
### Part B: Direct Instruction Supplemental Program Information

Discuss and write about literature. Academic vocabulary and supporting an argument with evidence is emphasized as students discuss and write in the literature circles.

Materials: 24 5-packet sets of books that students keep. 5 iPads, which provide technological support for our highest need students (text-to-voice technology reads aloud; vocabulary development (interactive dictionaries, visual dictionaries and native language support), especially helpful for low incidence languages and non-written languages. We use this technology to support ELLs with language and literacy development.

6) Magic Box Production is serving as a partner to enhance language acquisition through the photography medium.

### Part C: Professional Development

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

- **Rationale**
- **Teachers to receive training**
- **Schedule and duration**
- **Topics to be covered**
- **Name of provider**

Begin description here: 

- 6 full day trainings by coaches from the Teachers College Reading and Writing Project - "Adapting the Teachers College Reading and Writing Workshop to English Language Learners."

1. February 8, 2018: Session 1-Reading Workshop/Independent Reading in the ELL Classroom: Creating and sustaining independent reading and the instruction that goes alongside it can greatly impact ELL students. We will discuss bottom lines for getting this work in place and particular strategies and structures for supporting ELL students. Participants: 9 ESL teachers, 1 bilingual Sp Ed and 1 social studies.

2. March 8 2018; Session 2-Nonfiction Reading Across Content Areas: So much of learning involves reading, especially nonfiction reading. In order for ELLs to have access to content of any kind, becoming proficient in nonfiction reading is essential. This workshop will support all content-area teachers in incorporating instruction around nonfiction reading and strategies for accessing dense academic text. Participants: 9 ESL teachers, 1 bilingual Sp Ed, 2 math, 2 science, 2 social studies.

3. April 12, 2018: Session 3-Fluency Workshop: As they acquire vocabulary in English, ELLs need strategic work and practice around fluency in reading. This workshop will offer a variety of approaches for incorporating this kind of instruction and practice into the English classroom and as part of academic interventions in small groups. Participants: 9 ESL teachers, 1 bilingual Sp Ed, 1 reading specialist, 1 social studies.

4. May 10, 2018: Session 4-Using Debate to Support Argument Writing and Oral Academic English: Debate can be one of the most effective ways to understand and develop argument writing - a key component of the CCSS. In addition, it affords ELLS with multiple opportunities to practice speaking and presentation skills. Participants: 9 ESL teachers, 1 bilingual Sp Ed, 1 social studies.

5. May 31 2018: Session 5-Conferring in the Reading Workshop: Once students are all reading books appropriate to their levels and interests, teachers can help students make great strides in their reading through one on one or small group instruction. This workshop will explore
**Part C: Professional Development**

methods and content to support this important work, with particular focus on your lowest level readers, beginner level ELLS and SIFE students. Participants: 9 ESL teachers, 1 reading specialist and 1 bilingual Sp Ed.

6. June 6, 2018: Session 6-Next steps and planning for next year. Participants: All teachers that participated in the Title III Supplemental Classes-9 ESL, 1 bilingual Sp Ed, 6 content area teachers.

10 full day sessions by Internationals Network for Public Schools coach, Megan Mehr with focus on the Social Studies department.

September 29, October 6, 13, 20, 27 2017
January 5, 12, 19,February 2, 9 2018

All agendas and material for the workshops, coaching sessions and classroom visits will be maintained on a BXIHS google doc.

**Part D: Parental Engagement Activities**

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ______

The Title III program will provide ELL families with the opportunity to attend a variety of workshops so they can better assist in and understand their children's education and learning. Teacher facilitators and translators will be paid per session rate and instructional materials will be purchased to support activities.

Workshops- A series of workshops will be held on different topics of interest to our ELL families. The workshops are organized and coordinated by the Parent Coordinator, Janet Dweh, and will be facilitated by teachers (ESL) and the guidance staff (Social Workers, Guidance Counselor, College Advisor and Work Based learning coordinator. All parents and guardians of ELLs will be targeted for these workshops. The workshops are conducted in English with staff and students providing translation in Spanish, French, Arabic, Bengali and various West African languages as needed.

Translation Services: Parents are notified of all meetings, workshops and school events in several ways, including backpacked and mailed letters, school messenger and the school website. All communications, including school messenger phone calls are translated into French, Spanish, Arabic or Bengali. Staff is available at all meetings and workshops to translate French, Spanish, Arabic, Mandingo, Bambara and Mandinki. We also have a team of paid student translators for languages our staff does not speak and provide translation services from the DOE Translation Unit where necessary. Besides letters and school messenger calls, the parent coordinator, along with our Spanish speaking office staff attempt to call all families directly for notification of important events, workshops and meetings.

In addition to the workshops, the PA meets monthly and above translation services are available for all parents who do not speak English. Translation is also available at Parent Teacher Conferences, held in September, November, February, April and May.
Part D: Parental Engagement Activities

The following supplementary parent engagement workshops are in addition to and do not include the mandated parent meetings:

1) September 28th, 2017 5:00-8:00 Curriculum Night Workshop for Families of ELLs-New Arrivals: This workshop is given as part of Curriculum Night and is specifically designed for parents and guardians of our most recent arrivals--those who have been in this country for under 6 months. This group will include the families of most of our incoming 9th grade (about 100) ELLs and approximately 35 ELLs placed in 10th or 11th grade. Numbers are approximate because we have a high volume of new admits throughout September and October. For this workshop, parents are divided by language group, each group is provided translation by staff and/or student translators. The workshop is designed to explain and familiarize families with necessary vocabulary they need to understand and take an active role in their children’s education. We will discuss and answer questions on the differences in curricula and the educational systems here as compared to their countries of origin and how English as a new language is taught at Bronx International, including the INPS principles of English language learning. Facilitators and translators not required to attend Curriculum Night will be paid per session.

2. December 13th, 2017 5:30 to 7:00 College Night for Families of 11th and 12th Grade ELLs. This workshop is designed to introduce and familiarize non English speaking parents and guardians with the language of the college application process and the steps necessary to begin this process. The workshop will be conducted in Spanish by the College Advisor and, in a separate room in English, with translation to French, Arabic and Bengali as needed. The guidance staff and teacher translators will be paid per session.

3. January 17, 2018 5:00-7:00 Navigating Financial Aid for ELL Families (12th Grade): This workshop is specifically for ELL families to explain and give one-to-one help with financial aid forms, applications, loans, grants and scholarships. Volunteers from the NYU College Advising Corps, along with our teachers and staff who speak French, Spanish, Arabic and various Western African languages work in the computer lab to begin FAFSA applications and go over necessary documentation needed to complete this process. The workshop also includes information on scholarships available to undocumented students and resources on financing college without government financial aid. Teachers and guidance staff are paid per session. Materials are provided in English and Spanish at no cost by the US Department of Education.

4. March 21, 2018 6:00-7:30 The English Language Learner's Progress toward Graduation: This workshop informs families of the extra help opportunities, enrichment activities and extra-curriculars available to support our ELLs and accelerate English acquisition. The focus will be on how parents, guardians and other family members, like older siblings, can help their Beginner and Intermediate students pass the English Regents and progress in their classes toward graduation and college readiness. This workshop will be facilitated by a dual licensed ESL/English teacher, Donna McKenna and a science licensed teacher Luincys Fernandez, who will be paid per session. Translation will be provided by teachers, staff and students.

Agenda and records will be maintained in BXIHS google doc in the Parent Involvement folder-TIII section, managed by the parent coordinator, Janet Dweh.
**Part E: Budget**

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

**Allocation Amount:** $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>403</td>
</tr>
</tbody>
</table>

**School Name** Bronx International HS

#### 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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Joaquin Vega</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Elaine Angueira / Megan Willia</td>
</tr>
<tr>
<td>Coach</td>
<td>CUNY Graduate Center</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Elaine Angueira</td>
</tr>
<tr>
<td>ENL Teacher/Bilingual Teacher</td>
<td>Evelyn Copeland</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Donna McKenna English/ENL</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Nate Simonini Social Studies</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Kathy Rehfield-Pelles</td>
</tr>
</tbody>
</table>

**Other (Name and Title)** Maria Fleysghakker, Testing Co

#### 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.

<table>
<thead>
<tr>
<th>Certification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>11</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
</tbody>
</table>
D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>429</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>401</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>93.47%</td>
</tr>
</tbody>
</table>

**Part II: ELL Demographics**

**A. ELL Programs**

This school offers (check all that apply):
- Transitional bilingual education program (TBE) [Yes] [No]
- Dual language program (DL) [Yes] [No]
- Freestanding ENL [Yes] [No]

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The assessment tool we use to assess the early literacy skills of our ELLs is EdPerformance for 10th, 11th and 12th graders, which we administer twice a year to measure baseline and progress. All 9th Graders and any new students are given the LENS assessment. Students who score above grade 5 will be assessed in Ed. Performance at end of year. Students who score on or below grade 3 will be considered for Bridges class and be administered the LENS assessment along with teacher-created assessments to establish grade level in reading comprehension, writing, speaking and literacy skills. Results offer a breakdown of strengths and weaknesses and are shared with content area teachers across each instructional team (4 content area...
teachers and 1 academic interventions/ESL specialist responsible for 75-100 students). With this information we are able to tailor interventions toward areas of need and provide extra help geared toward the particular needs of each student. The information we gather from these initial assessments, as well as the ongoing ones, inform our instructional plan, the design of curriculum, interventions and helps us ensure that we are addressing the specific needs of all students. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes as well as in our after school and Saturday programming, students see improvement, in their scores over time.

2. **What structures do you have in place to support this effort?**

   The testing coordinator, ELL coordinator, 2 school adds, and the Genesis team of 5 teachers have structures in place for immediate assessment and evaluation for placement of all incoming students 9-11. This is on-going throughout the fall and usually surges again in early spring when we often get a second wave of new arrivals.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

   The success of our program is measured through the analysis of a wide array of data sources, including:
   - Graduation rate
   - Course pass rate
   - Regents pass rate
   - Attendance rate
   - Learning Environment Survey-student results
   - Learning Environment Survey-parent results
   - Learning Environment Survey-teacher results
   - Drop out rate
   - College class passing rate
   - PBAT passing rate

   Bronx International High School is part of the New York Performance Standards Consortium which is a network of schools who have been granted a variance which allows for portfolio-based assessment in lieu of the New York State Regents Exams. We only administer the ELA Regents exam, and therefore have only included our ELA Regents scores in this document.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

   Our Interventions Team, consisting of 2 ENL teachers, 3 guidance/social workers, the testing coordinator and a special education teacher meet weekly to address needs. The team works directly with 25 content area and ENL teachers who each teach 1 period a week to provide academic interventions and/or direct reading instruction in small group settings (6 to 12 students).

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

   N/A

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?** ([Refer to the **ELL Data Analysis Tool** and RLAT from ATS].)

   The following is based on results of 2017 NYSESLAT and NYSITELL:

   The NYSITELL data indicates that 75% of our incoming 9th and 10th grade ENLs have tested as Entering (EN), 19% have tested as Emerging (EM) and 6% have tested as Transitioning (TR) level. The data patterns reveal that as students move through the grades their literacy levels improve and most students move up to the Emerging and Transitioning level and many move to Expanding and Commanding levels to test out. The NYSESLAT test 2017 showed that only 7% of the entire school population...
tested as Entering (EN) level, 26% of the ENL students tested as Emerging (EM) and 8% tested as Advanced or tested out. In 11th grade 27% tested as Beginner, 47% tested as Intermediate and 30% tested as transitioning (TR) level. The percentage of the students who tested at Expanding and Commanding levels is 20%. Finally, by Senior year only one student tested as EN, 4 as EM and 20% tested as Transitioning; 54% of the ENL seniors tested as Expanding or Commanding. It seems clear that over the course of their 4 years most of our students improve in their literacy skills.

An analysis of our NYSITELL and NYSESLAT results for the school reveals several things:

a) Our population is incredibly heterogeneous in terms of language ability.
b) Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
c) The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
d) Our NYSITELL data indicates that although most of our new arrivals test as Beginners and nearly all score very low in listening, reading, and writing, after this, the most crucial pattern we see is one of improvement.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The Guidance Team, which includes 2 social workers, 1 guidance counselor, and two APs (one is the ELL Coordinator) meet weekly. In turn, each teacher team (5 teacher teams, each with 75-100 students) meets weekly with their guidance person (social worker of counselor). There is a consistent back-and-forth between teams so information can be disseminated and action taken to make adjustments to the program as needs arise through new findings. These two teams also cross-pollinate with the Interventions Team.

Part IV: ELL Programming

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. Instruction at our school is delivered collaboratively by teams of six teachers who work to plan instruction for groups of approximately 75 to 100 students.
   b. Our school uses all of these program models, although in alignment with the INPS model, heterogenous groupings predominate. Each group of students is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed, while 11th and 12th grade students form separate teams of about 100 students. The blocks are heterogeneous but occasionally teachers may choose to group students within the block homogeneously if that suits the students’ and block’s needs for a specific task or project.
   c. Integrated and Standalone ENL are implemented: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL’s will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.
b. TBE program. If applicable.
   NA

c. DL program. If applicable.
   NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per the new CR Part 154 requirements, beginning September 2017, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies and encouraged to pursue ESL certification. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

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.

At Bronx International High School our ENL teachers as well as all of our content area teachers provide content area support for ELLs through all content area classes. All students take math, science, social studies, and ENL and English every year. Although all classes are taught in English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students’ needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project-based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used, such as: laptops, books, work books, dictionaries and teacher-generated activities. Increasingly we are using digital resources since we became an Apple ConnectEd school and have a 1 to 1 iPad to student ratio. The educational principles of Bronx Internationals HS include an approach to curriculum that is student-centered, inquiry-driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provide a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on
their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts, as well as bilingual paraprofessionals to assist in the classroom.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
At Bronx International High School, ELLs are evaluated using the instructional strategies as described in Question # 6 (a-e) below. At orientation, incoming ELLs are given a native language assessment. Testing and native-language writing assessments are on-going throughout the year as new students arrive.

5. 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

All students who are identified as SIFE (Students with Interrupted/Inconsistent Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE leadership team along with the student’s teachers and guidance counselors. The common denominator among these students is an inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, progress reports, educational history and student work, student parent interviews and teacher referrals. Once students are identified as SIFE the parents or guardians are informed and sign-off on an agreement that the student will complete a bridge year (Bridges) before entering 9th grade. After this year they are fully integrated into the regular program.

The Bridges teacher team includes a paraprofessional and students are provided with the same academic interventions and small group instruction as the rest of the school. Two teachers participate in the after-school tutoring and Saturday Academy. This year we have added an additional language arts period, school-wide, which is co-taught for Bridges by a ENL teacher and reading specialist. Over the past four years with the funds from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and families.

Our SIFE model has three important features:
   • An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of five to ten students in which instruction is guided by individual students’ needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum with the support of the CUNY Graduate Center Bridges Program.
   • Scaffolding students’ work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings. SIFE students receive 8 55 minute ELA/ENL periods weekly with certified ESL teachers. 4 of these periods weekly are co-taught with a reading specialist.
   • All SIFE students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Academy, which serves to enhance their literacy skills through enrichment and academic support.
   • Our SIFE Leadership team has completed a SIFE toolkit which will be shared with other SIFE schools throughout the city.
   • Our SIFE Leadership team has also hosted a series of Open Houses over the past four years for SIFE Teachers from throughout the city in order to share best practices among educators of SIFE as well as all ELL students.

b) Instructional Plan for Newcomer ELL Students:

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the NYSITELL
exam which assesses each student’s English language abilities. For students transferring in from NYC schools, test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are placed in appropriate classes according to their specific needs. The teachers meet in teams to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

c) Instructional Plan for Developing ELLs:

The plan for developing ELLs receiving services for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of services are placed in appropriate classes to best meet their needs and continue their English language development. Their teachers meet regularly in teams to discuss the needs of the specific students. A plan is formulated and updated regularly to meet the needs of each student. ELLs who are receiving service for 4-6 years receive a full program and receive all the same support structures as the rest of our ELL populations. Struggling ELLs who are receiving 4-6 years of service are encouraged and often mandated to avail themselves of all the extra support opportunities provided to all the students at large. This help takes the form of one-on-one mentoring, small group instruction, after school homework help, the Saturday literacy program as well as a variety of other activities. ELLs with 4-6 years of service are encouraged to try to take some college classes to help them to begin the transition towards college life. These ELLs with 4-6 years who meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.

d) Instructional Plan for Long Term ELLs:

The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework help, writing center as well as a variety of other activities. Whenever possible, long-term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. International High School long term ELLs regularly begin taking remedial college classes. All long term ELLs in college classes receive support from a high school teacher mentor.

e) Instructional Plan for Former ELLs up to 2 years after exiting ELL status):

As students reach proficiency and test out through the NYSESLAT assessment, they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers these students the opportunity to take College Now classes through CUNY at Hostos and Bronx Community College. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. Former ELLs continue to receive the mandated testing accommodations after they have tested out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

6. 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?

Instructional strategies and grade level materials used to provide ELL-SWDs access to academic areas and accelerate English language development:

The Special Education Coordinator, an Assistant Principal and the Special Education teacher review all IEPs for ELL-SWDs to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier
academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEPs) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEPs include: Teachers, guidance counselors and special education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment, students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.

Other strategies include scaffolding students’ work in the regular heterogeneous classes for most of the school day by developing collaboration between the special education teacher or service provider and the content area teachers. A team teaching approach would be used in which the special education teacher plans with the content area teachers to map out strategies an best practices and to access the students strengths and area which still need improvement.

If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Academy Literacy Program which serves to enhance their literacy skills through enrichment and academic support.

7. 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?

Bronx International HS uses a variety of curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs to attain their IEP goals within the least restrictive environment. Once students are identified ELL-SWDs our challenge is to find ways to teach students according to the mandates of their IEPs in the least restrictive setting. The team meets with our Special Education teacher or service provider depending on the needs of that students particular IEP in order to determine the best instructional strategies to meet the needs to that student according to their IEP. In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. By adapting curricula to enable those students to succeed, by expanding the time available to team members to work with them individually, and by using the resources of paraprofessionals and student teachers and Teachers College field workers, they are supported in meeting the graduation certification requirements. Our plan maintains that our future students with IEPs will receive additional academic assistance in accordance with the particular needs of their individualized IEPs.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All of our targeted intervention program are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them. At Bronx International High School we recognize that new to English students advance in content, skills and English language development more rapidly when they are in an environment in which they can interact with students possessing a diversity of English language and skill levels. To target our highest needs students, we have 10 supplemental Title III classes serving 150 (including 15 SIFE) ELLs at the beginner and intermediate levels, 5 classes on Saturdays and 5 meeting after school on Wednesdays and Thursdays. Within each class, teachers will use a strategy of flexible groupings in which students understand and expect that groupings will change frequently based on the
learning objectives of the lesson. Teachers take into account students' native language, English language proficiency, literacy levels, student interests, content skills and knowledge interests when developing and organizing these groups.

In accordance with INPS (International Network for Public Schools) principles, classes and curricula are designed to enable students to engage in English language development through in-depth study of content. Our Title III classes reflect our regular academic program in their approach to student engagement and learning by employing a student-centered approach through project-based learning in a collaborative setting. Our Title III supplemental classes offer students extended time to apply new learning, engage in further academic discourse and partake in experiences that extend and enhance learning with the aim to accelerate English language acquisition and development. The language of instruction for all the Title III supplemental classes is English, following the same model as regular classes.

The understanding that students may need extended time to gain and demonstrate mastery of specific skills and content is integrated into our approach to teaching, learning and assessment. We recognize that students entering our school are coming from a variety of educational systems and experiences that have not prepared them in the same ways. We have identified 150 students who would benefit from additional learning opportunities and the additional time offered in our Title III supplemental classes. Our Title III supplemental classes are vital for providing these extended learning opportunities to our highest needs English Language Learners. Teachers of the Title III supplemental classes coordinate closely with their team members and guidance counselor to analyze student data around outcomes mastery, English level and reading level to identify and recommend candidates for our Title III supplemental classes.

Saturday Enrichment Academy to Support Literacy and Content Mastery for ELLs- 20 sessions 9:00am-1:00pm

• 1) ESL and Social Studies Enrichment: Debate and Public Speaking
Subgroups and grade levels: ELLs in the 11th and 12th grades who score at the beginning and intermediate level on the NYSESLAT read below a 7th grade level and are identified by their teachers as having trouble accessing social studies content.
Rationale: In the content area of social studies ELLs struggle with specific content related academic vocabulary and concepts. Debating and public speaking and the research and preparation that goes into these activities open up multiple avenues to introduce and use this vocabulary and concepts, enabling them to gain understanding within the context of projects connected to and supporting their Government, Economics or U.S. History classes. Instruction will focus on developing skills in oral and written English as well as creating arguments supported by evidence. Academic vocabulary acquisition in the content area of social studies and strategies for accessing dense text will be heavily emphasized as students work in small groups within the class, researching, writing and practicing for debates and oral presentations.

• 2) ESL and Living Environment: Science in Action to Support Literacy and Content Mastery for ELLs
Subgroups and grade levels: ELLs in the 9th and 10th grade who have been in this country 18 months or less, are at the beginning level on the NYSESLAT and are identified by their teachers as struggling to access science specific academic language, content and concepts.
Rationale: Students engage in hands-on science projects and experiments to support literacy in the area of science and mastery of the learning and performance objectives in the living environment classes. Lack of exposure to science specific academic vocabulary and concepts is prevalent among our newest arrivals who are targeted for this class. Attention is focused on the language of science to familiarize students with the particular way questions are posed and answered in science. Through hands-on science exploration students will develop literacy skills in English and science utilizing oral practice, keeping journals of observations and writing lab reports.

• 3) ESL and Geometry: Asynchronous Learning to Support Literacy and Content Mastery for ELLs
Subgroups and grade levels: ELLs in the 12th grade who are at the beginning or intermediate level on the NYSESLAT and are identified by their teachers as struggling to access math specific academic language and concepts.
Rationale: Students engage in hands-on geometry activities and online adaptive instructional technology to support both literacy and mastery of the concepts in geometry. Students learn the materials at their own pace and may only move to another module or unit of study once they master the pre-requisite knowledge and skills. The online component aims for students to develop basic skills, with emphasis on academic language, through daily individualized online instruction, thereby enabling the teacher to focus on critical-thinking, building rich classroom experiences, and providing extra help to other students who need one-on-one instruction.

• 4) ESL and Algebra II: Sheltered Instruction to Support Literacy and Content Mastery for ELLs
Subgroups and grade levels: ELLs in the 11th grade who are at the beginning or intermediate level on the NYSESLAT and are identified by their teachers as struggling to access math specific academic language and concepts.

Rationale: A web-based curriculum that adopts a Sheltered Instruction pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.

5) Bridges ESL and Math: Numeracy and Literacy Support for ELLs
Subgroups and grade levels: 9th and 10th grade SiFE, 9th and 10th grade students with little or no literacy in their native languages and students identified by their teachers as lacking basic numeracy or reading at or below 2nd grade level.
Rationale: Students who have grown up with little or no education experience have much more to learn than just the mathematics in order to be fully functional at school. First and foremost, they must learn the English Language: how to read, write and speak. Thus, the need for a numeracy and literacy support program that provides intensive small-group instruction using hands-on activities and adaptive instructional platform.

After School Small Group Instruction Support for ELLs
5 classes will meet twice weekly from 3:28 to 4:28 for a total of 42 sessions beginning November 4, 2015 and ending June 16, 2016. These 5 one hour classes, meeting Wednesdays and Thursdays will each be co-taught by 2 teachers (one licensed ESL and 1 licensed content area).

1. ESL and Social Studies-Targeted Enrichment for ELLs
Subgroups and grade levels: 9th and 10th graders, in this country for 18 months or less, classified as beginning level on the NYSESLAT or reading at or below 4th grade level and who have been identified by their teachers as struggling to access social studies specific academic vocabulary or content.
Rationale: In the content area of social studies ELLs new to the country, reading below 4th Grade level struggle with specific content related academic vocabulary and content. Academic vocabulary acquisition in the content area of social studies and strategies for accessing dense text will be heavily emphasized as students work in small groups on projects that support content mastery and English acquisition.

2. ESL and Living Environment-Targeted Enrichment for ELLs
Subgroups and grade levels: 9th and 10th graders, here for 18 months or less, at beginning or intermediate level on the NYSESLAT and have been identified by their teachers as struggling to access science specific academic vocabulary or content.
Rationale: In the content area of biology ELLs new to the country and English, struggle with specific content related academic vocabulary and science concepts. Academic vocabulary acquisition in the content area of biology and strategies for accessing dense text will be heavily emphasized as students work in small groups on projects that support content mastery and English acquisition. This class is co-taught by a licensed ESL teacher and a licensed biology teacher. All instruction is in English, following the INPS model.

3) ESL and Integrated Algebra 9/10- Targeted Enrichment for ELLs
Subgroups and grade levels: 9th and 10th grade students scoring at the beginning level on the NYSESLAT and students identified by their teachers as struggling with basic math skills and to gain mastery of content.
Rationale: A web-based curriculum that uses a “Sheltered Instruction” pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.

4) ESL and Integrated Algebra 11- Targeted Enrichment for ELLs
Subgroups and grade levels: 11th grade students, whose native language is Spanish, scoring at the beginning level on the NYSESLAT and identified by their teachers as struggling with basic math and literacy skills and algebra content.
Rationale: A web-based curriculum that uses a “Sheltered Instruction” pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students
struggling to learn algebra. This class is co-taught by a licensed bilingual Special Education teacher and a licensed math teacher. Instruction is in English and Spanish.

5) ESL and English: Literature Circles-Targeted Enrichment for ELLs
Subgroups and grade levels: 11th and 12th grade students, scoring at the beginning or intermediate level on the NYSESLAT, who have not passed the ELA Regents and are identified by their teachers as struggling readers.
Rationale: To advance as readers and writers, ELLs need practice reading independently from leveled books with high interest level. The Literature Circle class gives them structured opportunities to read, discuss and write about literature. Academic vocabulary and supporting an argument with evidence is emphasized as students discuss and write in the literature circles

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
This year we have introduced a new course for all students in each grade, Reading and Discourse. This course is taught by 5 ENL certified teachers, with Donna McKenne, dual certified in English and ENL acting as lead teacher and coach. Our goal is to address concerns about our students' language and literacy growth, as well as moving students from an over-reliance on teachers to self-reliance and a sense of self-efficacy. Student-led discourse allows students to see peers as partners in learning and combines fluency, metacognitive awareness, translanguaging, and comprehension. We will teach students:

To be aware of and share their ideas, questions, and confusions so all can learn from them
To learn new methods to understand texts from more experienced peers and teachers
To make thinking around texts visible with peer and expert modeling
To advocates for themselves and, by extension, their communities.

Through this course, we want students to enjoy reading and digging into texts through learning how to: choose texts for a variety of interests and purposes, be metacognitive and peer/self-monitor while reading, collaboratively unpack meaning from words, sentence syntax, and whole texts, and co-construct knowledge through discussions to develop their voice and self-confidence in English. We will teach students how growing into a mindful reader and having a literate life is a process of self-discovery.

A significant piece of language instruction in the class will be through the Hochman method. Through this method, we will teach students about the ways meaning is communicated through the syntax of English sentences, such as SVO, prepositions, appositives, subordinating conjunctions, and logic chains like Because/But/So. This will be a tool for unpacking language both as they read complex sentences, and then when they write.

This course is designed as a collaborative inquiry project focused on developing students into stronger readers, discussion leaders and to foster ownership of the English language. We will use inquiry questions tied to our work and identify students as subjects of our inquiry to measure and improve our approach.

10. If you had a bilingual program, what was the reason you closed it?
N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Since almost 100% of our students are ELLs or former ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to Question 5 of this section, we have the following after-school classes; while they may not all be “academic”, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

• Student Government
• Music Club
• Art Club
• Digital Design
• Dance Club
• Bike Club
• Soccer, basketball and volleyball teams

All ELLs and former ELLs are invited to participate in the activities listed above at the time that they register for classes each semester. At registration they meet with their guidance counselor and teachers on their instructional team who describe the different activities. Students make a selection with the assistance of their teachers. Since 100% of our students are either ELLs or former ELLs the representation by ELLs in all of our school programs is substantial.

Funding sources for after school and supplemental services offered to ELLs in our school:
Since our school funds are conceptually consolidated, the funding source for most of our after school targeted interventions listed in section 9 above and many of those listed in this section are covered by Title III funding as well as tax levy funding. The SIFE literacy and SIFE math classes which are held during the regular school day are currently funded exclusively with tax levy funds. The funding for the enrichment class is also covered by regular tax levy funding since it takes place during the regular school day.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

It is the philosophy of the school that classroom teachers are the most knowledgeable as to what instructional supplies will benefit the ELL students from all ELL sub-groups in their content area classes. Teachers work in teams to order classroom supplies for the ELL students they have in common. The teachers in consultation with the colleagues on their team as well as in consultation with the schools SIFE teacher and guidance counselors which classroom supplies would be most beneficial to the students in all of the schools sub-groups. Each teacher team selects the instructional material they feel will work best for the needs of their individual students. This helps to best meet the needs of all of our students in the individual sub-groups within our school, Newcomers, SIFE, ELLs 4-6 years, long term ELLs as well as former ELLs. Each team shares equally in the school’s NYSTL funds and chooses for itself how they wish to spend the schools their allotment of funds to best serve their individual students in all of their content area classes. Teachers and students in all ELL-subgroups have access to a huge array of novels, textbooks, non-fiction, bilingual dictionaries as well as native language books. All of the materials are available to all ELL sub-groups.

Teachers are encouraged to attend ENL conferences to share information regarding various texts as well as other teaching aids and in addition our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all sub-groups. Teachers in all content area have access to class sets of laptop computers with Internet access as well as two fully equipped computer labs. Teachers are having students use power point projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs. Various non-profit Internet organizations that provide feedback for students are helping students to revise and edit their work as well as suggesting additional resources.

The Teaching and Learning Committee has amassed a compendium of book lists, articles on literacy, and reading programs for reference by the instructional teams.

All students including ELL students in all sub-groups, have access to a variety of technologies including a technology lab, wireless laptop computers. Students use various web based programs. Other resources available to all students and ELL sub-groups include native language texts and all students including all ELL sub-groups have access to our rather extensive native literature collection.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

All our students participate in our language development/ENL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in
English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs’ age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL’s appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

It is the philosophy of the school that classroom teachers are the most knowledgeable as to what instructional supplies will benefit the ELL students from all ELL sub-groups in their content area classes. Teachers work in teams to order classroom supplies for the ELL students they have in common. The teachers in consultation with the colleagues on their team as well as in consultation with the schools SIFE teacher and guidance counselors which classroom supplies would be most beneficial to the students in all of the schools sub-groups. Each teacher team selects the instructional material they feel will work best for the needs of their individual students. This helps to best meet the needs of all of our students in the individual sub-groups within our school, Newcomers, SIFE, ELL’s 4-6 years, long term ELLs as well as former ELLs. Each team shares equally in the school’s NYSTL funds and chooses for itself how they wish to spend the schools their allotment of funds to best serve their individual students in all of their content area classes. Teachers and students in all ELL-subgroups have access to a huge array of novels, textbooks, non-fiction, bilingual dictionaries as well as native language books. All of the materials are available to all ELL sub-groups.

Teachers are encouraged to attend ENL conferences to share information regarding various texts as well as other teaching aids and in addition our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all sub-groups. Teachers in all content area have access to class sets of laptop computers with Internet access as well as two fully equipped computer labs. Teachers are having students use power point projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs. Various nonprofit Internet organizations that provide feedback for students are helping students to revise and edit their work as well as suggesting additional resources.

The Teaching and Learning Committee has amassed a compendium of booklists, articles on literacy, and reading programs for reference by the instructional teams.

All students including ELL students in all sub-groups, have access to a variety of technologies including a technology lab, wireless laptop computers. Students use various web based programs. Other resources available to all students and ELL sub-groups include native language texts and all students including all ELL sub-groups have access to our rather extensive native literature collection.

16. 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).

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to
our school and to inform them about our school structure and activities and is repeated again at the end of August. During this time a meeting is held with the parents of incoming ELLs to provide them with an understanding of the resources available to them at the school as well as within the community.

Many similar activities take place when ELL students enroll throughout the school year. When a new student enrolls they meet with their guidance counselor and, along with the assistance of a translator, receive a one-on-one orientation to the school and the community. Just as with the students who began in September, students who enroll throughout the year are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

17. What language electives are offered to ELLs?
Currently we offer Advanced French and AP French, Advanced Spanish and AP Spanish and have an Arabic class in development.

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

   N/A

---

**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 and non-pedagogic staff.) 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?

   **Professional Development Plan:**
   To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure. The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into five team learning communities. The three Junior Institute 9th and 10th grade teams are each comprised of five teachers and approximately 75 students on each team. The two Senior Institute teams of 11th and 12th graders are comprised of 7-8 teachers each with about 100 on each of these two teams. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the ELA Regents exams and the PBATs.

   Our SIFE Leadership team meets regularly to discuss curriculum issues and students’ progress within the program. In addition, members of the SIFE Leadership team have run workshops to share techniques on meeting the variety of literacy challenges faced by teachers of ELLs. We continue to work closely with academic experts exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas.

   All of our content area teachers, ESL teachers and intervention specialists will participate in 20 full day trainings over a two year period with Megan Mehr, Instructional Specialist with the Internationals Network.

   In addition we will continue our work with Teachers College Reading and Writing Project (TCRWP) coaches in a series of PDs--
"Adapting the Teachers College Reading and Writing Workshop to English Language Learners." These all day sessions will begin in the spring:

Session 1-Reading Workshop/Independent Reading in the ELL Classroom: Creating and sustaining independent reading and the instruction that goes alongside it can greatly impact ELL students. We will discuss bottom lines for getting this work in place and particular strategies and structures for supporting ELL students. Participants: 9 ESL teachers, 1 bilingual Sp Ed and 1 social studies.

Session 2-Nonfiction Reading Across Content Areas: So much of learning involves reading, especially nonfiction reading. In order for ELLs to have access to content of any kind, becoming proficient in nonfiction reading is essential. This workshop will support all content-area teachers in incorporating instruction around nonfiction reading and strategies for accessing dense academic text.

Session 3-Fluency Workshop: As the acquire vocabulary in English, ELLs need strategic work and practice around fluency in reading. This workshop will offer a variety of approaches for incorporating this kind of instruction and practice into the English classroom and as part of academic interventions in small groups.

Session 4-Using Debate to Support Argument Writing and Oral Academic English: Debate can be one of the most effective ways to understand and develop argument writing - a key component of the CCSS. In addition, it affords ELLs with multiple opportunities to practice speaking and presentation skills. Participants: 9 ESL teachers, 1 bilingual Sp Ed, 1 social studies.

Session 5-Conferring in the Reading Workshop: Once students are all reading books appropriate to their levels and interests, teachers can help students make great strides in their reading through one on one or small group instruction. This workshop will explore methods and content to support this important work, with particular focus on your lowest level readers, beginner level ELLs and SIFE students. Participants:

6. Session 6-Next steps and planning for next year.

2. 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.

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of professional opportunities. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators. In addition to the full day workshops described above, professional development opportunities include but are not limited to:

Supporting SIFE and IEP Students to Access a Rigorous Curriculum
Academic Language for ELL Students
Introduction on Language Development
Sharing Curriculum Maps across Teams and Disciplines
Language and Content Integration for ELLs:
Native Language Use in the Classroom
Let's Give 'Em Something to Talk About: Language and Content Integration

In addition, our staff participates in the Internationals Network for Public Schools Professional Development workshops at three different points throughout the year. Our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ENL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
Other members of our non-teaching staff also attend staff development training. Our school secretaries and parent coordinator take part in many of the above mentioned staff development activities along with teachers. The Parent Coordinator attends the mandatory two day Respect for all Anti-Harassment Initiative to prevent bullying and bias related incidents.

Since all of our staff participates in the above-mentioned professional development opportunities throughout the school year, plus many more staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the current 50% mandated total for bi-lingual/ESL teachers.

**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?**

   We hold annual individual meetings with parents of ELLs at least one time during each school year, in addition to the four regular parent teacher conferences. At these meetings teachers discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas. At this meeting we will have content area teachers, the student counselor, and a school staff member to translate as needed. If no staff member is able to translate than we will utilize the DOE Translation Unit to hold over the phone translations.

   Our teachers work collaboratively on five interdisciplinary teams and each team meets twice weekly to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs.

   In addition each interdisciplinary team has an after school 50 minute period on Tuesday set aside specifically for parent involvement time. This period of time, which is within the teachers' contractual day is specifically set aside for meetings and contacts with parents of ELLs. Each team is assigned a paraprofessional or Community Associate in order to place phone calls to parents to schedule meetings.

   Upon parents arrival to school, they will sign in on a computer in the am in office with translation help when needed. Teams will document which parents attend their meetings and will make follow up outreach to any parents who have not been able to attend a scheduled meeting. Paste response to question here:

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

   Bronx International provides ELL families with a variety of workshops so they can better assist in and understand their children's education and learning.

   **Workshops-** This year a series of workshops will be held on different topics of interest to our ELL families. The workshops are organized and coordinated by the Parent Coordinator, Janet Dweh, and will be facilitated by teachers and the guidance staff. All parents and guardians of ELLs will be targeted for these workshops. The workshops are conducted in English with staff and students providing translation in Spanish, French, Arabic, Bengali and various West African languages as needed.

   **Translation Services:** Parents are notified of all meetings, workshops and school events in several ways, including backpacked and mailed letters, school messenger and the school website. All communications, including school messenger phone calls are translated into French, Spanish, Arabic or Bengali. Staff is available at all meetings and workshops to translate French, Spanish, Arabic, Mandingo, Bambara and Mandink. We also have a team of paid student translators for languages our staff does not speak and provide translation services from the DOE Translation Unit where necessary. Besides letters and school messenger calls, the parent coordinator, along with our Spanish speaking office staff attempts to call all families directly for notification of
important events, workshops and meetings.

1) September 28, 2017 5:00-8:00 Curriculum Night Workshop for Families of ELLs-New Arrivals: This workshop is given as part of Curriculum Night and is specifically designed for parents and guardians of our most recent arrivals—those who have been in this country for under 6 months. This group will include the families of most of our incoming 9th grade (about 100) ELLs and approximately 35 ELLs placed in 10th or 11th grade. Numbers are approximate because we have a high volume of new admits throughout September and October. For this workshop, parents are divided by language group, each group provided with translation by staff and/or student translators. The workshop is designed to explain and familiarize families with necessary vocabulary they need to understand and take an active role in their children’s education. We will discuss and answer questions on the differences in curricula and the educational systems here as opposed to their countries of origin and how ESL is taught at Bronx International, including the INPS principles of English language learning.

2. December 7th, 2017 5:30 to 7:00 College Night for Families of 11th and 12th Grade ELLs. This workshop is designed to introduce and familiarize non English speaking parents and guardians with the language of the college application process and the steps necessary to begin this process. The workshop will be conducted in Spanish by the college advisers and, in a separate room in English, with translation to French, Arabic and Bengali as needed.

3. January 18, 2018 5:00-7:00 Navigating Financial Aid for ELL Families (12th Grade): This workshop is specifically for ELL families to explain and give one-to-one help with financial aid forms, applications, loans, grants and scholarships. Volunteers from the NYU College Advising Corps, HESC, along with our teachers and staff who speak French, Spanish, Arabic and various Western African languages work in the computer lab to begin FAFSA applications and go over necessary documentation needed to complete this process. The workshop also includes information on scholarships available to undocumented students and resources on financing college without government financial aid. Materials are provided in English and Spanish at no cost by the US Department of Education.

4. March 22, 2018 6:00-7:30 The English Language Learner's Progress toward Graduation: This workshop informs families of the extra help opportunities, enrichment activities and extra curriculars available to support our ELLs and accelerate English acquisition. The focus will be on how parents, guardians and other family members, like older siblings, can help their Beginner and Intermediate students pass the English Regents and progress in their classes toward graduation and college readiness. This workshop will be facilitated by a dual licensed ESL/English teacher and a science licensed teacher. Translation will be provided by teachers, staff and students.

Additional Information

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

### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Joaquin Vega, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:**  Bronx International High School  
**School DBN:** 09X403  

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joaquin Vega</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Elaine Angueira / Megan</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Willia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janet Dweh</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Evelyn Copeland</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Nate Simonini/Social</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marco Arango/Social</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Mehr</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Elaine Angueira</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kathy Rehfield-Pelles</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Affinity</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet</td>
<td>Dweh</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS:

- Spanish - 82%,
- Bengali – 3.1%,
- French – 10.1%;
Fulani - 0.7%,
Arabic – 3.1%,
Italian – 0.2%;
Other – 0.8%.

Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.

All written correspondence between the school and students’ families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE’s internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Arabic and Spanish including:

a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)

b. Special events (Thanksgiving Feast, International Festival)

c. Letters of concern about students’ academic performance and behavior

d. Letters of congratulations praising student performance and behavior

e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish, Bengali, French, Arabic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)</td>
<td></td>
<td>Staff available for most our languages except Bangladeshi. We use DOE translation services when needed. In addition, we utilize the NYC DOE Translation Unit, in-house school staff, outside translators, and parent volunteers to translate documents in a timely manner. All written correspondence between the school and students’ families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE’s internal translation unit to provide translations of</td>
</tr>
<tr>
<td>b. Special events (Thanksgiving Feast, student performances and parent teacher conferences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Letters of concern about students’ academic performance and behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Letters of congratulations praising student performance and behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Open School Night,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Family Association Meetings, JumpRope Parent Portal Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Discipline meetings with the administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Open School Night, Family Association Meetings, SLT meetings, ARIS training, Meetings with teachers about children’s academic performance.and other evening school events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Discipline meetings with the administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Meetings with teachers about their children’s academic performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Enrollment of new students in our school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish. Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for any reason.

Staff translates, New York City DOE Translation Unit for documents, if NYCDOE does not have language accessible online.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We hold monthly PA meetings, as well as montly SLT meetings. We additionally hold regular Parent Workshops. Additionally, our Parent Coordinator makes daily outreach to families in regards to</td>
<td>Staff available for all our languages</td>
<td></td>
</tr>
</tbody>
</table>
communication about school events, individual student issues, etc. Our guidance counselors regularly reach out to families in regards to individual students' academic progress towards graduation. Our Dean and Social worker additionally make calls to families and meet face-to-face.

Teachers are expected to maintain regular communication with families regarding students' progress.

Our Community Assistant and Attendance Teacher make daily phone calls in regards to absence.

except Bangladeshi. We use DOE translation services when needed. In addition, we utilize the NYC DOE Translation Unit, in-house school staff, outside translators, and parent volunteers to translate documents in a timely manner. All written correspondence between the school and students’ families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE’s internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish.

Because we have identified the need to have interpretation services for students and their families,
we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for any reason.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Following the above mentioned parental notification requirements for translation and interpretation services.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Surveys will be given and feedback solicited during monthly PA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages. Bronx International High School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the
DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.