



BRONX DANCE ACADEMY

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 10X308

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: BDA INFORMATION PAGE

SCHOOL NUMBER: 10X308 **SCHOOL NAME:** Bronx Dance Academy

SCHOOL ADDRESS: 3617 Bainbridge Rd., Bronx, NY 10467

SCHOOL TELEPHONE: 718 515-0410 **FAX:** 718 515-0345

SCHOOL CONTACT PERSON: Antonios Pappas **EMAIL ADDRESS:** ap38@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Sandra Sanchez</u>
PRINCIPAL:	<u>Sandra Sanchez</u>
UFT CHAPTER LEADER:	<u>Anna Peacock</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Yolanda Gough</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 411

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Sonia Menendez

SECTION II: BDA LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Sandra Sanchez	*Principal	
Antonios Pappas	Assistant Principal	
Marisol Castro	Guidance Counselor	
Anna Peacock	*UFT Chapter Chairperson or Designee	
Yolanda Gough	*PA/PTA President or Designated Co-President	
Danielle O’Connor	Member/ELL-Special Ed.	
Ramon Cabrera	Member/ART	

SECTION III: BDA PROFILE

Part A. Narrative Description

BDA Mission

The Bronx Dance Academy's mission is to ensure that students become self directed learners who are able to demonstrate articulate and evaluate the applied skills they have learned. We believe that all students can excel by promoting concepts and skills that are taught in ways that encourage students to apply real-life context that make subject matters meaningful and interesting. We are all working hard to assist students become self-directed learners who are able to demonstrate, articulate and evaluate the applied skills they have learned.

Our goals to achieve that mission are **S.M.A.R.T.** – **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely and they include: **1)** Data Fluency, **2)** Differentiation of Instruction, **3)** ELA accelerated growth for 7th graders that scored 2 in NYS exam 2010 **4)** Math accelerated growth for 7th graders that scored 2 in NYS exam 2010, **5)** Compliance.

We are a school-community which sets and maintains high academic standards and expectations for every child. It is the teachers' role to build on prior knowledge, life experience and interest to achieve learning goals for all students. Teachers must be able to reflect on their teaching practices and actively engage in purposeful learning activities that encourage constructive interaction among students. It is important that teachers maintain a safe learning environment in which all students are treated fairly and respectfully for themselves and one another. We embrace parents as partners and share leadership to enrich our school community. Our goal is that students should view themselves as a valued part of the community. This self confidence will develop ownership of their education and their future. This philosophy provides students with the foundation needed to become an educated and well-rounded participant of the community.

BDA Additional Information

The central focus of the school is dance and visual arts. Students who attend the Bronx Dance Academy participate in a Dance Program that includes Ballet and Modern Dance or a Visual Arts Program that includes Painting, Collage, and Media Technology for one period five days per week. Both programs include a rigorous academic blueprint that compliments the balanced literacy workshop model and math instruction.

Our motto, printed on all official stationary, is "Preparing our Students for Academic Success and Closing the Achievement Gap". Our school and yearly teacher goals and professional development focus around this overall idea. We are committed to working with all teachers, students, and families to help them achieve. We support our students and teachers to achieve through a variety of interventions. We have the support of several special service teachers including Special Education Teachers, a School Psychologist, SETTTS Teacher, and a Speech Therapist for students at high risk. We serve students in general and special education classrooms by pushing in or pulling students out for intensive small group setting support, After School Programs, Saturday Academy, and a Collaborative Team Teaching classroom that integrates special education and proficient general education students.



SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Bronx Dance Academy				
District:	10	DBN #:	10X308	School BEDS Code:	321000010308

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.8%	95.3%	93%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.9	99.9	99.9		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	110	101	66	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	94	120	102		73.2	75.3	75		
Grade 8	89	91	109						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	1	0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	293	312	277		3	3	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	24	25	16						
No. in Collaborative Team Teaching (CTT) Classes	0	8	12	Principal Suspensions	18	10	39		
Number all others	24	26	25	Superintendent Suspensions	2	2	9		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	30	32	30	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	5	15	14	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	20	25	24
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals	3	4	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	4	4
	0	0	1				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	83%	75%	80%
American Indian or Alaska Native	1%	0	0	Percent more than two years teaching in this school	60%	55%	50%
Black or African American	24%	27%	26%	Percent more than five years teaching anywhere	35%	36%	25%
Hispanic or Latino	72%	71%	72%				
Asian or Native Hawaiian/Other Pacific Isl.	3%	2%	2%	Percent Masters Degree or higher	55%	48%	49%
White	0	0	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.1%	97.6%	98%
Multi-racial	0	0	0				
Male	8%	15%	16%				
Female	92%	85%	84%				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			✓
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	✓				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	✓				
Limited English Proficient	✓	✓	✓				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	n/a
Overall Score	97.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

STUDENT PERFORMANCE TRENDS – ELA

There is a drop of 40.4 percentage points of students at grade level or above (levels 3 and 4) between June 2009 and June 2010 according to the school's Progress Reports for years 2009 and 2010 respectively. By closely examining ARIS data, scale scores that previously were considered by the state level 3 for school year 2008-2009 are now level 2 for year 2009-2010. If the same standards for determining grade level were unchanged between 2009 and 2010 then 55.8% (61% in 2008-2009) of BDA students would have performed at grade level or above (levels 3 and 4). ACUITY predictive assessments support the same conclusion.

STUDENT PERFORMANCE TRENDS - MATH

There is a drop 43.1 percentage points of students at grade level or above (levels 3 and 4) between June 2009 and June 2010 according to the school's Progress Reports for years 2009 and 2010 respectively. By closely examining ARIS data, scale scores that previously were considered by the state level 3 for school year 2008-2009 are now level 2 for year 2009-2010. If the same standards for determining grade level were unchanged between 2009 and 2010 then 53.7% (61% in 2008-2009) of BDA students would have performed at grade level or above (levels 3 and 4). ACUITY predictive assessments support the same conclusion.

ACCOMPLISHMENTS

- 1) A homogeneous line of exams to serve as base/mid/end line assessments for all grades and subjects.
- 2) A significant improvement of goal setting from all teachers, aligned to the school goals, and absolutely S.M.A.R.T.
- 3) Improved teacher confidence and competency levels in retrieving and analyzing ARIS/Acuity student data.
- 4) Improved communication with student families through the use of Engrade.
- 5) Performing arts students have been admitted to top High Schools such as LaGuardia, Talented Unlimited, Fashion Industries, Bronx Science, etc.
- 6) Demographics: managed to increase male enrollment.

BARRIERS

High teacher turnover can be challenging to BDA's efforts to build capacity.

SECTION V: ANNUAL BDA GOALS

<p>Goal 1: By June 2011, 90% of teachers will consistently and effectively use at least 10 data sources to leverage changes in classroom practice to accelerate student learning. Data sources include, but are not limited to: ARIS, ACUITY, Periodic Assessments, Base/Mid/End-line Assessments, DRA/WRAP, Teacher-made Assessments and Assignments, Exit Slips, Engrade, Attendance, Student Learning Style Surveys, Student Interest Surveys, Student Portfolios and Projects, Student Reflections, IEP's, Conferring Notes, Student Work Samples, School Environment Survey, RESI (Demographic Report), NYSESLAT, LAB-R.</p>	<p>Description: To increase teachers' effective, consistent collection, analysis, and application of student data to make appropriate instructional decisions regarding goal-setting, curriculum, and pedagogy for all students, including ELL's and SWD's.</p>
<p>Goal 2: By June 2011, all teachers will work in teacher teams to collaboratively learn, share, and systematically implement at least 10 effective differentiated instructional strategies, using the school-wide ELA curriculum map, as a universal guide.</p>	<p>Description: To increase teachers' knowledge and use of effective, data-driven, differentiated instruction to ensure that all learners, including the highest and lowest achieving students, special education students, and English Language learners have multiple entry points, supports, and extensions into the curricula.</p>
<p>Goal 3: By June 2011, 65 % of 7th grade students who are level 2 will reach at least the 75thile in progress, compared to similar students in the city, as measured by New York State Standardized ELA exam.</p>	<p>Description: To increase and improve literacy proficiency of 7th grade students who are level 2 on the New York State Standardized English Language Arts exam.</p>
<p>Goal 4: By June 2011, 65% of 7th grade students who are level 2 will reach at least the 75thile in progress, compared to similar students in the city, as measured by New York State Standardized Math exam.</p>	<p>Description: To increase and improve Math scores for 7th grade students at level 2 on the New York State Standardized Math exam.</p>
<p>Goal 5: By June 2011, the school will efficiently and effectively fulfill between 90%-100% on all Compliance Issues, as measured by the Department of Education End of Year Compliance Report.</p>	<p>Description: To improve the school functioning in addressing Compliance Issues in a timely and efficient manner.</p>

SECTION VI: ACTION PLAN

➤ GOAL 1

<p>Annual Goal 1 – Data Fluency</p>	<p>Description: By June 2011, 90% of teachers will consistently and effectively use at least 10 data sources to leverage changes in classroom practice to accelerate student learning. Data sources include, but are not limited to: ARIS, ACUITY, Periodic Assessments, Base/Mid/End-line Assessments, DRA/WRAP. Teacher-made Assessments and Assignments, Exit Slips, Engrade, Attendance, Student Learning Style Surveys, Student Interest Surveys, Student Portfolios and Projects, Student Reflections, IEP’s, Conferring Notes, Student Work Samples, School Environment Survey, RESI (Demographic Report), NYSESLAT, LAB-R.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • Teachers will meet weekly in Teams (Pods) of grade level and content area to establish a coherent and clear understanding of available data, including formative and summative assessments. • Teachers will be trained in monthly workshops to increase their ability to utilize the available data to make instructional decisions in their classrooms. • Teachers will meet monthly in Teams (Pods) to examine student work and identify patterns and trends of students’ strengths and weaknesses and collaboratively share best practices related to how to address the challenges of teaching appropriate and differentiated strategies to help students master the skills identified as weaknesses, aligned and correlating to the evolving state standards. • Teachers will meet monthly in Teams (Pods) to share data and improve their understanding of how data impacts and influences student learning across content areas. • IST will meet every two weeks to identify and track students who need additional supports, accommodations, modifications, and extensions based on effective and consistent analysis of available data. Using this data, the team will help to set differentiated goals for such students to accelerate their learning and to ensure that they fulfill their potential to master the standards of the curriculum. • Network support personnel, consultants, and mentors will provide guidance and expertise for teacher teams on an on-going basis, as the work progresses through the year. • Teachers will be provided with opportunities throughout the year to visit and collaborate with teachers from other schools to further their exposure to best practices in using student data. • “Expert” teachers within the school will conduct “Lunch and Learn” workshops on an on-going basis to share their expertise in data fluency. • Teachers will set, review, and accomplish professional learning goals for the year. • Classroom observations by administrators (formal and informal) will include effective use of data as an element to be integrated into lesson planning and implementation. • Lesson plans will be reviewed by administrators and appropriate feedback will be given to teachers on all elements of effective lesson planning, including the effective use of data. • Agendas and Sign Sheets of weekly and monthly Team Meetings, Workshops, and Intervisitations • Monthly Data Accountability Forms (DAF’s) will be submitted to Assistant Principal and Principal and discussions related to the information on these forms will be discussed at one-on-one conferences between Administration and teachers, at Faculty Conferences, and at Team Meetings, throughout the year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The schedule is organized to allow all teachers to meet in content area teams (twice a week) as well as in grade meetings (three times per week). Student achievement data (summative and formative) is closely examined and analyzed during those meetings. • Schedule allows for Sp. Ed. Teachers to meet every Friday for IEP writing and reviewing as well as examine IEP data in order to design assessments and lesson plans for special education students. • Teachers are sent for professional development outside the school for differentiation of instruction (6 teachers). During these outsourced workshops on differentiation of instruction teachers learn how data informs instruction. • A teacher mentor work three days per week closely with new teachers to help them make meaningful use of data. • School consultant has been hired to help with all CEP goals.
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p><u>Short Term Goal:</u> By November 2010, 60% of teachers will consistently and effectively use at least 3 data sources to leverage changes in classroom practice to accelerate student learning. By January 2011, 75% of teachers will consistently and effectively use at least 5 data sources to leverage changes in classroom practice to accelerate student learning. By March 2011, 90% of teachers will consistently and effectively use at least 7 data sources to leverage changes in classroom practice to accelerate student learning.</p>

➤ **GOAL 2**

<p>Annual Goal 2 – Differentiated Instruction</p>	<p>Description: By June 2011, all teachers will work in teacher teams to collaboratively learn, share, and systematically implement at least 10 effective differentiated instructional strategies, using the school-wide ELA curriculum map, as a universal guide.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • Teachers will meet weekly in Teams (Pods) of grade level and content area to establish a coherent and clear understanding of differentiated instruction, through either process, product, content, and/or environment. • Teachers will be trained in monthly workshops to increase their ability to utilize effective differentiated instructional approaches and strategies in their classrooms. • Teachers will meet monthly in Teams (Pods) to examine student work and identify patterns and trends of students' strengths and weaknesses and collaboratively share best practices related to how to address the challenges of teaching appropriate and differentiated strategies to help students master the skills identified as weaknesses, aligned and correlating to the evolving state standards. • Teachers will meet monthly in Teams (Pods) to share data and improve their understanding of how data impacts and influences decisions for differentiated instructional practices. • IST will meet weekly to identify and track students who need additional supports, accommodations, modifications, and extensions based on effective and consistent analysis of available data. Using this data, the team will help to set differentiated goals for such students to accelerate their learning and to ensure that they fulfill their potential to master the standards of the curriculum. • Network support personnel, consultants, and mentors will provide guidance and expertise for teacher teams on an on-going basis, as the work progresses through the year. • Teachers will be provided with opportunities throughout the year to visit and collaborate with teachers from other schools to further their exposure to best practices in using differentiated instructional strategies. • “Expert” teachers within the school will conduct “Lunch and Learn” workshops on an on-going basis to share their expertise in Differentiated Instruction • Professional texts, such as those by Carol Ann Tomlinson, will be used in Team Meetings and Study Groups throughout the year. • Assistant Principal and Principal will conduct school-wide walkthroughs (collegial and supervisory) to focus on looking at classroom implementation of differentiated instruction. • Classroom observations by administrators (formal and informal) will include differentiated instruction as an element to be integrated into lesson planning and implementation. • Lesson plans will be reviewed by administrators and appropriate feedback will be given to teachers on all elements of effective lesson planning, including the effective use of differentiated instruction. • Teacher Mentor, Consultant, and Network personnel will support this work through fair, credible, and actionable feedback, based on classroom visits and post-observation conferences. • Teachers (including Content Area Teachers as well as ELA Teachers) will systematically and consistently implement Conferring in their repertoire of classroom routines and practices as an on-going method of assessing, addressing (teaching) individual students' strengths and weaknesses, and setting learning goals for and with students and maintain systematic Conference Notes to record conferences and track student progress throughout the year.

	<ul style="list-style-type: none"> • Materials and resources will be ordered and provided for classes, based on the students' ability levels, interests, and learning styles. • Teachers will be given the opportunity to have input into selecting materials and resources needed for their students through questionnaires, surveys, and conferences, aligned to standards and school-wide ELA curriculum Map and content area Scope and Sequence documents. • Teachers will engage in Place- and Community based education through meaningful student projects in order to increase relevance of education to the student body and inspire future young leaders. • Classroom observations by administrators (formal and informal) will include differentiated instruction as an element to be integrated into lesson planning and implementation. • Lesson plans will be reviewed by administrators and appropriate feedback will be given to teachers on all elements of effective lesson planning, including the effective use of differentiated instruction. • Agendas and Sign Sheets of weekly and monthly Team Meetings, Workshops, and Intervisitations • Monthly Teacher Goal-Setting Forms for student achievement and progress, focused on Differentiated Instruction, will be submitted to Assistant Principal and Principal and discussions related to the information on these forms will be discussed at one-on-one conferences between Administration and teachers, at Faculty Conferences, and at Team Meetings, throughout the year. • Teachers' Conference Logs will be collected and reviewed by Administration on a regular basis, at least once a month
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Schedule allows for daily teacher team meetings in which differentiation of instruction is discussed • Teachers are sent out for training in differentiation of instruction. • Lunch and Learn sessions and faculty meetings focus on differentiation of instruction • Mentor has been hire to help teachers with differentiation of instruction. • School consultant has been hired to help with all CEP goals.
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Measurable target(s) that will define whether or not goal has been met.</p> <p>By March 2011, all teachers will work in teacher teams to collaboratively learn, share, and systematically implement at least 7 effective differentiated instructional strategies, using the school-wide ELA curriculum map, as a universal guide.</p> <p>By January 2011, all teachers will work in teacher teams to collaboratively learn, share, and systematically implement at least 5 effective differentiated instructional strategies, using the school-wide ELA curriculum map, as a universal guide.</p> <p>By November 2010, all teachers will work in teacher teams to collaboratively learn, share, and systematically implement at least 3 effective differentiated instructional strategies, using the school-wide ELA curriculum map, as a universal guide.</p>

➤ **GOAL 3**

<p>Annual Goal 3 – Student Progress ELA</p>	<p>Description: By June 2011, 65 % of 7th grade students who are level 2 will reach at least the 75thile in progress, compared to similar students in the city, as measured by New York State Standardized ELA exam.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • Every teacher will identify students that are level 2 in ELA based on last year’s NYS exam. • Invite students to the BDA After School program every Monday and Wednesday. • Contact the families to explain the program. • Provide targeted differentiated instruction to all students. • Providing 25-minute Academic Intervention Support that focuses on one skill at a time. • Looking at student work and developing short and long term goals. • The parent coordinator will be in touch with the families of these students in an ongoing basis to ensure that the families support their children to maintain 90% attendance or above in al after school programs these students have been invited to. • 7th Grade Inquiry Team will focus on target students. • Seventh grade students that are of level 2 and have demonstrated behavior problems will be observed in class by the guidance counselor to ensure that they pursue a rigorous a instructional program aligned to their academic needs. The guidance counselor will <i>provide professional development</i> to individual teachers based on the qualitative data collected. • Friday 7th grade meeting time will be used as common planning time and focus on using assessment to plan instruction for developing literacy skills of target students based on data retrieved from ARIS and Acuity databases, and other sources of data detailed in Goal #1. • Responsible staff – ELA and content area teachers (not Math), AIS teachers, After School Teachers, Guidance Counselor, Parent Coordinator, Assistant Principal • Principal and Assistant Principal will visit classes for formal and informal observations and provide feedback for teachers on their classroom planning, implementation of literacy instruction in ELA classes and in content area classes which reinforce literacy skills and strategies. • Principal and Assistant Principal will collect and review teachers’ lesson plans to ensure that the School-wide ELA Curriculum Map is being implemented and that the lessons for each unit are being incorporated in their planning and instruction. • Teachers Conference Log Binders will be collected and reviewed on an on-going basis throughout the year to ensure that Conferring Notes reflect appropriate and effective teaching points linked to the students evolving skills and strategies and increasing proficiency with increasing levels of complex texts. • SETTS Teacher and ESL Teacher will meet on an on-going basis with Classroom Teachers to ensure a coherence of instruction between related service providers and classroom teachers who “share” the instructional responsibility for the identified SETTS and/or ELL students being targeted.
<p>Aligning Resources: Implications for Budget, Staffing/Training,</p>	<ul style="list-style-type: none"> • Teacher schedule allows for ELA meetings twice weekly. • Teachers have been sent out of school for professional development. • Mentor has been assigned to new teachers for guidance • School consultant works with ELA teacher team once every week.

<p>and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Test prep books from curriculum associates that address NYS Standards have been purchased.
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • By January 2011, 45 % of 7th grade students who are level 2 will reach at least the 75thile in progress, compared to similar students in the city, as measured by New York State Standardized ELA exam. • Running records will show student progress in students' independent reading level monitored in September, November, and March. • Baseline, Mid-line, and End-line assessment comparisons • Review Acuity Assessments

➤ **GOAL 4**

<p>Annual Goal 4 – Student Progress Math</p>	<p>Description: By June 2011, 65% of 7th grade students who are level 2 will reach at least the 75thile in progress, compared to similar students in the city, as measured by New York State Standardized Math exam.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • Every teacher will identify students that are level 2 in Math based on last year’s NYS exam. • Administration will invite students to the BDA After School program every Monday and Wednesday. • Parent Coordinator will contact the families to explain the program and its importance, using a talking points notice that Assistant Principal will write. • Teachers will provide targeted differentiated instruction to all students. • AIS Teachers will provide 25-minute Academic Intervention Support that focuses on one skill at a time. • Teachers will emphasize Looking at Student Work and develop short and long term goals, based on the evolving needs and strengths of the students. • The Parent Coordinator will maintain communication with the families of these students on an ongoing basis to ensure that the families support their children to maintain 90% attendance or above in the after school program. • 7th Grade Inquiry Team will focus on target students. • 7th Grade students that are level 2 and have demonstrated behavior problems will be observed in class by the guidance counselor to ensure that they pursue a rigorous a instructional program aligned to their academic needs. The guidance counselor will <i>provide professional development</i> to individual teachers based on the qualitative data collected and serve as a liaison between the child, the teacher, the family, and the administration. • Friday 7th grade meeting time will be used as common planning time and focus on using assessment to plan instruction for developing literacy skills of target students based on data retrieved from ARIS and Acuity databases, and other sources of data detailed in Goal #1. • Staff members who will be responsible for implementing the action plan include, but are not limited to: Math and Content Area Teachers (including ELA) , AIS Teachers, ESL Teacher, SETTS Teacher, After School Teachers, Guidance Counselor, Consultant, Parent Coordinator, Assistant Principal • SETTS Teacher and ESL Teacher will meet on an on-going basis with Classroom Teachers to ensure a coherence of instruction between related service providers and classroom teachers who “share” the instructional responsibility for the identified SETTS and/or ELL students being targeted.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where</i></p>	<ul style="list-style-type: none"> • Teacher schedule allows for Math meetings twice weekly. • 2 teachers have been sent out of school for math professional development. • Mentor has been assigned to new teachers for guidance • Test prep books from curriculum associates that address NYS Standards have been purchased.

<i>applicable.</i>	
Indicators of Interim Progress and/or Accomplishment	<ul style="list-style-type: none">• By January 2011, 45 % of 7th grade students who are level 2 will reach at least the 75thile in progress, compared to similar students in the city, as measured by New York State Standardized Math exam.• Baseline, Mid-line, and End-line assessment comparisons• Review Acuity Assessments

➤ **GOAL 5**

<p>Annual Goal 5 - Compliance</p>	<p>Description: By June 2011, the school will efficiently and effectively fulfill between 90%-100% on all Compliance Issues, as measured by the Department of Education End of Year Compliance Report.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • Funds have been allocated for Consultant to serve as liaison to interface with school personnel identified as point people, responsible for the compliance functions, as indicated in the Department of Education Compliance Checklist. • Weekly Cabinet Meetings will address time-sensitive compliance issues. • Deadlines will be intentionally established earlier than official DOE deadlines to “build in” a window of time to revise and/or edit documents and/or actions, when necessary, and still submit within established time frames. • Sign off receipts will be maintained to keep track of issues completed and issues still due. • Responsibility Lists will be distributed to selected point people in school with clear delineation of required compliance functions, to ensure efficient, accountable services and efforts and to avoid duplication of services and efforts. • Summary Chart of Compliance Functions and Point Personnel will be maintained by Principal, Assistant Principal, and Consultant so that there will be a three-person “Quality Assurance Team,” which will consult on an on-going basis, to keep track of progress being accomplished for Compliance Issues. • Consultant will have access to Principals’ Weekly and Network Newsletters and will review these documents on a weekly basis to alert delegated personnel of their upcoming deadlines and check on their progress. • Consultant will be placed on Network distribution List to expedite communication between network personnel and consultant. • Consultant will have access to Network support personnel email and contact information to expedite communication. • Emails, telephone conversations, faxes, and face-to-face conferences, within the school and externally will be used to communicate in an efficient manner. • Support will be provided by Network personnel to support compliance areas when necessary.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • School consultant in charge of compliance • School consultant training assistant principal on compliance issues

Indicators of Interim Progress and/or Accomplishment

- On-going checklists to track progress for each compliance function and issue
- Mid Year Department of Education Compliance Report results
- Email confirmations and sign-off receipts for issues successfully addressed.
- End Year Department of Education Compliance Report results

BDA REQUIRED APPENDICES TO THE CEP FOR 2010-2011 1,2,3,4,7

Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	7	7	4	4				
7	15	15	8	8				
8	15	15	8	8				
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA Great Leaps (1:1); 37 ½ minutes small group instruction; one-to-one tutoring; SETSS (small class size); CTT (13:1); Curriculum Associates ELA Test Preparation; Conferencing with students on an ongoing basis both in class and after school (The above interventions occur daily during school day); Saturday Academy (for ELLs); twice per week after school program for ELA.
Mathematics:	Math Great Leaps (1:1); 37 ½ minutes small group instruction; one-to-one tutoring; SETSS (small class size); CTT (13:1); Curriculum Associates Math Test Preparation; Conferencing with students on an ongoing basis both in class and after school (The above interventions occur daily during school day); Saturday Academy (for ELLs and High School preparation for the 8 th graders); twice per week after school program for Math.
Science:	Peer tutoring (daily); one to one tutoring and support through conferencing; small group instruction (daily); FOSS curriculum contains differentiation and scaffolding; multiple intelligences lab activities (built into science program); project-based inquiry offsite experiences (periodically); 37 ½ minutes extended day tutorials; homework help (daily).
Social Studies:	Peer tutoring (daily); one to one tutoring and support through conferencing; small group instruction (daily); project-based inquiry offsite experiences (periodically); 37½ minutes extended day tutorials; homework help (daily).
At-risk Services Provided by the Guidance Counselor:	Weekly counseling sessions are provided once a week to At-Risk and Mandated Students in order to address issues affecting their lives in and outside the classroom. The aim of the sessions is to help students with their emotional development.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	Adaptive phys. Ed.; occupational therapy; eye testing; fitness grams; and speech and hearing.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Language Allocation Policy **2010-2011**

I. Language Allocation Policy Team:

The language allocation team is comprised of the Sandra Sanchez, *Principal*; Antonios Pappas, *Assistant Principal*; Michele Matos, *Pupil Personnel Secretary*; ESL Teacher (*once hired*); Michael James, *Parent Coordinator*; Yolanda Gough, *PTA President*; and Marisol Castro, *Guidance Counselor*, Danielle O'Connor, *SETTS/IEP Teacher*. The team analyzes and reviews the policy. Team members have discussed the performance of ELLs in our freestanding ESL Program; focusing on improving the structure and implementation of the literacy program used by classroom teachers and the ESL teachers during push-in and/or pull-out small group instruction.

II. Teacher Qualifications:

The school budget is designed to include one teacher certified in ESL. At present, we are still in the process of identifying a highly qualified ESL teacher to fill that vacancy. The limited pool of available candidates presents a challenge but we will continue to expand our search. All teachers on staff continue to receive professional development opportunities to enhance their own classroom techniques in ESL best practices and effective strategies for second language learners, through the LSO, as well as through school initiatives in ESL content and pedagogy.

III. ELL Demographics:

MS 308 has 291 students in our 6th through 8th grade classes. 23 of our students are considered English Language Learners. This accounts for approximately 8% of our school population. 22 ELL students' home language is Spanish. 1 ELL student's home language is Vietnamese. 14 ELL students are to receive ESL services. 9 ELL students are X-coded. The X-coded ELLs are required to take the NYSESLAT exam but their special education services (per their IEP's) indicate that their proficiency levels may be a result of learning disability (ies) rather than language acquisition.

Our students are to be serviced in a daily ESL Pull-Out program during our school day.

6th grade

In 6th grade we have 2 ELLs are to be serviced in pull-out ESL Program; 3 ELLs are X-coded.

7th grade

In 7th grade we have 9 ELLs are to be serviced in pull-out ESL Program; 2 ELLs are X-coded.

8th grade

In 8th grade we have 3 ELLs are to be serviced in pull-out ESL Program; 4 ELLs are X-coded.

Special Education Classes

Included in our ELL population, are 15 students with IEP's. These students are to receive services, per their IEP, in the SETTS Pull-Out Program, Self-Contained class, or the CTT class.

ELL Students by Duration and Program Model

ELLs (3 years or less)

Currently 4 of our ELL students have three or less years of service. 1 is enrolled in the 6th grade, 3 are enrolled in the 7th grade. These ELLs are in general education classes and are to be serviced in the ESL program.

ELLs (4-6 years)

Currently 2 of our ELL students have four to six years of service. 1 is in a self-contained special education class and 1 is in a general education class. These students are to be serviced in our ESL program.

Long-Term ELLs

There are 17 long-term ELLs with 7 years of service or more. 2 are in 6th grade (both in self-contained special education class); 6 are in 7th grade (2 in general education and 4 in self-contained class); 8 are in 8th grade (4 in general education and 4 in CTT class).. These students receive services according to their IEPs.(if this is the case)

ELL Students by Language Group

According to our school's Home Language Report, All but one of our students' home language is Spanish; one student's home language is Vietnamese. Therefore, the predominant language group of all students in our school is Spanish and our ESL Classes focus on English as a Second Language, with instruction in English and an understanding of the impact of Spanish language considerations.

Freestanding ESL Program

All of BDA's entitled students are to receive services through the pull-out/push-in ESL program.

IV. Parent Program Choice

To ensure parents are informed of the three program choices (Transitional Bilingual Education, Dual Language and Free-Standing ESL) offered through the New York City school system we have structures in place to communicate effectively with parents. We follow the ELL Identification Process: the Students are screened, given the initial assessment if required, placed in a program, assessed annually, and this process is communicated to the parents. We have organized our communication system to make sure that our parents understand the ELL Identification process and the three program choices.

First, in order to properly screen our students at registration, the Pupil Personnel Secretary serves as the contact person for bilingual/ESL matters and is available to ensure that the HLIS is completed correctly. The pupil personnel secretary gives the parents or guardian a registration packet which includes a Health Form, Parent Questionnaire, Emergency Card, Home Language Survey (HLIS). The pupil personnel secretary is responsible for making sure all documents are completed and the student information is accurately inputted into ATS. All HLIS Forms are analyzed by our ESL Teacher to determine if the child is eligible for LAR testing. If the student is eligible for testing, the child is administered the LAB-R assessment. If the child is ineligible, the HLIS form is completed and approved by the Assistant Principal. If the child was administered the LABR, then the ESL personnel hand-scores the test and determines eligibility. The child is administered the Spanish Lab if he/she doesn't pass the LABR.

In order to ensure that the student is properly placed in a program, the information acquired from the LABR is communicated to the parent. If the testing was done at the time of registration, the ESL Teacher discusses the results with the parent, explains the three-program choices, and helps the parent complete the Parent Survey and Program Selection Forms. During Fall, the Parent Coordinator and Guidance Counselor hold Parent Orientations where the Parent Choice video is shown and questions are addressed. Afterwards, the Parent Survey and Program Selection forms are completed by parents; program choices at our school are explained and assistance is provided to the parents. Additionally, Parent Orientations are scheduled regularly throughout the school year, as necessary. If parents are unable to attend an orientation, they can schedule a meeting with the ESL Teacher and/or parent Coordinator.

Since BDA is a school of choice and accepts its students through the application and interview/audition process, student applications are screened by BDA personnel to determine students' needs and entitlement to mandated services and parents/families are informed of available services at the time of application. Students who register later and/or outside the application process will be tested according to the entry information on the HILS form at the time of registration.

Our school does offer programs that are aligned with parents' requests. Since many parents request their children participate in the ESL Program or a Transitional Bilingual program with the goal of English proficiency, we have 8 Teachers certified in ESL in our school and 16 Teachers certified in Spanish Bilingual Education. We are constantly seeking "highly-qualified" ESL and Bilingual teachers, so that we may continue to serve our ELL population. We also encourage our teachers to take Bilingual courses or workshops to better understand, prepare and communicate with our parents and students

V. Assessment Analysis

Part A. LAB-R and NYSESLAT Data

NYSESLAT (New York State English as a Second Language Achievement Test)

2009 - 2010 NYSESLAT L&S Performance					
Performance Levels					
Grade	# Tested	Beginning	Intermediate	Advanced	Proficient
6	5	0	0	4	1
7	10	0	0	5	5
8	7	0	0	3	4
<i>All</i>	<i>22</i>	<i>0</i>	<i>0</i>	<i>12</i>	<i>10</i>

Source: ARIS

2009 - 2010 NYSESLAT R&W Performance					
Performance Levels					
Grade	# Tested	Beginning	Intermediate	Advanced	Proficient
6	5	1	2	2	0
7	10	1	3	6	0
8	7	0	3	4	0
<i>All</i>	<i>22</i>	<i>2</i>	<i>8</i>	<i>12</i>	<i>0</i>

Source: ARIS

Part B. Review of LAB-R/NYSESLAT Data

1. Overall, No students from our ELL population passed the NYSESLAT. 12 out of 22 of our ELL students are at a level of advanced proficiency. Our students have demonstrated growth in the proficiency levels (total scores): 1 moving up from B to I, 1 moving from B to A, and 2 students moved from I to A. 15 students remained at the same level of proficiency. 3 students actually went down

from (2) A to I; (1) I to B. The following results reflect the movement between proficiency levels from 2008-09 to 2009-10:
 Listening/Speaking Strand results: 8 went up; 13 remained the same (0 stayed the same at beginning; 0 stayed the same at intermediate level; 10 stayed the same at advanced level; 3 stayed the same at proficient level) ; 1 went down
 Reading/Writing Strand results: 4 went up; 13 remained the same (1 stayed the same at beginning level; 5 stayed the same at intermediate level; 7 stayed the same at advanced level); 5 went down

2. We have demonstrated some growth in listening and speaking strands of the NYSESLAT across the grades. This is in line with expected language acquisition. In converse, our students do not make the same progress in the reading and writing strands. The data shows that once our ELL students reach a level A, they stay at that level, and are unable to make forward progress and pass the NYSESLAT due to low performance in the reading and writing modalities. According to our data analysis, we see a pattern emerge in the reading and writing modalities across the grades. The pattern demonstrated is that in grades 6-8, there is not enough forward progress in the reading and writing strands.

3. As a result, we have focused on the design of our academic program to increase our ELLs' literary performance, while continuing to strengthen their speaking and listening skills. Our goal is to support growth in these areas through rigorous instruction, selection of appropriate materials, use of ESL methodologies, and differentiated grouping to further student academic growth as measured on standardized assessments.

4. This data has helped us to analyze our students' strengths and weaknesses in the four modalities, affecting our instructional decisions across the grades. As noted above, the patterns in reading and writing between the years of 2009 and 2010 indicate that we must improve our instruction in reading and writing while continuing to strengthen their listening and speaking skills. For this reason the focus of our inquiry teams this year will include improvement of writing of our ELL students. Teachers will examine data collected on their Data Analysis Forms (DAF's) and explore effective ESL methodologies to implement in all grades. Teachers receive professional development throughout the year on effective ESL strategies through content area meetings, workshops, and professional hand-outs. This year, through inquiry work, our goal is to implement effective ESL strategies within our Writing Units to improve student writing. Our professional learning communities on each grade are focusing on how to effectively and systematically teach vocabulary, with a focus on conferencing with students. This was a focus of our Professional Development last year and continues to be a focus this year; enabling teachers to individualize instruction and address the specific needs of each ELL student. Specialists and Administrators will continue to work with teachers, to strengthen their instruction in the areas of reading and writing. Professional development is provided to all staff members in ESL methodologies and language objectives; specifically focusing on vocabulary and enhancing background knowledge. These instructional decisions and inquiry by our professional learning communities are concentrating on increasing conceptual learning and rigor for our students.

Part C. English Language Learners ELA Results:

Limited English Proficient Students: 2009-2010		
Students that scored at and above level 3		
Grade	Number Tested	Levels 3+4
6	5	0
7	10	0

Limited English Proficient Students: 2009-2010		
Students that scored levels 1 and 2		
Grade	Number Tested	Levels 1+2
6	5	5
7	10	10

8	7	0
Total	22	0
<i>Source: ARIS</i>		

8	7	7
Total	22	22
<i>Source: ARIS</i>		

ELLs scoring at each level for the Math test in 6th 7th, 8th Grades:

Limited English Proficient Students: 2009-2010			
Students that scored above level 3			
Grade	Number Tested	Levels 3+4	
		#	
6	5	0	
7	10	1	
8	7	0	
Total	22	1	
<i>Source: ARIS</i>			

Limited English Proficient Students: 2009-2010			
Students that scored at levels 1 + 2			
Grade	Number Tested	Levels 1 + 2	
		#	
6	5	5	
7	10	9	
8	7	7	
Total	22	21	
<i>Source: ARIS</i>			

Part D. Review of Assessment Data

1. The above outlined patterns and proficiencies across the grades reveal clear deficiencies in performance in both ELA and Math results for the ELL population. Our ultimate goal is that all students will perform on or above grade level. The trend shows that ELLs are not reaching levels 3 and 4 in both ELA and Math standardized tests.

The data from the ELA, Mathematics, combined with NYSESLAT data shows that our students are progressing and reaching an advanced level of proficiency but need to attain more forward progress in our to achieve proficiency and forward academic success. The analysis of the data has aided us in identifying students' strength and weaknesses. It has been noted and acted upon that we need to plan for more rigorous instruction that promotes conceptual learning and deepens language acquisition. As previously stated, the instructional program must reflect grade level standards and include differentiated instruction to support students at different levels of proficiency in the same grade. Teachers will continue to strive to have their students meet or exceed benchmarks.

2. School Leadership and teachers use assessment results to monitor students' progress, determine areas of strength and weaknesses and make instructional decisions to promote forward progress of our ELL students. Assessments are used to plan for professional development and inquiry work. Professional Development and professional learning communities will focus on increasing student engagement through rigorous instruction. The school's inquiry teams will focus on increasing performance of our ELLs' writing, engaging our students to use their critical thinking and analysis skills and using the students' writing pieces as a measurement of these skills. Teachers are targeting students' reading and writing skills through the use of conferencing and effective mini-lessons in the workshop model of instruction. Teacher inquiry work will focus on implementing systematic vocabulary instruction. In order to build our students' background knowledge and vocabulary, Teachers will

organize educational trips which are embedded into their curriculum. The following initiatives are responsible for our growth in ELL performance:

- ❑ Increased frequency of progress monitoring utilizing a uniform reading assessment benchmark kit
- ❑ Administration of Informal running records to assess reading level
- ❑ Increased conferencing with emphasis on collaborative goal setting and monitoring of reading goals
- ❑ Utilization of Reading Behavior Checklist for individual students to identify areas of instruction in order to move reading levels
- ❑ All ELL students are encouraged to attend Morning Tutoring resulting in approximately 2 hours of additional instruction per week
- ❑ Funding of after school ELL program providing exposure to and development of skills to increase listening, speaking and writing skills as well as preparation for the NYSESLAT
- ❑ Professional development of staff to plan for differentiated instruction including non-linguistic activities specific to the needs of ELL students
- ❑ English Second Language teachers and Academic Intervention Services teachers are assigned to the literacy block with responsibility for student performance. This organizational change has resulted in reduced class size across the grades benefiting all students in all classrooms providing more opportunity for engagement and effective differentiated, small group instruction.

3. Our school is learning that ELLs need significant support structures, not only in the beginning and intermediate levels of acquisition, but in the advanced levels of acquisition in order to become proficient in English. In order to be proficient our students need continuous rigor in their curriculum that embodies conceptual understanding of challenging content and well-developed learning strategies to enable students to think critically solve problems, and communicate in the language of instruction. We will continue to strive to engage our students in the development of their academic English across all four modalities of language acquisition: speaking, listening, reading, and writing. We continue to find that a student's native language skills are used in their language acquisition process and therefore for instructional purposes, we strive to increase students Native Language Literacy, Math and Content Areas levels in our bilingual classes. We follow the instructional requirements of 90 minutes Native Language Arts daily for Beginning and Intermediate ELLs, and 45 minutes daily for Advanced ELLs, in the bilingual classes. Within the TB classes and the ESL program, instruction is in place to facilitate the transfer of students' skills from Spanish to English. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer comprehension and phonetic skills.

4. n/a due to not having a Dual Language Program

VI. Planning for ELLS

1. Instruction in our ESL Program

Free-Standing ESL Program

1a. Our ESL Program is organized as a Pull-Out Program for grades 6-8. The teacher is to be ESL certified and will incorporate ESL methodologies and strategies in the instruction. In the Pull-Out Program serviced, the ESL teacher will use conferring with students to meet their individual needs and support the objectives and expectations for each unit of study being covered in the ELA curriculum map. Instruction is differentiated based upon teacher assessment and student performance. The licensed ESL teacher delivers ESL instruction to ELL students in monolingual classes. The teacher pushes in during balanced literacy, writing and content area instructional time and supports classroom instruction. Students are seen in small differentiated groups, based upon their proficiency levels.

1b Explicit ESL instruction is delivered in the Push-In Program includes:

- ESL methodologies
- Appropriate materials selected specifically for the needs of ELL students that include computer software and web based programs
- Licensed ESL teacher
- Development of Language Allocation Policy

2. Mandated Number of Instruction Minutes for ELL Students

2a. Administration has focused on ensuring that ESL instruction is delivered to all ELL students in each model. Our ELL students are to be fully serviced. Our Beginning and Intermediate students will receive 360 minutes a week ESL Instruction. Our advanced students will receive 180 minutes per week. ESL instruction is during balanced literacy, writing and content area instructional time throughout the day in monolingual classes

2b. Explicit ELA instruction is delivered to all ELL students. ELLs in monolingual classes participate in a daily 90 minute literacy block.

3. Instruction is Differentiated for ELL Subgroups

3a. In order to accommodate ELLs with less than 3 years in school, parents are given the program choices that follow Part 154 mandates, as described previously. It is important to provide new comers with substantial support and rigorous instruction to prepare them for the testing which they are required to take after one year. . Students in the ESL program are to receive the required minutes of ESL instruction through small group,

differentiated instruction by our ESL Staff.

3b. In order to accommodate long term ELLs, students are placed with students of the same age and receive small group or individual instruction by our ESL and AIS teachers and the classroom teacher. The goal is to maintain the child in the appropriate grade group and engage the children on their instructional level, using age appropriate materials.

3c. ELL students with special needs are evaluated by our Bilingual Instructional Support Committee. If the committee feels a child requires additional support services, a referral is initiated. In the meantime, the child receives at-risk services by our AIS teacher and ESL teacher. Students receive support services in ELA, mathematics, and science. Our ELL students who are in Self Contained Special Education classes receive instruction modified as indicated on their IEP. These children use the same core material as the rest of their peers. In addition, students may receive academic intervention and Speech services as mandated on their IEP by bilingual staff.

4. Targeted intervention programs for our SIFE, long term and newcomers ELLs in mathematics, ELA, and other content areas are provided by ESL and AIS services during the day and during our morning program.

5. Students who have reached proficiency on the NYSESLAT within the past two years are provided with additional support during the morning tutoring program. The students are receiving instruction in writing. These students are identified to receive additional support to ensure their success on State and City assessments.

6. n/a due to not having a Dual Language Program

VII. Resources and Support

1. The methodologies that support balanced literacy include whole class and small groups, word study, read aloud, shared reading, conferring, and accountable talk, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments.

For the ESL component of the program, students are placed in groups based upon instructional levels and proficiency. Students work in small group to receive the maximum support and guided practice. The ESL confers with students and provides individualized, differentiated instruction. The ESL teacher is to meet regularly with content area teachers to articulate classroom assignments and tasks, students' progress, and results of assessments, with shared action plans.

2. The following Professional Development plan is in place for our teaching staff to support ELL performance:

- Uniform Curriculum Map in all grades
- Aligning reading and writing standards to conceptual writing units

- Consultant in Balanced Literacy in ELA and Literacy in Social Studies, grades 6-8
- Inquiry Team work with a focus on ELL's academic performance
- Professional learning teams focus on systematic vocabulary instruction
- Professional learning team focus on student engagement, rigorous instruction, and goal setting

Our staff receives a minimum of 7.5 hours in ELL specific professional development in the following areas to facilitate differentiated instruction: conferencing in reading and writing, student engagement, vocabulary and writing instruction. In addition our special education teachers attended professional development in IEP goal writing.

3. Our guidance counselors and assistant principal provide support to ELLs, as they transition from the elementary school to the middle school setting and from the middle-school setting to the high school setting. They assist students and parents with the application process, and facilitate the attendance to fairs and visits to prospective schools.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s): 6,7,8 Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: 10X308 BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

From the RESI report generated by the ATS we determined our student families' home language. We have asked bilingual (Spanish) BDA teachers and staff to translate important document for Spanish speaking families. We also employ the services of "School Messenger" (a DOE vendor) to translate important school events and activities into Spanish. We have used Google translator for other languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Most of our students are of Hispanic origin and it has not been difficult to find staff and community members to assist with written translation and oral interpretation needs. We have one student of Albanian descent, one from Bangladesh and another from Vietnam. Documents from the DOE website in these languages have been downloaded. For other documents such as attendance sheets, agendas, hand outs and parent coordinator activities there is a need for written and oral translation in these languages.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Since the majority of families associated with BDA are Spanish speakers, documents are provided bilingually to parents and guardians. Effective parent community engagement strategies have been utilizing to determine the Parent Coordinator as the bilingual liaison to the community and all parent involvement events. Documents and letters are all made double sided with translations into Spanish. This is done through the utilization of the Parent Coordinator, in house school staff and the New York City Department of Education Translation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school phone system has been revamped to include a special announcement box. The special announcement box is updated regularly and includes announcements in Spanish. A Phone Messenger has been utilized in order to call families with announcements and upcoming events in Spanish and English.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

A.
A copy of the Parent Bill of Rights is available and in the school General Office, as well as the Parent Coordinator Office Rm. 205. This document has been copied in the all the translated languages of the Department of Education. It is bold and conspicuous available to all parents.

B.
At the primary entrance of the school as well as the entrance to the General Office a translated sign, in the translated languages is conspicuous displayed indicating the availability of translation and interpretation services.

C.
The Parent Coordinator, as well as in house school staff are available and accessible to provide language services pursuant to reaching school administrative offices.

D.
It has been determined that the dominant language home language is Spanish. All documents, letters, handouts, signage forms are provided in English and Spanish in accordance with Chancellor's Regulation A-665 section VII.

E.
The Department of Education as well as the school website provide information concerning the rights of parents to translation and interpretation services and how to access such services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at

<http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

SCHOOL-PARENT INVOLVEMENT POLICY & SCHOOL- PARENT COMPACT

The Bronx Dance Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011 .

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Bronx Dance Academy will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Every student at The Bronx Dance Academy encounters challenging, high-level instructional program, which will prepare him or her for a future role as a leader in mathematics, science and technology. The Bronx Dance Academy offers a wide range of course offerings, guidance support services and enrichment programs. The curriculum of each subject area is design with rigor, depth and comprehensiveness to produce critical thinkers, problem solvers, inquisitive readers, diligent researchers and effective writers.

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent-teacher conferences are held twice annually-once in November and again in February. Meetings are schedule for both day and evening sessions to accommodate the maximum participation among parents.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

The Bronx Dance Academy distributes report cards on a quarterly basis through the school yea. The months that report cards are issued are: November, February, April and June.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

The Bronx Dance Academy provides numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective and their families.

The Parent Association holds monthly meetings, usually the 2nd or 3rd Tuesday of the month from 6:00 to 7:30 p.m. at the school. Parent Association officers meet separately once a month prior to general meeting. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

In recognition of the vital role parents play in their children's education. The Bronx Dance Academy welcomes parent volunteers, visitors and participants to classrooms with notification and scheduling done in collaboration with teachers.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

(Describe the ways in which parents will support their children's learning, such as:

• *supporting my child's learning by making education a priority in our home by:*

풀책 *making sure my child is on time and prepared everyday for school;*

풀책 *monitoring attendance;*

풀책 *talking with my child about his/her school activities everyday;*

풀책 *scheduling daily homework time;*

풀책 *providing an environment conducive for study;*

풀책 *making sure that homework is completed;*

풀책 *monitoring the amount of television my children watch;*

• *volunteering in my child's classroom;*

• *participating, as appropriate, in decisions relating to my children's education;*

• *promoting positive use of my child's extracurricular time;*

• *participating in school activities on a regular basis;*

• *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*

• *reading together with my child every day;*

• *providing my child with a library card;*

• *communicating positive values and character traits, such as respect, hard work and responsibility;*

• *respecting the cultural differences of others;*

• *helping my child accept consequences for negative behavior;*

• *being aware of and following the rules and regulations of the school and district;*

• *supporting the school's discipline policy;*

• *express high expectations and offer praise and encouragement for achievement;*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

(Describe the ways in which students will support their academic achievement, such as:

• *come to school ready to do our best and be the best;*

• *come to school with all the necessary tools of learning- pens, pencils, books, etc.*

• *listen and follow directions;*

• *participate in class discussions and activities;*

- *be honest and respect the rights of others;*
- *follow the school's/class rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW

The Bronx Dance Academy will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve

Given the State's high academic standards, the Bronx Dance Academy will,

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives

SIGNATURES

School Staff-Print Name Signature Date

Parent(s)- Print Name(s)

Student (if applicable)- Print Name

PLEASE RETURN THE SIGNATURE PAGE TO THE PARENT COORDINATOR

Mr. Michael James's mailbox

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Teachers will utilize the mandated NYC DOE Practice Tests. Feedback on these practice tests will impact instruction. Curriculum will be reviewed on-going basis with teachers at regularly scheduled department meetings.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

BDA will conduct a variety of professional development workshops during the 2010-2011 school year. By December 2010, new computers will be installed into all classrooms at BDA. Professional Development Workshops will be held to provide technical assistance for purposeful implementation of the new technology. Lunch and Learn opportunities, such as Movie Maker and EXCEL, will be held during the 2010-2011 school year. At weekly department and grade meetings, teachers will participate in Professional Development in the areas of analyzing student work (tuning protocol), conferencing, data driven instruction, differentiating instruction, and revising curriculum maps. Teachers will discuss and address the students' academic strengths and areas of weakness. Furthermore, the entire faculty will participate in workshops outside school in their specialty areas and/or classroom management. Moreover, at PD meetings, aligning state and city standards and performance indicators, as well as the integration of Project Based Learning and technology are major focuses. Professional Development is on-going. If there are areas where the staff needs professional development, then the assistant principal Mr. Pappas will develop the appropriate workshops to provide professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We use resources in the community, such as Teaching Fellows, Lehman College, and Teach For America.

6. Strategies to increase parental involvement through means such as family literacy services.

We facilitate workshops for parents in areas of understanding standardized tests in ELA, Math, Science, and Social Studies. There are parent workshops in cyber -bullying and technology management. There are also workshops on how to navigate our website and phone system. We are also promoting ARIS/Parent link.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

n/a

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

We make greater use of our department meetings to look at student work. The school is also hiring consultants for professional development on data-driven instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Utilize the 37 ½ minutes, small group intervention, before and after-school programs. Secure services of outside agencies to support student academically (Renaissance Learning).

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Grade representatives, the Assistant Principal, and guidance counselor meet with Principal on weekly basis to discuss programs. Walkthroughs are done to see if programs, such as the addressing Danielson's Domains (Teacher Effectiveness Initiative) are being properly implemented.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$174,159	✓	12-20
Title I, Part A (ARRA)	Federal	✓			\$117,743	✓	12-20
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			\$ 15,000	✓	12-20
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 7,807	✓	Add Page #
Tax Levy	Local	✓			\$ 1,521,113	✓	Add Page #

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Program Name		
		Ye
Title I, Part A (Basic)	Federal	
Title I, Part A (ARRA)	Federal	
Title II, Part A	Federal	
Title III, Part A	Federal	
Title IV	Federal	
IDEA	Federal	
Tax Levy	Local	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

0

2. Please describe the services you are planning to provide to the STH population.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Dance Academy School					
District:	10	DBN:	10X308	School		321000010308

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.8	93.3	91.2
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		99.0	98.7	94.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	101	64	86	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	120	104	99		73.2	81.4	82.7
Grade 8	91	109	101				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	7
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	312	277	286	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	25	16	22	Principal Suspensions	18	33	39
# in Collaborative Team Teaching (CTT) Classes	8	11	13	Superintendent Suspensions	2	7	9
Number all others	26	26	29				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	20	25	22
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	5	6
# receiving ESL services only	33	27	TBD				
# ELLs with IEPs	7	14	TBD	Number of Educational Paraprofessionals	2	3	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	8	% fully licensed & permanently assigned to this school	100.0	100.0	95.2
				% more than 2 years teaching in this school	55.0	44.0	50.0
				% more than 5 years teaching anywhere	35.0	36.0	36.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	55.0	48.0	54.5
American Indian or Alaska Native	0.0	0.4	0.7	% core classes taught by "highly qualified" teachers	97.1	97.6	98.5
Black or African American	26.9	26.0	26.2				
Hispanic or Latino	70.8	71.8	70.3				
Asian or Native Hawaiian/Other Pacific	1.9	0.4	1.4				
White	0.3	0.7	1.4				
Male	15.1	13.4	16.4				
Female	84.9	86.6	83.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	52.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 411	District 10	School Number 308	School Name Bronx Dance Academy
Principal Sandra Sanchez		Assistant Principal Antonios Pappas	
Coach		Coach	
Teacher/Subject Area Danielle O'Connor-IEP Teacher		Guidance Counselor Marisol Castro	
Teacher/Subject Area type here		Parent Yolanda Gough	
Teacher/Subject Area type here		Parent Coordinator Michael James	
Related Service Provider		Other type here	
Network Leader Emily Sharrock		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	291	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	7.90%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

I. Language Allocation Policy Team:

The language allocation team is comprised of the Sandra Sanchez, Principal; Antonios Pappas, Assistant Principal; Michele Matos, Pupil Personnel Secretary; ESL Teacher (once hired); Michael James, Parent Coordinator; Yolanda Gough, PTA President; and Marisol Castro, Guidance Counselor, Danielle O'Connor, SETTS/IEP Teacher. The team analyzes and reviews the policy. Team members have discussed the performance of ELLs in our freestanding ESL Program; focusing on improving the structure and implementation of the literacy program used by classroom teachers and the ESL teachers during push-in and/or pull-out small group instruction.

II. Teacher Qualifications:

The school budget is designed to include one teacher certified in ESL. At present, we have hired a highly qualified ESL teacher to fill that position. The limited pool of available candidates presented a challenge but we are expecting this teacher to begin working on Dec 6, 2010. All teachers on staff continue to receive professional development opportunities to enhance their own classroom techniques in ESL best practices and effective strategies for second language learners, through the LSO, as well as through school initiatives in ESL content and pedagogy.

III. ELL Demographics:

MS 308 has 291 students in our 6th through 8th grade classes. 23 of our students are considered English Language Learners. This accounts for approximately 8% of our school population. 22 ELL students' home language is Spanish. 1 ELL student's home language is Vietnamese. 14 ELL students are to receive ESL services. 9 ELL students are X-coded. The X-coded ELLs are required to take the NYSESLAT exam but their special education services (per their IEP's) indicate that their proficiency levels may be a result of learning disability (ies) rather than language acquisition. Our students are to be serviced in a daily ESL Pull-Out program during our school day.

6th grade

In 6th grade we have 2 ELLs are to be serviced in pull-out ESL Program (1 special ed, 1 general ed); 3 ELLs are X-coded.

7th grade

In 7th grade we have 9 ELLs are to be serviced in pull-out ESL Program (2 holdovers general ed, 2 spec ed, 2 SETTS, 3 general ed); 2 ELLs are X-coded.

8th grade

In 8th grade we have 3 ELLs are to be serviced in pull-out ESL Program (1 special ed, 2 general ed); 4 ELLs are X-coded.

Special Education Classes

Included in our ELL population, are 15 students with IEP's. These students are to receive services, per their IEP, in the SETTS Pull-Out Program, Self-Contained class, or the CTT class.

ELL Students by Duration and Program Model

ELLs (3 years or less)

Currently 4 of our ELL students have three or less years of service. 1 is enrolled in the 6th grade, 3 are enrolled in the 7th grade. These ELLs are in general education classes and are to be serviced in the ESL program.

ELLs (4-6 years)

Currently 2 of our ELL students have four to six years of service. 1 is in a self-contained special education class and 1 is in a general education class. These students are to be serviced in our ESL program.

Long-Term ELLs

There are 10 long-term ELLs with 7 years of service or more. 1 is in 6th grade (self-contained special education class); 3 are in 7th grade (2 in general education and 1 in self-contained class); 6 are in 8th grade (3 in general education and 3 in CTT class).. These

students receive services according to their IEPs. (if this is the case)

ELL Students by Language Group

According to our school's Home Language Report, All but one of our students' home language is Spanish; one student's home language is Vietnamese. Therefore, the predominant language group of all students in our school is Spanish and our ESL Classes focus on English as a Second Language, with instruction in English and an understanding of the impact of Spanish language considerations.

Freestanding ESL Program

All of BDA's entitled students are to receive services through the pull-out/push-in ESL program.

IV. Parent Program Choice

To ensure that parents are informed of the three program choices (Transitional Bilingual Education, Dual Language and Free-Standing ESL) offered through the New York City school system we have structures in place to communicate effectively with parents. We follow the ELL Identification Process: the Students are screened, given the initial assessment if required, placed in a program, assessed annually, and this process is communicated to the parents. We have organized our communication system to make sure that our parents understand the ELL Identification process and the three program choices.

First, in order to properly screen our students at registration, the Pupil Personnel Secretary serves as the contact person for ESL matters and is available to ensure that the HLIS is completed correctly. The pupil personnel secretary gives the parents or guardian a registration packet which includes a Health Form, Parent Questionnaire, Emergency Card, Home Language Survey (HLIS). The pupil personnel secretary is responsible for making sure all documents are completed and the student information is accurately inputted into ATS. All HLIS Forms are analyzed by our ESL Teacher to determine if the child is eligible for LAR testing. If the student is eligible for testing, the child is administered the LAB-R assessment. If the child is ineligible, the HLIS form is completed and approved by the Assistant Principal. If the child was administered the LABR, then the ESL personnel hand-scores the test and determines eligibility. The child is administered the Spanish Lab if he/she doesn't pass the LABR.

In order to ensure that the student is properly placed in a program, the information acquired from the LABR is communicated to the parent. If the testing was done at the time of registration, the ESL Teacher discusses the results with the parent, explains the three-program choices, and helps the parent complete the Parent Survey and Program Selection Forms. During Fall, the Parent Coordinator and Guidance Counselor hold Parent Orientations where the Parent Choice video is shown and questions are addressed. Afterwards, the Parent Survey and Program Selection forms are completed by parents; program choices at our school are explained and assistance is provided to the parents. Additionally, Parent Orientations are scheduled regularly throughout the school year, as necessary. If parents are unable to attend an orientation, they can schedule a meeting with the ESL Teacher and/or Parent Coordinator.

Since BDA is a school of choice and accepts its students through the application and interview/audition process, student applications are screened by BDA personnel to determine students' needs and entitlement to mandated services and parents/families are informed of available services at the time of application. Students who register later and/or outside the application process will be tested according to the entry information on the HILS form at the time of registration.

Our school only offers an ESL program. Parents who request that their children participate in a Transitional Bilingual program are provided with information about appropriate alternatives. We have 1 Teachers certified in ESL in our school. We are constantly seeking "highly-qualified" ESL so that we may continue to serve our ELL population. We also encourage our teachers to take Bilingual courses or workshops to better understand, prepare and communicate with our parents and students

V. Assessment Analysis

Part A. LAB-R and NYSESLAT Data

NYSESLAT (New York State English as a Second Language Achievement Test)

2009 - 2010 NYSESLAT L&S Performance

Performance Levels

Grade	# Tested	Beginning	Intermediate	Advanced	Proficient
6	5	0	0	4	1
7	10	0	0	5	5
8	7	0	0	3	4

All 22 0 0 12 10

Source: ARIS

2009 - 2010 NYSESLAT R&W Performance

Performance Levels

Grade	# Tested	Beginning	Intermediate	Advanced	Proficient
6	5	1	2	2	0
7	10	1	3	6	0
8	7	0	3	4	0
All	22	2	8	12	0

Source: ARIS

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							5	11	7					23
Total	0	0	0	0	0	0	5	11	7	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	5
SIFE	0	ELLs receiving service 4-6 years	7
		Special Education	12
		Long-Term (completed 6 years)	10

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language										0
ESL	5		2	7		5	10		4	22
Total	5	0	2	7	0	5	10	0	4	22

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	10	7					22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	5	11	7	0	0	0	0	23

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1a-b. Our ESL Program is organized as a Push-In/Pull-Out Program for grades 6-8. The teacher is to be ESL certified and will incorporate ESL methodologies and strategies in the instruction. In the Pull-Out Program service, the ESL teacher will use conferring with students to meet their individual needs and support the objectives and expectations for each unit of study being covered in the ELA curriculum map. Instruction is differentiated based upon teacher assessment and student performance. Our Push-in ESL service is organized by grouping students according to grade and proficiency levels. Instruction is throughout the school day. The licensed ESL teacher delivers ESL instruction to ELL students in monolingual classes. The teacher pushes in during balanced literacy, writing and content area instructional time and supports classroom instruction. Students are seen in small differentiated groups, based upon their proficiency levels.

2a. Administration has focused on ensuring that ESL instruction is delivered to all ELL students in each model. Our ELL students are fully serviced. Our Beginning and Intermediate students receive 360 minutes a week ESL Instruction. Our advanced students receive 180 minutes per week. ESL instruction is during balanced literacy, writing and content area instructional time throughout the day in monolingual classes

2b. Explicit ELA instruction is delivered to all ELL students. ELLs in monolingual classes participate in a daily 90 minute literacy block.

3. Content area teachers teach, using the workshop model and emphasize literacy in the content areas. The language of instruction is English. Students are provided with materials at differentiated levels, based on reading assessments. Tasks, processes, and products may be differentiated for the students, based on their strengths and needs.

4a. At this time, we do not have any SIFE students. Based upon results of formative and summative reading assessments and writing assessments, and teacher analysis, we developed an academic intervention program for students, based upon their academic level and age. The students are placed with students of the same age and receive small group or individual instruction by our ESL/ ELL intervention teachers and the classroom teacher. We have AIS service to support our students.

4b. In order to accommodate ELLs with less than 3 years in school, parents are given the program choices that follow Part 154 mandates, as described previously. It is important to provide new comers with substantial support and rigorous instruction to prepare them for the testing which they are required to take after one year. Students in the ESL program are to receive the required minutes of ESL instruction through small group, differentiated instruction by our ESL Staff.

4c. In order to accommodate long term ELLs, students are placed with students of the same age and receive small group or individual instruction by our ESL and AIS teachers and the classroom teacher. The goal is to maintain the child in the appropriate grade group and engage the children on their instructional level, using age appropriate materials.

4d. ELL students with special needs are evaluated by our Instructional Support Committee. If the committee feels a child requires additional support services, a referral is initiated. In the meantime, the child receives at-risk services by our AIS teacher and ESL teacher. Students receive support services in ELA, mathematics, and science. Our ELL students who are in Self Contained Special Education classes receive instruction modified as indicated on their IEP. These children use the same core material as the rest of their peers. In addition, students may receive academic intervention and Speech services as mandated on their IEP.

4e. Our Special Ed. ESL students are serviced in our self contained and CTT classes using differentiated instruction to address their individual needs. We have paraprofessionals that accompany them as per their IEPs. We have those students in our afterschool and AIS programs that are designed to excel them in whatever their needs are using different assessment methods and relying on different instructional strategies.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted intervention programs for our long term and newcomers ELLs in mathematics, ELA, and other content areas are provided by ESL and AIS services during the day and during our morning program

6. Students who have reached proficiency on the NYSESLAT within the past two years are provided with additional support during the morning tutoring program. The students are receiving instruction in writing. These students are identified to receive additional support to ensure their success on State and City assessments.

7. Based on the success of the current program, we will identify the areas of need and address them integrating more technology and differentiation in our curriculum as well as intervention.

8. We are not planning to discontinue any of our ESL programs next year.

9. As mentioned in the prior responses, our ESL students are given access to all of the after school activities and programs on top of what we offer to them specifically-like our Saturday program

10. We have Rosetta stones for our ESL students-speak to EL students. We also have some classroom libraries that contain some great books a

q Increased frequency of progress monitoring utilizing a uniform reading assessment benchmark kit

q Administration of Informal running records to assess reading level

q Increased conferencing with emphasis on collaborative goal setting and monitoring of reading goals

q Utilization of Reading Behavior Checklist for individual students to identify areas of instruction in order to move reading levels

q All ELL students are encouraged to attend Morning Tutoring resulting in two (2) hours of additional instruction per week

q Funding of after school ELL program providing exposure to and development of skills to increase listening, speaking and writing skills as well as preparation for the NYSESLAT

q Professional development of staff to plan for differentiated instruction including non-linguistic activities specific to the needs of ELL students

q English Second Language teachers and Academic Intervention Services teachers may push-in during the literacy block, with responsibility for student performance of the targeted students. This organizational change has resulted in reduced class size across the grades, benefiting students in all classrooms providing more opportunity for engagement and effective differentiated, small group instruction.

11. Our school is learning that ELLs need significant support structures, not only in the beginning and intermediate levels of acquisition, but in the advanced levels of acquisition in order to become proficient in English. In order to be proficient our students need continuous rigor in their curriculum that embodies conceptual understanding of challenging content and well-developed learning strategies to enable students to

think critically solve problems, and communicate in the language of instruction. We will continue to strive to engage our students in the development of their academic English across all four modalities of language acquisition: speaking, listening, reading, and writing. We continue to find that a student's native language skills are used in their language acquisition process and therefore for instructional purposes.

12. We provide literacy materials that will be high interest for the students and appropriate for their age, yet which are designed to match their independent reading levels. We may group students together to encourage peer work and support. We emphasize language amplification through accountable talk. We offer students the opportunity to learn through Rosetta Stone. We also pair them with more advanced students so provide them extra support as well as we differentiate for them using different reading and vocabulary building activities. Within the ESL program, instruction is in place to facilitate the transfer of students' skills from Spanish to English. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer comprehension and phonetic skills. The methodologies that support balanced literacy include whole class, small group, one-on-one teacher/student conferencing. Read-Alouds, Shared Reading Mini-lessons, Guided Reading, Independent Reading, Accountable Talk, Modeled Writing, Independent Writing, and Strategy Lessons are all elements

13. There is an orientation for students that is offered before the start of school, although it is for ALL students, including ELLs. Parents are invited, as well and translation services are provided by school staff, including the Principal, for families who require translation service.

14. There are no electives offered at this time for ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The following professional development plan is in place for our teaching staff to support ELL performance:

Uniform curriculum map in all grades

Aligning reading/writing standards to conceptual writing units

Consultant in Balanced Literacy in ELA and Literacy in Social Studies Grades 6-8

Inquiry Team work with a focus on ELLs' academic performance

Professional Learning Teams focus on systematic vocabulary instruction

Professional Learning Team focus on student engagement/rigorous instruction and goal-setting

2. Our guidance counselor and assistant principal provide support to ELLs as they transition from the elementary school to the middle school setting and from the middle school setting to the high school setting. They assist students and parents with the application process, facilitate the attendance at fairs and visits to prospective schools.

3. Our staff receives a minimum of 7.5 hours in ELL-specific professional development in the following areas to facilitate differentiated instruction: conferring in reading and writing, student engagement, vocabulary and writing instruction. In addition, our special education teachers attended professional development in IEP goal writing and are able to turn-key their learning for colleagues.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. We hold parent-teacher conferences (at least annually in elementary schools) during which the Parent-School Compact will be discussed as it relates to individual children's achievement
 provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 The Bronx Dance Academy distributes report cards on a quarterly basis through the school year. The months that report cards are issued are: November, February, April and June.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 The Bronx Dance Academy provides numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective and their families.
 The Parent Association holds monthly meetings every 3rd Wednesday of the month from 6:00 to 7:00 p.m. at the school. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 In recognition of the vital role parents play in their children's education. The Bronx Dance Academy welcomes parent volunteers, visitors and participants to classrooms with notification and scheduling done in collaboration with teachers.

2. At the present time, we are not affiliated with any CBO's.

3. Parents are encouraged to contact the school and speak with all personnel about their children's needs. Our Parent Coordinator and Family Worker are also available to address families' needs. Translation services are available at all times. The Learning Survey from the Progress Report helps the school to understand the Parents' perspectives.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						1	2						3
Intermediate(I)							2	3	3					8
Advanced (A)							2	6	4					12
Total	0	0	0	0	0	0	5	11	7	0	0	0	0	23

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	0	0				
	I							0	0	0				
	A							4	5	3				
	P							1	5	4				
READING/ WRITING	B							1	1	0				
	I							2	3	3				
	A							2	6	4				

	P							0	0	0				
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NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

1. Overall, no students from our ELL population passed the NYSESLAT. 12 out of 22 NYSESLAT-tested ELL students are at a level of advanced proficiency. Our students have demonstrated growth in the proficiency levels (total scores): 1 moving up from B to I, 1 moving from B to A, and 2 students moved from I to A. 15 students remained at the same level of proficiency. 3 students actually went down from (2) A to I; (1) I to B. The following results reflect the movement between proficiency levels from 2008-09 to 2009-10: Listening/Speaking Strand results: 8 went up; 13 remained the same (0 stayed the same at beginning; 0 stayed the same at intermediate level; 10 stayed the same at advanced level; 3 stayed the same at proficient level) ; 1 went down

Reading/Writing Strand results: 4 went up; 13 remained the same (1 stayed the same at beginning level; 5 stayed the same at intermediate level; 7 stayed the same at advanced level); 5 went down

2. We have demonstrated some growth in listening and speaking strands of the NYSESLAT across the grades. This is in line with expected language acquisition. In converse, our students do not make the same progress in the reading and writing strands. The data shows that once our ELL students reach a level A, they stay at that level, and are unable to make forward progress and pass the NYSESLAT due to low performance in the reading and writing modalities. According to our data analysis, we see a pattern emerge in the reading and writing modalities across the grades. The pattern demonstrated is that in grades 6-8, there is not enough forward progress in the reading and writing strands.

3. As a result, we have focused on the design of our academic program to increase our ELLs' literary performance, while continuing to strengthen their speaking and listening skills. Our goal is to support growth in these areas through rigorous instruction, selection of appropriate materials, use of ESL methodologies, and differentiated grouping to further student academic growth as measured on standardized assessments.

4. This data has helped us to analyze our students' strengths and weaknesses in the four modalities, affecting our instructional decisions across the grades. As noted above, the patterns in reading and writing between the years of 2009 and 2010 indicate that we must improve our instruction in reading and writing while continuing to strengthen their listening and speaking skills. For this reason the focus of our inquiry teams this year will include improvement of writing of our ELL students. Teachers will examine data collected on their Data Analysis Forms (DAF's) and explore effective ESL methodologies to implement in all grades. Teachers receive professional development throughout the year on effective ESL strategies through content area meetings, workshops, and professional hand-outs. This year, through inquiry work, our goal is to implement effective ESL strategies within our Writing Units to improve student writing. Our professional learning communities on each grade are focusing on how to effectively and systematically teach vocabulary, with a focus on conferencing with students. This was a focus of our Professional Development last year and continues to be a focus this year; enabling teachers to individualize instruction and address the specific needs of each ELL student. Specialists and Administrators will continue to work with teachers, to strengthen their instruction in the areas of reading and writing. Professional development is provided to all staff members in ESL methodologies and language objectives; specifically focusing on vocabulary and enhancing background knowledge. These instructional decisions and inquiry by our professional learning communities are concentrating on increasing conceptual learning and rigor for our students.

Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		