

BRONX HIGH SCHOOL FOR THE VISUAL ARTS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X418
ADDRESS: 2040 ANTIN PLACE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11x418 **SCHOOL NAME:** Bronx High School for the Visual Arts

SCHOOL ADDRESS: 2040 Antin Place, Bronx, NY 10462

SCHOOL TELEPHONE: (718) 319 - 5160 **FAX:** (719) 319 - 5165

SCHOOL CONTACT PERSON: Dr. George T. York **EMAIL ADDRESS:** GYork@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: John Fielder

PRINCIPAL: Dr. George T. York

UFT CHAPTER LEADER: Carol Russell

PARENTS' ASSOCIATION PRESIDENT: John Fielder

STUDENT REPRESENTATIVE:
(Required for high schools) Abiel Wilson

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** Network 2, CFN 603

NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL 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/rdonlyres/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
George T. York	*Principal or Designee	
Carol Russell	*UFT Chapter Chairperson or Designee	
John Fielder	*PA/PTA President or Designated Co-President	
Deborah Michael	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Abiel Wilson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Susan Hoeltzel	CBO Representative, if applicable	
Joel Greenberg	Member/Parent	
Debbie Dorenbush	Member/Parent	
San Juanita Garza	Member/Teacher	
Jennifer Greenberg	Member/Student	
Linda Stern	Member/Teacher	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The School

The Bronx High School for the Visual Arts (**BHSVA**) is a unique school working to help Bronx youth become creative and responsible citizens. BHSVA was founded in 2002 by educators, artists and local activists with support from New Visions for Public Schools. Our vision is to provide a quality educational program in and through the arts and emphasize critical thinking, student engagement and deep curricular knowledge necessary for authentic student achievement and for meeting state standards. Our school is based on the belief that an arts curriculum, developed in conjunction with the major disciplines, will develop lifelong learners who are informed, responsible and productive citizens empowered with the skills and knowledge to respond creatively to the individual and collective changes they will face in their lifetimes. Our mission will be accomplished by working with parents and the community to provide students with challenging programs that reflect high expectations and promote excellence in a safe, nurturing environment.

BHSVA has been successful in raising the academic achievement of its students as shown by the following data:

- Invited to pilot the School Quality Review in May of 2006; in October of 2007, the school earned a rating of "Well Developed;" and in January 2010 earned a "Proficient."
- On the NYCDOE Progress Report, the school earned a rating of "B" four years in a row;
- Average daily attendance: 90%;
- Awarded Bronze Medal for one of the best schools in America in the February 2007 issue of *U.S. News & World Report* magazine;
- Improved graduation rate for 2010; 4 year weighted diploma rate of 166% and a six year weighted diploma rate of 137% due to the school offering a Regents Diploma with Advanced Designation in the Arts with a well-developed three and five year art sequence;
- Four year Career and Technical Education Program in Graphic Design
- AP classes – English Composition and Literature, U.S. History; Environmental Science;
- Internships, apprenticeships and community service programs at arts and cultural organizations for students.

Partnerships:

Bronx Museum of the Arts, Creative Arts Team, Center for Urban Pedagogy, *Image Griots*, Learning by Design, Lehman College Art Gallery, Papatian Dance and Music, Wave Hill, The Center for Arts Education.

Special Programs and Affiliations

Museum of Modern Art, Guggenheim Museum, Bronx River Arts Center, ACE-Architecture Construction and Engineering), Center for Architecture, Parsons School of Design High School Program, Saturday Art Director's Club, Cooper Union Saturday Program and Saturday Outreach, NYU Tisch School of the Arts Summer Program, College Now at Lehman College, National Hispanic Institute-Young Leaders Conference, Jump Start Program at Monroe College, ICP at the Point, Sweat Equity Enterprise..

BHSVA is well known for our success in art education. In 2004, the school was recognized by the Department of Education's Project Arts as an "exemplary arts school" (the only high school in the Bronx with this distinction). In October of 2006, Mayor Bloomberg awarded **BHSVA** principal, Dr. George York and the school, the distinguished Mayor's Art and Culture Award. Our facilities include a library, Apple Computer Lab, one ceramic and one general art studio.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Bronx High School for the Visual Arts								
District:		11	DBN:	11X418	School BEDS Code:	321100011418				
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded			
	2		6		10	√				
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	0	0	0		89.0	91.0	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment:						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		90.3	93.8	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment:						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		62.5	68.7	78.9			
Grade 6	0	0	0	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		4	23	TBD			
Grade 9	85	141	160	Recent Immigrants - Total Number:						
Grade 10	105	104	144	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	65	54	34		0	2	0			
Grade 12	78	67	68	Special Education Enrollment:						
Ungraded	0	1	0	(As of June 30)	2007-08	2008-09	2009-10			
Total	333	367	406		0	2	0			
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			
# in Self-Contained Classes	9	16	16	Principal Suspensions	17	35	TBD			
# in Collaborative Team Teaching (CTT) Classes	18	25	34	Superintendent Suspensions	6	6	TBD			
Number all others	34	44	35	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
					CTE Program Participants	N/A	145	139		
English Language Learners (ELL) Enrollment:					Early College HS Program Participants	0	0	0		
(BESIS Survey)										
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	24	25	TBD			
# receiving ESL services only	16	19	15							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	6	Number of Administrators and Other Professionals	9	11	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	7	18	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	41.7	52.0	TBD
				% more than 5 years teaching anywhere	41.7	56.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	88.0	88.0	TBD
American Indian or Alaska Native	0.0	0.0	0.5		93.0	100.0	TBD
Black or African American	39.6	38.7	35.5				
Hispanic or Latino	52.6	52.3	54.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.1	1.5				
White	6.0	7.9	7.6				
Male	60.1	57.5	59.1				
Female	39.9	42.5	40.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received	Title I Part A Funding:			2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			√
Math:				Math:			√
Science:				Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√	√	71
Ethnicity							
American Indian or Alaska Native							
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				4	4	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	61.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	10.4			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	17.8			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	33			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	0			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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?
-

In conducting our needs assessment, we reviewed and analyzed a variety of accountability and assessment resources, documents and data including the School Report Card, Progress Reports, School Quality Reviews, standardized tests and reports from students' middle school records, interviews with parents and students wishing to gain admittance to the school, testing results, scholarship reports, attendance data and statistics including classroom observations, written and oral feedback from teachers on curriculum and individual assignments, interim and mid-year reports, the Principal's Performance Review, formal and informal meetings with parents, the School Leadership Team, and with our community based partner, Lehman College Art Gallery. We aligned our needs assignment with our school goals and with those of the New York State Education Department, the New York City Education Department and our Leadership Learning Support Organization. We focused on all aspects of the school with particular attention to the core academic subjects of Literacy, Math, Science, Social Studies; we analyzed program effectiveness including, the integration of technology into the curriculum, professional development, parental involvement and the advancement in pupil support services and academic intervention services. In addition, we looked at a variety of other areas related to academic achievement including student attendance and support services.

BHSVA is centered on the belief that an arts integrated curriculum will enhance student engagement and in doing so raise the understanding and achievement levels of our students. We have a well-developed sequence of art offerings in which students receive direct instruction in various art forms during their foundation year and enroll in electives during their sophomore, junior and senior years. In addition to the studio and art history work, students work with professional artists in school and at arts and cultural organizations in the city.

The school has three dedicated art rooms including one dedicated to Digital Media and another to Ceramics and Sculpture, and has an extensive library of books, slides, videos and CDs. The school has received over \$500,000 in grants including a Best Buy Te@ch grant, several from the Bronx Council on the Arts and Teaching Matters. Grants from the Center for

Arts Education and the New York State Council on the Arts enhance our program of museum and curatorial studies with the Bronx Museum of Art, a program that is developing a four year course of studies culminating in an internship and apprenticeship at an arts and cultural organization. Based upon an analysis of student interests - over 1600 students applied for just over 108 seats in 2009 – and data of students currently enrolled, student achievement in the Visual Arts continues to focus on high expectations and accountability. Course pass rate is consistently over 90%; this is enhanced by various honors and awards including Scholastic Art, the American Civil Liberties Union, Martin Luther King, Jr. Celebration at City Hall, PS Art 2006, 2007, 2008, and a New York City Department of Education Dedalus Scholarship, among others. In addition, one of twelve students has participated in various voluntary and paid internships around the city including Sweat Equity, the Studio Museum of Harlem and Bloomingdales. One of five students has received scholarships for extra-curricula arts programming offered by Parsons School of Design, NYU Tisch School of the Arts, School of Visual Arts among others. The distinguished Art Faculty brings a wealth of professional and educational experience to the school including one teacher who is an Emmy Award winning graphic designer, another teacher an exhibiting artist with a MTA commission and a recent Surdna Fellowship and, yet another who has worked in animation on several TV series.

The success of our Art Department was recognized in our School Quality Review which indicated that the school provides an innovative curriculum which supports student academic and creative development particularly in its high quality arts program.

With regard to the recent Progress Report, Student Performance, which evaluates a high school's success in graduating students, we averaged a graduation rate of 75% during our first three years: 83% in 2006, 73% in 2007 and 68% in 2008; however, in spite of our best efforts, our graduation rate for 2009 dropped to 59.8% in part due to a large number of Code 39s and students with IEPs who received IEP diplomas. However, with the school focus on improving graduation rates, our graduation rate for 2010 was 67%. With regard to our weighted diploma rate, we exceeded the peer and city horizons for both the four and six year cohorts, due in part to a large number of graduates who earn an advanced Regents Diploma and a Regents Diploma with Advanced Certification in Art, a result of our well-developed three and five year art sequence. Our goals for the 2010-2011 school year are to increase the graduation rate of the current class of 2011, increase the number of Regents Diplomas with Advanced Certification in Art, and encourage students with IEPs to earn a minimum of a local diploma.

Student Progress, which evaluates student advancement toward graduation through credit accumulation on the recent Progress Report indicates that our school scores for the percentage of students in the first year earning 10+ credits exceeded our Peer Horizon and City Horizon, however our scores for 10th and 11th grade students fell below our Peer and City Horizons. A comparison between the current Progress Report and the one previous indicates that last year's ninth and eleventh graders surpassed the previous one; however, a review of our three year progress report for credit accumulation indicates that our the credit accumulation rate for 10th graders declines sharply from their success rate in grade 9 – showing a percentage decline averaging 10- 15% from each previous year.

The School will continue to focus on credit accumulation results by grade; however, our goal for 2010-2011 is to reverse the decline of credits from grades 9 to 10 and 10 - 11 and develop special programs and support to enable our current 10th and 11th graders to earn 10+

credits. Early detection of subpar accumulation will focus efforts earlier, and will allow development of an actionable plan for each student. We will continue to work with our teachers and staff on data analysis and strategies to ensure success..

Analysis of Regents exams indicated that we scored well above our Peer and City Horizons in Mathematics, Science, U.S. History and Global Studies; however, our results in ELA were below that of our Horizons. Therefore, we need to focus our professional development at Faculty, Department and Grade-level meetings on Literacy, with special attention to early intervention for grades 9 and 10. We will also use this time to connect the Common Core State Standards to the work of our inquiry teams.

During this year, we will also focus our attention on building capacity in accelerating and achievement for all students, in general, and for students with disabilities, particular. During the 2009-2010 school year, 58% of ninth graders with IEPs (15 students out of 26 students) earned 10+ credits. Our work towards improving student achievement will be enhanced by ensuring that all teachers have the necessary training and support in developing programs of study for students in grades 9 – 12 that supports and strengthens our school—wide initiative to advance learning and achievement for students with disabilities and provide the most appropriate and least restrictive program for all students. We will accomplish this by tracking and monitoring IEP goals, annual reviews, progress reports and instructional strategies.

AIDS and BARRIERS:

We believe that some of the aids to our school's success lies in the highly qualified teaching and support staff familiar with high school students, the well-developed rigorous and sequential curriculum and the belief on the part of most teachers that all students can succeed.

We believe that some of the barriers to our school achieving at the highest level include the lack of direct parental involvement at the high school level, the apparent apathy of some of our students regarding the value of a high school application and the challenges posed for our teachers to address our large and diverse population of students with special education needs. To address this we will provide professional development opportunities for teachers on meeting the needs of all students, in general, and the needs of special education students, in particular. We will assist teachers in utilizing available data to understand students' needs precisely and differentiate instruction to improve student results. Teachers will be assisted to work together and the school will develop a schedule of classroom inter-visitations to foster collaboration and the observation of best practices. We will also sponsor a series of workshops for parents on using ARIS tools to support their students.

NCLB/SED: According to the 2010-2011 School Differentiated Accountability Status, Bronx High School for the Visual Arts in "In Good Standing" with regard to Secondary-Level ELA, Secondary Level-Math, Graduation Rate and Overall 2010-2011 Differentiated Rate.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Data was distributed and analyzed and its implications were discussed with all staff at monthly faculty meetings. In addition, administration meets with staff at department meetings to review trends indicated by the data. Based upon an analysis of student achievement and program effectiveness and a review of the various documents and data available, the School has identified the following priorities and goals for school year 2010 - 2011

Annual School Goals for the 2010 – 2011 SCHOOL YEAR:

- ◆ **To increase the four year graduation rate from 67% in 2010 to 70% in 2011.**

Evidence from the Progress Report indicates that while the weighted diploma rate is high due to the large number of students who earned a Regents Diploma with Advanced Certification in Art, our overall rate has decreased. We need to increase our numbers, maintain our Regents levels, and decrease the number of students who earn an IEP or GED diploma.

- ◆ **To improve student credit accumulation towards graduation, the percentage of students in cohort 2012 earning 10+ credits for the 2010-2011 school years will increase from 64% to 70% and for students in cohort 2013 from 55% to 60%.**

Based upon the recent Progress Report, credit accumulation was a category in which our percentages increased for 9th and 10th graders but declined for 11th graders. Data trends for the past three years seems to suggest that our ninth and eleventh grade cohorts have good attendance and credit accumulation, in part due to the our January success academy, extended school day, additional courses within the day and PM school among others interventions; therefore, we believe that a focus on our current tenth and eleventh grade cohorts will encourage students to remain in school, improve success early in their high school careers and develop the skills and supports necessary to succeed throughout the remainder of their school years.

To increase the level of collaboration among teachers, an inter-visitation school-wide schedule will be developed where 80% of the faculty will participate in observing each other's classrooms within and across subject areas.

An inter-visitation school-wide schedule will be utilized where 80% of the faculty will participate in observing each other's classroom instruction in order to share and reflect upon best practices in teaching and learning.

- ◆ **To progress targeted students in academic literacy through early intervention, 50% of the targeted early intervention students will achieve an essay level of 3 of 6 on a modified English Regents by the end of 2010-2011.**

An analysis of Regents exams for the past four years demonstrated dramatic improvement yearly in Math, Science, U.S. History and Global Studies – where we out perform our Peer and City Horizons, while our results in English fall short. Therefore, we need to convene and Inquiry team focused on academic literacy through targeted, early intervention.

- ◆ **To build capacity in accelerating and achievement for students with disabilities, the percentage of cohort 2014 IEP students will earn 10+ credits will increase from 58% to 64% for the 2010-2011 school year.**

Our recent progress report indicated that 80% of the ninth grade earned 10+ credits; however, of the 26 students in cohort 2013, only 15 students or 58% earned 10+ credits. Therefore, as part of our commitment to building capacity in addressing the needs for all students with disabilities, BHSVA, in collaboration with 811x, a District 75 school, will develop a framework that supports and strengthens our school-wide initiative to advance learning and achievement for students with disabilities. We will accomplish this by tracking and monitoring IEP and monitoring instructional strategies.

	<p>for Excellence.</p> <p>Personal Leadership: Principal, APs, and Guidance Counselors create a culture of excellence</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicator of Progress: Report card grades and progress report monitoring will indicate a 5% increase in pass rate. Review of interim and progress report grades, report card grades in January, June and August and regents along with the necessary Regents grades to meet promotional and graduation requirements – January 2011, June 2011 and August 2011. Log of conferences: teacher/student, Guidance Counselor/student/families and AP and Principal Target population will be registered for as determined by report card grades and progress monitoring documents. Schedule of credit recovery during the first and second semester, PM school from February - June, independent study and summer school courses during July and August 2010 Progress Report for Graduation and Weighted Diploma rate. The evidence used to determine the progress toward meeting this goal is the HSST scholarship report and our Data Tool.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student credit accumulation towards graduation, the percentage of students in cohort 2012 earning 10+ credits for the 2010-2011 school year will increase from 64% to 70% and for students in cohort 2013 from 55% to 60%.for the current year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: 10th and 11th grade students in danger of not earning a minimum of 10+ credits each year;</p> <p>Responsible Staff Member: Teachers, Guidance Counselors, APs, Principal;</p> <p>Strategies: Review by Guidance staff of marking period grades to identify eligible students; establish extended day, independent study class offerings;</p> <p>Time Lines: Review report cards, monitor participation in extended school day programs; refer students to credit recovery, PM school and summer school classes as appropriate</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Development of Staff: Professional Development on interpreting data to differentiate classroom instruction; Support and coaching will be provided to teachers in planning targeted and focused instruction to meet the needs of individual students</p> <p>Use of Resources: Allocate resources to support extended learning experiences and classroom materials from Title I and Contract for Excellence; Work with Global Studies and ELA coaches from the</p>

	<p>Network</p> <p>Personal Leadership: Organize a structure to assess and monitor student progress; Increase Principal, AP, Guidance Counselor and support staff visibility in classrooms and interaction with struggling students</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Progress: The second report card of the first semester will indicate 60% of the tenth grade cohort will pass at least 5 classes. Identification of students in need who enrolled in after school, credit recovery and independent study programs; Monitor student attendance and pass rate in courses – January 2011, March, May, June 2011 Analysis of grades at end of each marking period; January, March, May, June 2011 – identification of students failing or in danger and enroll in after school courses. Review Course results in January, June and August. Progress Report in 2010. Expect at least an increase of 2% compared to the 2009 report. The evidence used to determine our progress is the HSST scholarship report and our Data Tool.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Development of Best Practices

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the level of collaboration among teachers, an inter-visitation school-wide schedule will be developed where 80% of the faculty will participate in observing each other’s classrooms within and across subject areas.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Teachers</p> <p>Responsible Staff members: Principal, Assistant Principals, Teachers</p> <p>Strategies: Teachers will conduct 3 – 4 inter-visitations during the year to identify teaching strategies to enhance learning in their classrooms; Teachers and administrators will work collaboratively to discuss classroom strategies; teachers will be provided with opportunities to discuss the classroom visits during grade and department meetings.</p> <p>Timeline: A schedule of inter-visitations will be developed and teachers will visit other teachers’ classrooms during the Fall and Spring semester.</p>
<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>	<p>Development of staff: Discussion at Faculty, Department and Grade Meetings; Feedback and reflections.</p> <p>Use of Resources: Teachers will perform these inter-visitations as part of their professional development activities; per session may be available for follow up meetings.</p> <p>Personal Leadership: Organize a committee to develop schedule and implement inter-visitations and opportunities for reflection and feedback</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Indicators of Progress: Development of inter-visitation schedule; creation of inter-visitation summary form; documentation of staff/administration visits, agendas, reflections; logs of observations; feedback at faculty, department and grade level meetings. Administration teacher logs.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To progress targeted students in academic literacy through early intervention, 50% of the targeted early intervention students will achieve an essay level of 3 of 6 on a modified English Regents by the end of the 2010-2011 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Teachers</p> <p>Responsible Staff members: Principal, Assistant Principals, Teachers – Inquiry Teams, Consultant from Pace University, network support</p> <p>Strategies: Development of a 9th grade Inquiry team; alignment of Common Core State Curriculum with school based curriculum; interdisciplinary approached to improved student writing across the curriculum; writing portfolio including both formal and informal assessments.</p> <p>Timeline: Development of a time line – regularly scheduled meetings of Inquiry Teams, Pace consultant and network support to gather and analyze data, review quantitative and qualitative data, report card grades, analysis of focused interventions.</p>
<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>	<p>Development of staff: Professional Development workshops on Common Core State Standards; Department and Grade Meetings; Network and Pace University consultants..</p> <p>Use of Resources: Development of curriculum aligned with Common Core State Standards.</p> <p>Personal Leadership:</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Indicators of Progress: : Report card grades and progress report monitoring will indicate a level of success in Literacy. Review of interim and progress report grades, report card grades in January, June and August to meet promotional and graduation requirements – January 2011, June 2011 and August 2011.

Log of conferences: teacher/student, Guidance Counselor/student/families and AP and Principal

Target population will be registered for as determined by report card grades and progress monitoring documents. Schedule of credit recovery during the first and second semester, PM school from February - June, independent study and summer school courses during July and August

The evidence used to determine the progress toward meeting this goal is the HSST scholarship report and our Data Tool.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To build capacity in accelerating and achievement for students with disabilities, the percentage of cohort 2014 IEP students will earn 10+ credits will increase from 58% to 62% for the 2010-2011 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: BHSVA 9th grade IEP students; x418 and 811x collaborative team teachers</p> <p>Responsible Staff members: Principal, Assistant Principals, Teachers</p> <p>Strategies: Creation of a Principals’ Advisory Group; Administrators and teachers develop a master plan; develop a 9- 12 program of studies that provides the most appropriate and least restrictive program for all students; develop master teacher schedule; program students appropriately; review, revise and modify as necessary and appropriate; develop a schedule for Inquiry and inter-visitations. Plan appropriate PD; Develop Inquiry Teams; Review students work to clarify student needs and appropriate teaching strategies.</p> <p>Timeline: September: schedule and programs; monitor progress, review in January June</p>
<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>	<p>Development of staff: Principal Advisory Group; Nov. 2 Chancellor’s Day: ICT team building activities, Professional Development workshops CCSS Standards; Department and Grade Meetings; Align curriculum for students with IEPs; develop strategies for tracking and monitoring IPE goals and State standards.</p> <p>Use of Resources: Phase 1 Support specialist; consultant from U of V; BHSVA APs and District 75 AP, inclusion coach; TC, Spotlight Instructional Practices.</p> <p>Personal Leadership: Principals, Assistant Principals, Special Education teachers and</p>

	paraprofessionals
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Progress: monitor classes and appropriate placement; Monitor ICT classes; IEP annual reviews; monitor report card progress – track IEP goals and revise as necessary 6 times a year but especially in January and June. Weekly curriculum planning to reflect on instructional strategies. Phase 1 representative present at June PD. Log of conferences: teacher/student, Guidance Counselor/student/families and AP and Principal Monitor referrals for discipline, mediation, credit recovery etc.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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-rela Service
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	72	75	65	68	13	3	21	0
10	10	73	60	12	30	1	19	2
11	15	28	36	65	25	1	22	0
12	24	25	13	32	32	5	16	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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:	<ul style="list-style-type: none"> After school tutoring; small group; 2:40 – 3:30 T/W/R - Credit Recovery for ELA course work - group - Literacy Block; 9th grade- classroom 5x/wk - Special English block for seniors who have not passed ELA Regents - Saturday Tutoring for Regents and RCTs
Mathematics:	<ul style="list-style-type: none"> - After school tutoring; small group; 2:40 – 3:30 T/W/R - Credit Recovery for Math course work - group - Saturday Tutoring (May-June) Regents 9:00-12:00 - 3rd Term Regents Prep course for 10th graders
Science:	<ul style="list-style-type: none"> - After school tutoring; small group; 2:40 – 3:30 T/W/R - Credit Recovery for Science course work - group - Saturday Tutoring (May-June) Regents 9:00-12:00 - 3rd Term Regents Prep course for 10th graders - Gear Up After School Regents Prep Living Environment
Social Studies:	<ul style="list-style-type: none"> - After school tutoring; small group; 2:40 – 3:30 T/W/R - Credit Recovery for SS course work - group - Saturday Tutoring (May-June) Regents 9:00-12:00 - Special Regents Prep for 12th graders
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> - One on one Academic intervention meeting - parent meetings - Attendance meetings Progress reports for students in jeopardy of failing
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> - One on one conferences with students during the day - Meetings with parents during the day and after school - Consultations with teachers and other support staff during the day - Mandated IEP Triennials

At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> - mandated counseling - referral for 504/IEP evaluation - career/world of work counseling <p>Introduction to VESID for students with IEPs</p>	
At-risk Health-related Services:	<ul style="list-style-type: none"> - RSAs given to parents for outside services - IEP meetings to discuss services 	

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.

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) _____ 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: _____ 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	(e.g., \$9,978)	(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.	(e.g., \$5,000)	(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.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(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.

Data for language needs are collected at both ELL orientation meetings for parents as well as the information on the HLIS forms. This information serves as a primary means for assessing the needs of our parents in our school community.

There are twenty-two parents/guardians of our twenty-two ELL students in our school program of whom nineteen speak Spanish as their native language. There is also one Urdu speaker, one speaker of Orlof and an Albanian speaker. Our school regularly translates documents into Spanish and has front office staff, teachers, and paraprofessionals who handle the needs of Spanish-speaking students and their parents/guardians. Our staff provides written translation of school memorandums and they also assist with oral interpretations in Spanish. Many of our Spanish-speaking staff are asked to interpret during parent teacher conferences and other issues pertaining to students such as disciplinary issues. We also have an Urdu speaking paraprofessional on our staff who is capable of contacting our Urdu speaking parents and handling issues regarding our Urdu speaking student. We have neither an Albanian nor an Orlof speaking staff member on site, however, our school has been able to use the various resources of the NYC Department of Education to obtain written translations of various documents. Regarding oral interpretations of both Albanian and Orlof, we have the various resources of the Department of Education to assist us when needed.

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.

Our Parent Coordinator, Principal and translator meet and strategize the deadline for written documents. They communicate on a regular basis to ensure that appropriate school documents are sent out in a timely manner. Once documents are sent out, the Parent Coordinator and translator follow up with parents to confirm that they received the documents.

The major findings indicate that the major need for our students and their families is English-Spanish translation of parent communications sent out by the school, the principal and the parent coordinator.

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.

We provide translations of all major communications to families in Spanish – in addition to those provided by the Department of Education and regional office. We have used the translation services of parent volunteers and in-house staff, including the Spanish and ESL teachers and paraprofessionals.

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.

Oral interpretation in Spanish is available at all school-sponsored events. It may be provided by parent volunteers, our in-house staff of teachers and paraprofessionals or the students themselves. In the event that oral language needs of other languages are needed, we use an outside entity to facilitate translation and interpretation services.

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. The parent coordinator, working with the Staff, will ensure that all NCLB and other documents are translated orally and verbally for parents, as appropriate
- b. Parents will be informed of their students’ academic and other progress, as appropriate
- c. Services will be provided at various school meetings and other functions including the Parent Teacher Association Meetings, Parent Teacher conferences, Performances and Exhibitions

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:	259,441	195,049	454,490
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,594	1,950	4544
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,772	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,944	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

I. General Expectations

Bronx High School for the Visual Arts agrees to implement the following statutory requirements:

- The Bronx High School for the Visual Art and the parents will work in collaboration to share ideas, plan develop and implement activities, and programs which will meet the needs of parents and their families. These activities and programs will be consistent with the section 1118 of the Elementary and Secondary Education Act (ESEA).
- The Bronx High School for the Visual Art will make sure the required school –level parental involvement policy adheres to the 1118(B) of the ESEA and that it aligns with the school –parent compact consistent with section 1118(d) of the ESEA.
- In accordance to the Title I, Part A parental involvement requirements the Bronx high School for the Visual Arts will extend where practical, and make available every opportunity to parents with limited English proficiency, disabilities, and parents of migratory children, along with providing school reports and information. All information and reports will be understandable and unified format, including alternative formats when requested, in languages that are comprehensible to parents
- The Bronx High School for the Visual Art will include parents on the School leadership Team to take part in the decision making process.

- The Bronx High School for the Visual Arts will adhere to the programs, activities, program and procedures which are defined by the parent involvement policy, as follows:
 - Parents will participate and be active members on the PA/Parent-Teacher Association.
 - Parents will participate and be active members on the School Leadership Team.
 - Parents will be encouraged to be actively involved in their child's education at home and at school.
 - Parents will be encouraged to participate in school, region and city-wide activities and programs.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Bronx High School for the Visual Arts will take the following actions to involve parents in the joint development of the school's parental involvement policy:
 - The Bronx High School for the Visual Art will continue to develop on-going communications and relationships with new students, current parents and their families through meetings including open houses, orientation meetings, curriculum night, Parent Teacher Association and communication through letters, newsletters, memos, telephone calls, and internet.
 - The Bronx High School for the Visual Art will continue to enlist parents and students to take part in the Parent Teacher Association and The School Leadership Team
2. The Bronx High School for the Visual Arts will continue to strategize, develop, plan and implement effective parental involvement workshops and activities which will improve student academic achievement and school performance that may include:
 - How to Help Your Child Succeed in School
 - Math, Humanities, Science and English Workshop
 - Art & Science Retreats / Wave Hill (Family and Parent workshop)
 - Single Parents Initiatives Workshops
 - Grandparents & Supporting Caretakers Workshops
 - Gender Initiatives: It's A Rap: Brother to Brother Workshops (Male role models and students)
 - Cultural Events: Hispanic Heritage and Black History
3. The Bronx High School for the Visual Arts will provide workshops to parents which will help them to understand such topics including:
 - New York State Standards
 - The New York State Regents Exam
 - Parent retreats and workshops offered by Arts and Cultural Educational Institutions

IV. Adoption

This School Parental Involvement Policy has been developed jointly with and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the contract. This policy was adopted by the Bronx High School for the Visual Arts and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 1, 2011.

Part B: School-Parent Compact

Required School-Parent Compact Provisions

SCHOOL NAME: THE BRONX HIGH SCHOOL FOR THE VISUAL ARTS

The Bronx High School for the Visual Arts will work collaboratively with parents to provide children with a successful educational program and agree to do the following:

The School Agrees	The Parents / Guardians Agree
The Bronx High School for the Visual arts will take the following actions to involve parents in the joint development of the school parental involvement plan.	Parents agree to participate and be active members of the following: 1. School Leadership Team 2. PA/ Parent Teacher Association 3. School Security Committee 4. School Partnerships
The Bronx High School for the Visual Arts will work cooperatively with parents to develop strategies to improve the Title I program and parental involvement policy.	Parents agree to work in collaboration with the school to develop strategies which will improve the Title I program and the parental involvement policy. Parents will meet regularly and participate in:

	<ol style="list-style-type: none"> 1.School Leadership Team 2, The Principal / PTA Executive Board 3.PA/Parent Teacher Association 4.School Partnerships
<p>The Bronx High School for the Visual Arts will offer parent workshops, activities and informational meetings which will support and strengthen the academic achievement of their children and increase parental involvement.</p>	<p>Parents will agree to attend: Parent workshops, activities and informational meetings that address the academic disciplines: Math, Science, English, Social Studies and Art, as well as topics such as socialization skills, community resources and referrals.</p>
<p>The Bronx High School for the Visual Arts will provide parents with information concerning all school, regional and city-wide programs and functions through telephone calls, school phone messenger service, letters, flyers, mailings, e-mail.</p>	<p>Parents will agree to respond by:</p> <ol style="list-style-type: none"> 1. Attending school, regional and city-wide programs and functions 2. Telephone or e-mail to obtain information.
<p>The Bronx High School for the Visual Arts will facilitate communication between parents, teachers, guidance counselors and other school staff by the following:</p> <ol style="list-style-type: none"> 1. Parent –Teachers Conferences: twice a year 2. Frequent reports to parents on their children’s progress 3. Reasonable access to staff 4. Opportunities for parents to chaperone school trips. 	<p>Parent will agree to the following:</p> <ol style="list-style-type: none"> 1. To monitor their children’s homework, grades and school attendance. 2. To respond to the school when a telephone message is received regarding attendance, behavior or other issues of concern. 3. To notify the school of address, telephone and other important family changes. 4. To attend borough and city-wide meetings, when possible, and to disseminate the information to

	the Parent Teacher Association.
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SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

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. (See Section IV, pp. 11 – 13.)

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

(See Section V, pp. 14, 15; Section VI, pp. 16 – 25; and Appendix 1, pp. 27, 28; and Appendix 2, pp. 30 -

3. Instruction by highly qualified staff.

The results of our School Profile, School Quality Reviews and Progress Reports indicate a high level of student achievement by highly qualified staff. During the 2010-2011 school year, 100% of our staff are fully licensed and permanently assigned to our school, have master's degrees or higher, and of our core classes are taught by "highly qualified" teachers – the highest percentage in the last three years. In addition, our School Quality Reviews indicate that "there is a very positive climate for learning in which all members of the community treat one another with respect," and the school provides an innovative curriculum which supports student academic and creative development particularly in its high quality arts program." In addition, in our recent Progress Report, we received in Student Performance and in Student progress.

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.

Faculty meet monthly as a whole group and in departments to address various issues related to student academic success, in general, and with particular emphasis on particular grades and disciplines. Such meetings focus on curriculum instruction, data collection, analysis and interpretation and the use of Children First Accountability tools. Other topics include a review of Scholarship, School Quality Review and Progress Report findings. In addition, teachers meet weekly in Inquiry Teams to address topics more fully and in greater depth such as the new Special Education Initiatives, Literacy across the Curriculum. The Pupil Personnel Team meets weekly to address the social, emotional and academic needs of all students, in general, and those at risk of failure, in particular. Monthly Parent Teacher and School Leadership Team meetings also provide forums for the dissemination of school wide data and information on student progress.

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

Our faculty has been quite stable and has a high percentage of highly qualified teachers. Last year the school had a highly qualified staff rate of 100%. According to the recent BEDS survey, we have surpassed that number. We continue to outreach for highly qualified staff through teacher recommendations, recommendations from the Integrated Service Center (ISC), student teachers and attendance at recruitment fairs.

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

Our Parent Coordinator and PTA executive board schedule monthly meetings to address the core academic needs and social needs of our students and families. We employ a variety of strategies including workshops, art exhibits, hands on workshops, attendance at performances, school based performances, honor roll assemblies and meetings among others.

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.

NA

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.

See Annual School Goals pp 14, 15, and Action Plan 16 - 25 that address this.

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.

See Annual School Goals, and Action Plan. Also see Appendix 1 for Academic Intervention Services (AIS) summary.

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.

The principal allocates the budget which includes Title 1, Contract for Excellence, Violence Prevention and Tax Levy monies to meet the instructional needs of students and develops with the cabinet, Pupil Personnel Team and other interested staff, various plans including those that address children in temporary housing, attendance, crisis intervention and condom availability, These are shared with the full faculty and staff, as appropriate and necessary.

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-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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	X			\$259,441	X	pp. 15 – 24, 27,
Title I, Part A (ARRA)	Federal	X			\$195,049	X	pp. 15 – 24, 27
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			14,071	X	pp. 21, 22
Tax Levy	Local	X			1,310,370.00	X	pp. 15 – 24, 27

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;

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.

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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.)

According to our data we have 4 students in Temporary Housing

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

In addition to the services afforded to all students, we do provide additional support to staff and students related to the topic and specific, relevant issues of this population. These include, but are not limited to, workshops and PD for teachers to enable them to better understand the needs of this population, guidance counselor and social worker support for students, opportunities for extended day experiences for students to remain in school, referrals to outside agencies and services among other services. We are currently making a video documentary for Region 2 on students in temporary housing that will be shown at a national conference in November.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx High School for the Visual Arts						
District:	11	DBN:	11X418	School		321100011418	

DEMOGRAPHICS

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

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		89.0	91.0	90.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	141	160	136				
Grade 10	104	144	173				
Grade 11	54	34	74				
Grade 12	67	68	42				
Ungraded	1	0	0				
Total	367	406	425				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.3	93.8	94.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	62.5	78.9	78.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	23	6

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	2	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	16	16	8	Principal Suspensions	17	35	52
# in Collaborative Team Teaching (CTT) Classes	25	34	56	Superintendent Suspensions	6	6	3
Number all others	44	35	33				

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	N/A	145	139
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	24	25	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	11	7
# receiving ESL services only	19	15	TBD				
# ELLs with IEPs	1	6	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	2

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
	7	18	52	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	41.7	52.0	77.4
				% more than 5 years teaching anywhere	41.7	56.0	74.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	88.0	90.3
American Indian or Alaska Native	0.0	0.5	0.5	% core classes taught by "highly qualified" teachers	93.0	100.0	100.0
Black or African American	38.7	35.5	33.9				
Hispanic or Latino	52.3	54.4	56.0				
Asian or Native Hawaiian/Other Pacific	1.1	1.5	2.1				
White	7.9	7.6	7.5				
Male	57.5	59.1	59.8				
Female	42.5	40.9	40.2				

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,					
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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:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	71
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				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10			
Overall Letter Grade:	B	Overall Evaluation:	P		
Overall Score:	59.7	Quality Statement Scores:			
Category Scores:		Quality Statement 1: Gather Data	P		
School Environment:	10.3	Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:	17.1	Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF		
Student Progress:	30.8				
<i>(Comprises 60% of the</i>					
Additional Credit:	1.5				

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	District 11	School Number 418	School Name BHSVA
Principal Dr. George York		Assistant Principal Thomas Rigney	
Coach		Coach	
Teacher/Subject Area Jeffrey Mayer/ESL		Guidance Counselor Erica Smith	
Teacher/Subject Area		Parent	
Teacher/Subject Area type here		Parent Coordinator Daphne Stokes	
Related Service Provider type here		Other type here	
Network Leader Richard Cintron		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	0	Number of Certified NLA/Foreign Language Teachers	1
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	0

C. School Demographics

Total Number of Students in School	460	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	4.78%
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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.

Paste response to questions 1-6 here Part 2: ELL Identification Process

1) Students are typically identified by school staff as possibly being ELLs based on teacher's assessment of speaking, reading, writing and listening skills. The ESL Coordinator furnishes the student with a Home Language Survey which should be filled out by the student's parent/guardian and returned to the school for evaluation. The Home Language Identification Survey asks parents/guardians to indicate the student's native language. The ESL Coordinator reviews completed Home Language Identification Surveys and then conducts an oral interview with each student who completed the survey. Based upon the answers to the Home Language survey and the ESL Coordinator's oral interview of the student and the students' answers to basic questions asked during the interview, the ESL Coordinator then determines whether to administer the LAB-R or not. The ESL Coordinator administers the LAB-R exam after assessing the answers to the oral interview. If the ESL Coordinator determines that a Spanish-speaking student's level of English is low, then that particular student will be asked to take the Spanish LAB-R. This identification process is completed within ten days of the student's enrolling in the school. Mr. Jeffrey Mayer, certified pedagogue and ESL Coordinator is responsible for administering both the HLIS and the LAB-R exam. Each Spring, the NYSESLAT exam is administered to evaluate ELL's proficiency levels. The ESL coordinator uses this data each year to place ELL students in appropriate ELL classes. Student programs are reviewed upon receiving the NYSESLAT results and program changes are made where necessary to permit the students to receive the most appropriate level of service.

2) Upon enrolling in our school, parents of ELLs receive a copy of the Program Selection form which asks them to choose among three programs including Transitional bilingual Education(TBE), Dual Language, and Freestanding English as a Second Language. The pedagogue, Mr. Mayer, gives presentations at informational meetings during recruitment and welcoming of incoming students at the beginning of each school year. He explains the programs and provides a handout in various languages detailing the programs offered by the New York City Department of Education. All parents of ELLs are invited to special meetings during parent-teacher conferences and during the school visit/learning walk for parents of new students. Both Mr. Mayer and the Parent Coordinator, Daphne Stokes, follow up with parents to collect the Program Selection forms.

3) The school Parent Coordinator handles all correspondence with respect to entitlement letters and surveys. She sends entitlement letters to parents/guardians after the first ten days of the school year. Mr. Jeffrey L Mayer, ESL Coordinator/Instructor keeps copies of all Program Selection forms.

4) Students are placed in appropriate ESL Programs based on their NYSESLAT scores. When NYSESLAT data is not available, then students are given the LAB-R exam to assess their appropriate level. Every effort is made to have direct contact with parents in their native language and to honor their program choice.

5) Nine parents expressed interest in ESL and five parents expressed interest in bilingual programs. After completing the Parent Survey and Program Selection form parents are informed of the choices in ELL programs and enrolled at this school or informed about and guided to other schools with the programs of their choice. Freestanding ESL is the program choice available at our school.

6) The school provides information for parents in order to complete their understanding of their children's needs and opportunities in their ELL classes. The program models are only partially aligned because it is not practical to offer abilingual program to so few students. The school offers a single program model and strives to inform parents fully about the ELL program in which their child is enrolled. The school assures that parents are fully informed in order to make them partners in their children's language education. The school is flexible and willing to make the necessary adjustmnets, if need be.

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										4	2	2	2	10
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	4	2	2	2	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	10
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	13

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	2		1	7		4	13		4		22
Total	2	0	1	7	0	4	13	0	4		22

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

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

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
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:
Native American:	White (Non-Hispanic/Latino):	Other:

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										11	6	1	1	19
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other												1		1
TOTAL	0	12	6	2	2	22								

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.

Paste response to questions 1-4 here **Part 4 ELL Programming**

A. Programming and Scheduling Information

1) The organizational models at our school are both Push-in and Pull-out. In our push-in classes, the ESL instructor works with ELLs during

content instruction in collaboration with the regular ELA classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. In our pull-out classes, ELLs are brought together from various ELA content classes to focus on language acquisition. The ESL teacher plans his lessons carefully to align them with the curriculum covered in the ELA classes. In both models of instruction, the ESL teacher confers with the ELA teachers regarding reading, writing, listening and speaking materials.

a.) There is Heterogeneous grouping in each class with a variety of grade and ability levels.

2a.) Per CR part 154, students are appropriately scheduled for mandated ELL instructional minutes based on the NYSESLAT and LAB-R results. Beginner level students receive 540 minutes of ELL instruction weekly. Intermediate level students receive 360 minutes of weekly ELL instruction. Advanced level students receive 180 minutes of ELL instruction weekly. Advanced level students are also programmed to receive 180 minutes of ELA instruction weekly.

3) In both the Push-in and Pull-out models of instruction, the content material is delivered in English. In the push-in model of instruction, the ESL instructor works directly with the ELA instructor to make content comprehensible. The ESL teacher modifies and differentiates instruction to make it comprehensible to the ELL students. Content material is scaffolded to make it comprehensible to the ELL student. In the pull-out model, the ESL instructor collaborates closely with the ELA teachers to ensure that lessons and curriculum are closely aligned. In both models of instruction, the ESL teacher and ELA instructors make sure their reading, writing, speaking, and listening materials are either the same or modified versions of what is being taught in the regular ELA classes.

4 a.) SIFE students are interviewed by the ESL Coordinator to determine their educational background and asked about their experiences outside of the formal classroom. The ESL instructor orally interviews SIFE students to ascertain their oral language skills. In addition, the ESL teacher has SIFE students submit a writing sample for the purposes of determining their writing ability. The ESL instructor works very closely with regular ELA instructors to follow up on the progress of SIFE students. SIFE students are programmed according to both the results of their respective NYSESLAT and LAB-R scores.

b.) Targeted intervention is offered daily to all students, ELL and non ELL, in ELA, mathematics, science and social studies, in the form of one on one tutoring directly after the last period of the day. Credit recovery is offered daily in a ninety minute long after school program. Regent prep classes are offered on Saturdays. ELLs are offered equal access to all school program, during the regular day and after school and Saturdays. Outreach to and follow up with ELLs is made by the ELL coordinator. Students with less than three years in US schools receive ongoing language development and support. Beginning students receive 540 instructional minutes of language development scheduled into their daily program. They learn basic English "Survival skills" and progress towards understanding the skills required to comprehend academic English. Beginning ELLs are also taught how to prepare for state mandated exams.

c.) ELLs with 4 to 6 years of service continue to receive modified instruction and constant vocabulary development. They learn appropriate study skills, and continue to work on fine-tuning their reading, writing, listening and speaking skills.

d.) Long-Term ELLs are encouraged to transition out of the ELL program through on-going support and modified instruction. They are given more challenging and higher level assignments that help them improve their listening, speaking, reading, and writing skills.

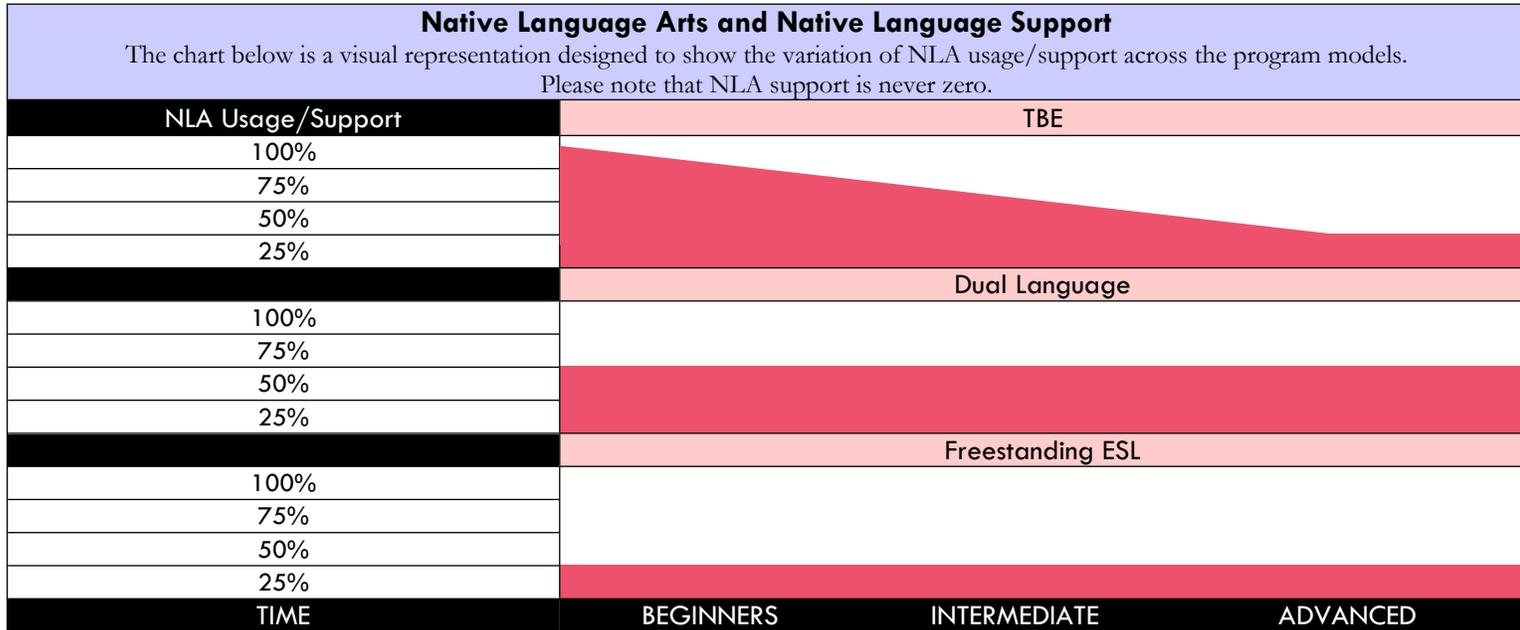
e.) Students with special needs are given appropriate instructional material and instruction based on their skill and ability levels. Instructional modifications are based on the mandates listed in their IEPs. Special Needs students' are scheduled for ELL instruction based on the results of either the NYSESLAT, LAB-R or alternative assessments.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Paste response to questions 5-14 here B.

Programming and Scheduling Information—Continued

5. ELLs including newcomers, those with 4-6 years of instruction and long-term ELLs receive after-school tutoring in ELA, math, physical science, Chemistry and Physics. They also receive after-school tutoring in both US History, US Government, and Global History. These content area teachers along with the ESL instructor are available after-school to assist ELLs in obtaining extra-help in the above mentioned content areas. The course material in these courses is offered in English. The after-school tutoring programs are offered three days a week for 45 minutes on Tuesdays, Wednesdays, and Thursdays. In addition, there is a credit recovery program in which ELL students have the opportunity to make up missed credits in ELA, math, Social Sciences, and science classes. These credit recovery courses are offered in English.

6. Students receive testing modifications for an additional two years as well as ongoing monitoring by the ESL Coordinator to assess continued progress. This includes specific targeted tutoring by an ESL teacher to support their transition into mainstream classes.

7. As of this time, there are none planned.

8. There are neither any programs nor any services that will be discontinued.

9. ELLs have access to all school programs including the numerous art internships offered at our school and other curricular programs that prepare them for state mandated examinations. ELL students participate in after school programs such as credit recovery programs to make up lost credits. There are extra curricular activities at our school such as dance, martial arts and additional art programs. All ELLs and students at our school are encouraged to participate in these extra-curricular activities. For example, the goal and rationale of the dance program is for students to become exposed to another art form and develop certain talents. Students also realize that they have another outlet for engaging in a fun filled after-school activity.

10. Students at the newcomer, 4-6 year level and long-term ELLs have equal access to technology in our school including the use of a MAC Lab and laptop pc's. They use the internet in various classes for the purposes of conducting research on a variety of topics in ELA, Social Science, Art, and Science classes. Students have access to certain educational software for the purposes of enriching their language skills. Some of this software is available in Spanish. In addition, many teachers use overhead projectors for the purpose of presenting content material instruction.

11. In our Freestanding ESL Model of instruction, bilingual spanish-speaking paras are available to support our ELL students. They are available in some ELA push-in classes as well as during after-school for the purposes of tutoring our students.

12. All available services and resources are appropriate for the grade level and age of our ELL students.

13. Before the beginning of the school year, students are placed in appropriate courses based on either their NYSESLAT scores and/or results of the LAB-R. Students then meet with both the Guidance Counselor and ELL coordinator to determine the most suitable program based on their needs and the requirements for school graduation.

14. Spanish is the language offered at our school.

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.

Paste response to questions 1-3 D. Professional Development and Support for School Staff

1. There are both monthly school wide meetings and department meetings in which time is allocated for discussing the needs of English Language learners. Moreover, ESL teachers attend annual NYSESLAT Staff Development meetings. In the past, teachers have attended programs sponsored by WEST ED and the Museum of Modern Art's program connecting Arts and Literacy in the classroom. Moreover, ELL teachers attend workshops offered by the New York City Dept of Education Office of English Language Learners.

2. The ELL Coordinator distributes data including NYSESLAT scores and the results of state mandated exams to school staff for the purposes of promoting best practices of instruction. The exam score data is data including prior scores and various state mandated exams including those assessments given at both the elementary and middle school levels. The ELL instructor facilitates a discussion around the scores and the areas that need to be improved such as reading and writing skills. The ELL instructor discusses how mainstream teachers can assist our struggling ELLs by making content material more comprehensible through modifying instruction for our ELLs.

3. The ESL instructor has attended QTEL training sessions in the past along with various professional Development workshops sponsored by the Office of English Language Learners. When the ELL instructor attends a workshop, the school secretary completes the necessary paperwork which is used to document workshop attendance. Additional school staff receive the necessary 7.5 mandated hours through a combination of attending professional development workshops both on and off-site as well as at monthly department meetings.

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?

Paste response to questions 1-4.

1. There is a PTA and a Parent Coordinator at our school. Every effort is made to reach out to parents of ELLs to become involved in the PTA. During the first Parent-Teacher conference in the fall, parents are encouraged to attend a meeting with the ESL Coordinator to explain the ESL Program and answer general questions about the school.

- The school offers an outreach to parents during weekday evenings which consists of basic conversational ESL skills. Parents are invited to school events, open houses and art shows.
- Parents needs are evaluated at monthly PTA meetings through discussion with the Parent Coordinator and other members of the PTA. The Parent Coordinator distributes questionnaires at PTA meetings to solicit the basic concerns of those parents involved with the PTA.
- Parental involvement activities allow parents to get together in an informal way and discuss their needs. This process empowers parents to articulate their needs and permits the school to support them.

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)										1	1			2
Intermediate(I)										5	4	2	1	12
Advanced (A)										5	2		1	8
Total	0	0	0	0	0	0	0	0	0	11	7	2	2	22

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	0
	I										0	1	0	0
	A										3	0	0	1
	P										14	5	2	1
READING/ WRITING	B										1	1	0	0
	I										7	2	1	1
	A										5	2	0	1
	P										4	2	1	0

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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	1		0	
Math <u>algebra</u>	7		2	
Math				
Biology				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry				
Earth Science				
Living Environment	7		3	
Physics				
Global History and Geography	6		1	
US History and Government	1		0	
Foreign Language		2		2
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Data response to questions 1-4 have

2. Data is consistent on both the NYSESLAT and LAB-R exams with respect to scores on the four modalities of listening, speaking, reading and writing. Students need substantial support in reading and writing. Their scores in these skill areas are significantly lower than their scores on the speaking and listening components of both the NYSESLAT and LAB-R exams. This is also consistent with students taking both exams at various grade levels.

3. Instructional strategies need to focus more on developing reading and writing skills. Students need to have opportunities to read more and develop critical thinking skills. They need to write more frequently about what they are reading. Students still need listening and speaking practice but the data suggests that instruction should focus particular effort on reading and writing.

4 a) Students are not doing well on state mandated exams because of their deficient reading and writing skills. This is consistent with all grade levels in our schools. There is little data at our school to support how students are doing in exams in their native language.

b) School leaders and teachers are using the results of ELL Periodic Assessments as a benchmark and overall diagnosis of student skill levels. The results are used to design instruction and devise appropriate instructional strategies for individual students.

c.) Periodic Assessments indicate that students need substantial work in reading and writing skills. Students' native languages are not used in our school programs.

5) NA

6.) The success of our ELL Program is based on how our individual students advance to proficient levels of English. Based on annual NYSESLAT testing and ELL periodic assessments we can accurately evaluate how our students acquire the four components of learning English such as speaking, reading, writing, and listening.

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		