



BRONX THEATRE HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X546
ADDRESS: 99 TERRACE VIEW AVE
TELEPHONE: 718-329-2902
FAX: 718-329-0433

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x546 **SCHOOL NAME:** Bronx Theatre High school

SCHOOL ADDRESS: 99 Terrace View Ave

SCHOOL TELEPHONE: 718-329-2902 **FAX:** 718-329-0433

SCHOOL CONTACT PERSON: Deborah Effinger **EMAIL ADDRESS:** Deffing@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Charles Gallo

PRINCIPAL: Deborah Effinger

UFT CHAPTER LEADER: Rob Lewis

PARENTS' ASSOCIATION PRESIDENT: Vanessa Ghigliotty

STUDENT REPRESENTATIVE:
(Required for high schools) Juliana Mezzich & Scott Santiago

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 5/562

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: Elena Papaliberios

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
Deborah Effinger	*Principal or Designee	
Rob Lewis	*UFT Chapter Chairperson or Designee	
Vanessa Ghigliotty	*PA/PTA President or Designated Co-President	
Irene Coles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Oz Montas	DC 37 Representative, if applicable	
Scott Santiago Juliana Mezzich	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jason Jacobs	CBO Representative, if applicable	
Sandra Nielson	Member/Parent	
Zena Cordero	Member/Parent	
James Barron	Member/Teacher	
Jean Gismervik	Member/ A.P. Administration	
Charles Gallo	Member/ A.P. Organization	
Alison Hao	Member/Teacher	
Angel Melendez	Member/Community Collaborator/Sub Committee	

(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.

We offer the opportunity for students to earn a fully accredited Regents diploma by adopting the model of a theatre company. Our students stage classic plays and their own original works to explore the universal themes of the human experience and acquire skills and knowledge to meet the Learning Standards as outlined by the New York State Board of Regents. We believe that it is our capacity to imagine which allows us to learn. Our school addresses the challenge of teaching all subjects through a variety of disciplines that make up theatre practice. We utilize project-based learning and take it a step further by engaging students as artists-at-work.

Distinctive Elements:

- Interdisciplinary approach in which the literature and theatre /performing arts curricula are fundamentally driven by the social studies scope and sequence
- Mandated academic intervention classes in writing and playwriting to support writing skills across all grade levels
- Mandated theatre arts program for all students offering courses in the following areas: Costume Design, Set Design, Performance, Theatre Business
- Dance Repertory Company
- Student run activities such as Fashion Show, Poetry Slam, Aids Walk
- Mandated Summer Orientation for incoming 9th graders to introduce and acculturate students with our mission and the arts. Orientation that culminates with the Arts teachers working with the incoming students to create original performance pieces for an audience of parents, teachers and other students
- Enrichment Programs and Remediation Programs exist across all grade levels, such as: AP English Literature and Composition, AP US History, 9th Grade English Enrichment Program, Dance Repertory Company, 9th Grade Writing Program, 10th grade Playwriting program, Set Design, Costume Design, Performance, Theatre Business, Chorus, Guitar, PM School, Summer School, After-school Tutoring, and Castle Learning System (online credit retrieval program)
- Honors classes in Math and ELA Grades 9-12
- Advanced Placement classes in US History and ELA
- College Now courses

Mission Statement

The academic program at Bronx Theatre High School will accommodate the intellectual, social, emotional and physical needs of creative high school students. Our vision is to provide students with a dynamic learning environment where respect is mutual, ideas are shared and learning is not limited to the classroom. Our school is a safe and nurturing environment where learning takes place in the classroom, in the theatre studios, in our community and through internship opportunities. Our concept of a successful school is one built collaboratively by its staff, students, parents, community members and our partner organizations.

The key objectives of Bronx Theatre High School are to:

- Engage students, teachers and administrative staff in an exploration of the universal themes of human experience
- Foster academic achievement by involving students in activities that promote creative thinking, build cognitive skills and boost self-confidence
- Facilitate professional development for teachers and school administrators to enhance their ability to integrate the functions of theatre into their practice
- Provide students experience with the business and art of theatre
- Engage students in a rich opportunity to achieve the state mandated requirements for a Regents Diploma so that they may be prepared to enter college and the workforce.
- Prepare graduating seniors to be college ready by possessing the necessary skills to succeed in college level courses
- Promote an appreciation for the arts by providing exposure to theater, dance and various forms of artistic expression.

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SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Bronx Theatre High School				
District:	10	DBN #:	X546	School BEDS Code:	321000011546

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					81.9	82.7	84.1		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.1	94.1	TBD		
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6					76.9	77.1	90.2		
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	131	122	145		3	10	TBD		
Grade 10	141	133	119	Recent Immigrants: Total Number					
Grade 11	67	72	80	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	75	88	75		4	5	1		
Ungraded				Special Education Enrollment:					
Total	414	415	419	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		
Special Education Enrollment:									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	10	17	19	Principal Suspensions	113	69	TBD		
No. in Collaborative Team Teaching (CTT) Classes	18	19	17	Superintendent Suspensions	8	6	TBD		
Number all others	27	16	23						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	34	24	TBD	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	4	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	28	30	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	10	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	1
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	96.4	100	100
American Indian or Alaska Native	0.2	0.0	0.2	Percent more than two years teaching in this school	57.1	50.0	TBD
Black or African American	35.5	35.2	32.7	Percent more than five years teaching anywhere	25.0	26.7	TBD
Hispanic or Latino	61.1	61.9	62.03				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.5	0.25	Percent Masters Degree or higher	75.0	63.0	TBD
White	2.7	2.4	3.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.8	100	100
Multi-racial							
Male	30.9	27.7	30.38				
Female	69.1	72.3	69.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): IGS	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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				✓	✓	✓	
Ethnicity							
American Indian or Alaska Native							
Black or African American				✓	✓	✓	
Hispanic or Latino				✓	✓	✓	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				✓	✓	✓	
Student groups making AYP in each subject				✓	✓	✓	

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	None for 2008-2009
Overall Score	58.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	27.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

• STUDENT PERFORMANCE TRENDS

- Credit accumulation across all grade levels is insufficient keeping students off track for promotion and 4 year graduation.
- The graduation rate is presently 70%, below the citywide standard of 80%.
- The attendance rate was lowest amongst 9th graders, especially on Mondays and Fridays.
- Regents pass rates, especially in global studies, living environment and American history need to improve. Hispanics and economically disadvantaged students are performing below AYP levels on the ELA regents.

• GREATEST ACCOMPLISHMENTS OVER THE LAST COUPLE OF YEARS

- Theatre program is an extremely successful-major motivation for students who buy into the arts courses
- 100% of students in the class of 2010 applied to either a SUNY or CUNY college.
- Available technology for both students and staff increased due to the infusion of monies through grants and awards.
- ConnectEdu, a website designed to organize and streamline the college application process, has been integrated into the 11th and 12th grades to assist in making the application process more transparent and help students, teachers, guidance staff and parents more accountable and informed.
- SAT prep has been offered to both 11th and 12th grade students through an afterschool and summer class, as well as in the ELA and Math classes.
- Regents prep software is available for all students preparing for regents exams

• AIDS TO OUR SCHOOL'S CONTINUOUS IMPROVEMENT

- Ongoing Partnership with Roundabout Theatre Company
- Support from New Visions
- Dedicated faculty and staff
- Professional Development courses
- Inquiry and Collaborative Teams across all grade levels and content areas.

- **BARRIERS TO OUR SCHOOL'S CONTINUOUS IMPROVEMENT**

- Limited classroom space due to sharing the campus
- Lack of common ground school personnel
- Over the counter students who are not interested in the mission of the school
- Budget cuts
- Students entering 9th grade with extremely low reading levels
- No access to computer labs

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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.

Annual Goal	Short Description
To achieve a 2% increase in student attendance in grades 9 and 10 by June 2011	By June 2011, there will be an increase in student attendance throughout grades 9 and 10. An attendance team will be created to monitor trends and patterns in absences and hold weekly meetings to discuss and initiate interventional strategies to reach target goal
To increase the number of students earning 11 credits or more annually by 5% by June 2011	Credit accumulation must meet minimum standards in order for students to be promoted to the next grade level. Grade level collaborative teams will monitor credit accumulation and will provide academic advisory/intervention to all students exhibiting at risk behavior
To increase the Regents pass rate by 5% for Global History and Living Environment exams by June 2011	Based on data obtained through various sources, a collaborative team will review the deficiencies in skill sets needed to obtain a higher score on the Global History & Living Environment exams. The collaborative team will identify the population, implement instructional strategies, monitor progress and revise instruction to improve skill sets and increase exam grades
To increase the 4 year graduation rate by 2% for the class of 2011	Our goal is to continue increasing the 4 year graduation rate and meet the target goal of 80% graduation by 2013
To increase the number of students who are college ready in ELA and Math by 5%	Students are considered college ready if they score 75 or higher on the English Language Arts & Integrated Algebra regents exams.

Subject/Area (where relevant): All Subject Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students earning 11 credits or more annually by June 2011 by 5%.</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>Grade level teams will be set up to monitor the credit accumulation of the students in their grade level who are in danger of not accumulating the required number of credits. Teams will monitor progress each marking period and take accountability for off track students by assigning a small group to an individual teacher to monitor. Teams will set up interventions to keep students on track and incentives to reward achieving students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The position of 10th grade coordinator will be created in order to increase the monitoring of student credit accumulation, grades and attendance. The coordinator will meet with the 10th grade team and provide accurate and timely data as well as assist in the interventions. The attendance team will meet with 9th and 10th grade level teams to assist in providing data and interventions that are aimed at preventing credit loss caused by poor attendance, specifically in the first three periods of the day.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>New Visions Data Snapshot, New Visions Student Tracker, HSST, Scholarship Reports, ARIS, Mock Regents Assessment, Informal observations and TeacherEase. The 1st marking period will serve as the baseline assessment and each subsequent marking period will serve as a benchmark to assess gains.</p>

Subject/Area (where relevant): Social Studies & Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the Regents pass rate by 5% for Global History and Living Environment exams by June 2011</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>Two collaborative teams will be established to identify a target population of students. There will be a 9th grade team who will identify a target population of 9th grade students who form a representative sample of students taking the June 2011 Living Environment exam and also a 10th grade collaborative team who will identify a target population of students taking the June 2011 Global Studies Regents exam. These teams will identify the skill sets deficient in their respective populations through a pre-test made up of mock multiple choice questions using Eduware addressing material covered in the previous year's classes. The teams will perform an item analysis to identify target skills and create and administer a data driven intervention to support student achievement. The intervention will focus on instruction in the classroom so that its benefits can reach all students taking the exams. In addition, the teams will present their findings to staff during professional developments to turn key effective best practices.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The teams will meet during their professional periods as well as after school when needed. Collaboration taking place outside of the school day will be funded through Inquiry Team funds set aside in the budget. The data and academic intervention designed by the collaborative team will be presented to the school staff during monthly faculty meetings and professional development.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>New Visions Data Snapshot, New Visions Student Tracker, HSST, Scholarship Reports, ARIS, Mock Regents Assessment, Informal observations and TeacherEase. A mock regents will serve as the baseline assessment for each subject and benchmarks will be established each subsequent marking period with a goal of a 2% increase by January 2011 for the target population.</p>

Subject/Area (where relevant): All Subject Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the 4 year graduation rate by 2% for the class of 2011</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>The College Access team will comprise of 12th grade teachers, counselors and other staff and will meet during their professional period to make sure all 12th grade students are on track for graduation and college ready. This 12th grade team will review Cohort 2011 data every marking period with guidance counselor, senior advisor, attendance teacher and assistant principals and hold meetings with students who are at risk to inform the students of their lack of progress toward graduation. (after 1st MP, after 2nd MP, after 3rd MP of each semester) Use of data and intervention information gathered by collaborative teams focusing on ELA, Integrated Algebra, Living Environment, U.S. History and Global Studies Regents to address students in cohort 2011 who have yet to pass these exams.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Provide after school tutoring using Contracts for Excellence funding. Provide opportunities for credit recovery such as PM school and prep classes scheduled within the school day. The position of college advisor will be maintained in order to add to the personnel monitoring and informing students. In addition to assisting students in the college application process, this person will be required to monitor student progress and assist the 12th grade counselor in making sure students are on track for graduation. All counselors will participate in the New Visions College Bound Network to promote graduation rates and college readiness.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>New Visions Data Snapshot, New Visions Student Trackers, HSST, ARIS, Regents Exams, ATS Reports (RCOS/RDGS) and TeacherEase. The team will aggregate the credits and regents required by each student at the beginning of the year and monitor their progress each marking period. After the 1st semester grades and January 2011 regents scores are reviewed, students will be reassessed and rescheduled to best meet their academic needs.</p>

Subject/Area (where relevant): English & Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students who are college ready in ELA and Math by 5%</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>An 11th grade collaborative team will be established to identify a target population of students who previously took the ELA who score below a 75. A 10th grade collaborative team will address 10th graders in Integrated Algebra who have not achieved a 75. These teams will identify the skill sets deficient in this population and create and administer a data driven intervention to support student achievement. The teams will then look for ways to use their interventions to build capacity within the school and reach a larger population of students. The collaborative teams will analyze student results on mock Regents based assessments to identify trends and patterns and to measure student progress throughout the year. Instructional practices developed by the collaborative teams through the intervention will be shared with the Math and ELA departments during monthly department meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The teams will meet during their professional periods as well as after school when needed. Collaboration taking place outside of the school day will be funded through Inquiry Team funds set aside in the budget. The data and the academic intervention designed by the collaborative teams will be presented to the school staff during monthly faculty meetings and professional development days. Math department will meet every Friday to discuss trends and issues in the classroom directly related to student mastery of content. Lead math teacher will attend external professional development and turn key information to other department teachers. The ESL teacher will meet with the ELA dept, as well as the 11th grade team in order to develop best practices to meet the needs of ESL and Spanish speaking students.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>New Visions Data Snapshot, New Visions Student Tracker, HSST, Scholarship Reports, Acuity Data on ARIS, Mock Regents Assessment, Informal observations and TeacherEase. Mock regents exam will serve as the baseline assessment for each subject and benchmarks will be established each subsequent marking period with a goal of a 2% increase by January 2011 for the target population.</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-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	35	34	40		18		9	
10	31	29	34	42	12		9	
11	23	21	29	26	15		11	
12							3	

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:	Bronx Theatre High School students investigate the scope and sequence of knowledge prescribed by the New York State Board of Regents through a theatrical context that provides real life applications. Through project-based instruction, we currently have an Inquiry Teams whose focus is improving the success rates on the ELA Regents through data based inquiry. This team meets weekly during school in addition to collaborative planning with other content area teachers after school. Teachers are available to work with students in small groups, one-on-one, both during the school day and after hours. Writing across the curriculum is enforced throughout all subjects using the MEAL paragraph, journals, as well as analytical and reflective writing. We utilize a licensed ESL teacher to conduct mandated ESL classes and additional tutoring. An after school program has been set up to support students' credit recovery in addition to the Castle Learning system. Teaching Artists are brought in from Roundabout Theatre Company to help develop curriculum with content area teachers that focuses on building reading and writing skills through a theatrical context and challenging students to become greater analytical thinkers.
Mathematics:	Bronx Theatre High School students investigate the scope and sequence of knowledge prescribed by the New York State Board of Regents. Students experience a multitude of lesson structures, including project-based instruction, group work, written work or competitive games. The Integrated Algebra, Geometry and Algebra 2/Trigonometry Prentice Hall texts are used, along with the accompanying workbooks, worksheets and the online support system. These texts are aligned with NYS standards and have Regents Prep questions. Technology is heavily used in the classroom, in the form of hand-held TI-Nspire, Geometer's Sketchpad or Smart Board software. Using software, students are able to manipulate graphs and shapes to form and test hypotheses. Connections to real life are stressed daily, and additional texts, such as <i>Flatland</i> , are also studied. Math topics are applied when constructing sets, light plots, sound tracks, costumes, props, a marketing plan, and a balanced production budget. Collaboration between the Math and Arts department has resulted in field trips, lessons, projects and theatrical productions. We offer after school and lunch time tutoring, where we work with students in small groups or one-on-one. The Math department meets weekly to review curriculum, teaching strategies, etc. As a result of this collaboration, students are comfortable visiting any math teacher for tutoring, and there is at least one teacher available for every weekday, although on many days all are available. We offer PM school for students who need additional

	instruction to obtain credits, meeting twice a week. We also have a five day program for students who have not achieved a passing Regents score. For students who have passed a Regents with a score between 65 and 75, we offer a weekly class for Regents prep so they may achieve college readiness while simultaneously being enrolled in the next course.
Science:	Bronx Theatre High School students investigate the scope and sequence of knowledge, using an inquiry-based approach, prescribed by the New York State Board of Regents. Students are given the opportunity to conduct project-based experiments at city parks and local rivers using science probes and other technologies. At the end of the project, students are given the opportunity to participate in the Intel Science and Engineering Fair Competition and an in-house science fair. We work with students in small groups, one-on-one, both during the school day and after hours. In addition, we provide tutoring and prep classes based on student's data to construct an individualized learning experience. Inquiry-based review books and additional learning materials are used to assist AIS students in Living Environment and Environmental Science. Specific topics in mathematics are integrated in the science curriculum so that students can analyze and solve real-world problems. Tutoring is available during the school with one-to-one and small groups. After school credit recovery classes and PM school are available throughout the year.
Social Studies:	Bronx Theatre High School students investigate the scope and sequence of knowledge prescribed by the New York State Board of Regents through a theatrical context that provides real life applications. Through project-based instruction, we currently have an Inquiry Team whose focus is improving the success rates on the Global Studies Regents through data based inquiry. This team meets weekly during school in addition to collaborative planning with other content area teachers after school. Teachers are available to work with students in small groups, one-on-one, both during the school day and after hours. An after school program has been set up to support students' credit recovery in addition to the Castle Learning system. An 8 th period class has also been reprogrammed to include 11 th grade students who have not already passed the Global Studies Regents. This class will include more Regents Prep and prepare the students to take the Regents in January. Upon their success, the class will be repopulated prior to the 2 nd semester in order to include more students in the intervention.
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor and social worker provide counseling in one-on-one and small group situations. PPT meetings are held regularly and class visitations are periodically conducted to discuss various topics of interest as discussed at PPT meetings. One-to-one counseling and small group counseling are available.
At-risk Services Provided by the School Psychologist:	We currently do not have any students seeing the school psychologist; however, our Pupil Personnel Team and school social worker make assessments and prescribe assistance as needed. Students in need are referred to outside psychologists by our social worker.

At-risk Services Provided by the Social Worker:	Our Pupil Personnel Team and school social worker make assessments and prescribe assistance as needed. Our social worker sees students in one-on-one and group situations.
At-risk Health-related Services:	All students with at-risk health issues are monitored by the Pupil Personnel Team, the Medical Office and the Parent Coordinator

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.

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 (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) _____ Number of Students to be Served: 40 LEP: _____ Non-LEP: _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

10X546 provides a free-standing ESL program which provides full, New State mandated support for our 30 LEP students grades 9-12. 10x546 has only one certified ESL teacher who instructs two self-contained ESL classes. The specialized instruction in the self-contained classes focuses on an ultimate goal of independent academic readiness and English proficiency while meeting State academic achievement standards. The ESL also pushes-in to three ELA classes per day: Freshman ELA class, Sophomore ELA class and Junior ELA class. The later three classes provide additional support to Intermediate and advanced students. Most LEP students at 10x546 have a home language of Spanish with the exception of two students. Our free-standing ESL instruction focuses on advancing critical thinking skills (Bloom’s Taxonomy), vocabulary acquisition (TPR and language experience), reading skills and strategies for accessing varied genres, standard English patterns through language experience and authentic activities. For example, student interviews about future plans as an opportunity to practice future tense and future conditional. The ESL teacher serves two self-

contained classes and three push-in ELA classes, five times per week for 50 minute periods.

The ESL after-school Title III program will meet two days per week from 3:00 -5:30pm January 15th through April 30th. Bronx Theatre High School's certified ESL teacher/ coordinator will be responsible for instruction during the after-school sessions. A certified Special Education teacher will also be present so that students can get extra help during study sessions in all subject areas. Bronx Theatre High School has other after-school programs already in place so that extra staff, such as security guard, school principal and nurse will not be paid out of the budget for this Title III after-school program as they will already be present from 3:00pm – 5:30pm after school. The program will be made available to all 30 ESL students at Bronx Theatre High School, grades 9-12, of all proficiency levels as well as ELLs who have already achieved “proficiency” according the NYSESLAT or who have been x-coded.

All program activities for the Title III after-school program will be performed in English. Program activities will include a 45 minute homework/study session where students can get extra help in the class and homework from all subject areas. The students will then participate in musical chorus practice which will include, learning vocal warm-ups, American vowel-sound pronunciation, selecting songs and researching favorite artists' biographies on the internet, breaking down sentence structure and vocabulary within songs, and singing in English. The certified ESL teacher and Special Education instructors have a musical theatre background and will be able to teach singing techniques and share the students' love of music. The Title III program will be held in a room that does not have a printer. We are proposing a portion of the budget to cover a printer to print out lyrics and musicians' biographies as well as students research to keep work truly student driven.

A portion of the budget will be used to purchase two Mac Book laptop computers to be used by students in stations. The Mac book laptops will provide students music-making stations. Both instructors are able to make use of the “Garage Band” software available on Mac in order to record student vocals and teach them to use the computers to compose music. They will then be able to listen to and produce their own music CD's using the Mac laptops. The budget also includes headphones for students and flash drives to listen to and save students original work. Hearing their own voice singing in English will not only boost their confidence with the English language but it will also aid in English acquisition and pronunciation. This necessary software is not available through 10x546's currently owned Dell laptops for student use. However, these computers will be available to the students for research during the Title III after school program. We need to purchase the small laptop cart in order to store the Dell laptops and the two (to-be-purchased) Mac Book laptop computers in the room where the after school Title III program will be held on the JFK high school campus.

The rationale behind our Title III after-school ESL program is driven by extensive research pointing to the benefits of using music to assist and to motivate second language learners towards English proficiency. For example in the article, “[The Effects of Web-Based American Music, Lyrics, Definitions, and Explanations on Taiwanese ESL Learners](#)” in the *Journal of Educational Technology Systems* Beasley and Chuang's study showed that ESL learners experienced a significant gain in vocabulary when combining listening to music with looking at hypertext links to definitions of key terms in the songs. Howard Gardner's theory of Multiple Intelligences asserts that students who have musical intelligence will easily acquire new knowledge through rhythmic patterns, varied vocal pitch as well as through composing music. Using music in the ESL classroom facilitates a confidence and familiarity with English language patterns as well as adding an element of fun to complex thinking.

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.

Professional Development at 10x546 is comprehensive with a focus on college readiness for all students. Since many of our students also speak another language at home our administration advocates professional development specializing in addressing LEP student needs. Teachers at 10x546 also actively seek professional development for ELLs above and beyond the Jose P. mandate.

The Bronx Theatre High School’s certified ESL teacher attended a professional development meeting that address Regents and NYSESLAT preparation for ELLs professional development through the Bronx Betac in October 2009. The ESL teacher coordinator intends on using part of the Title III budget to attend a private organization for further professional development to improve the ESL program at Bronx Theatre High School. The private institution where the quality professional development is being offered is called the English Language Learners Professional Development Institutes for Teachers and Administrators at Fordham University. This institution is highly respected for offering quality, up-to-date techniques for teaching language learners based on recent studies in the field of TESOL. The meetings will take place after school from 4-7 pm for a series of six Wednesdays from March 3-May 19. The institute’s training is entitled *Compliance and Instruction for Administration and Assessment for Teachers* is offered for a fee of \$1500.00. Tricia Mase is the contact person for further information Edpartners@fordham.edu.

ADDENDUM FOR 2011:

Professional Development will not come out of the Title III budget as we have procured free SIOP training open to all teachers, principals, assistant principals, office staff and school aids one evening every month for a series of four visits. The training is free the The Office of Equanimity at Touro College. We will not be paying for Professional Development with Title III monies in 2010-2011. We will use the \$1400 that we used last year to fund Professional Development as money to fund instruction for ELL’s prior to school hours by our certified ESL teacher. We have three brand new beginner ELLs who need extra, personalized instruction. The extra early morning instruction will be in addition to the above after school instructional program provided by our certified ESL teacher and one Special Education teacher.

Our outreach plan for ELLs’ parents include inviting them to college informational events in the evening. We provide one college night that focuses specifically on Hispanic students which include all of our ELLs population. We will provide refreshments and snacks at these events. All parents are invited to all PTA meetings where translators are provided when needed. We also invite parents to our chorus concerts. The next will be at the end of February for Black History month. Translators and the certified ESL teacher are available at concerts for any questions that parents might have as well.

Form TIII – A (1)(b)

School: 10x546 BEDS Code: 321000011546

Title III LEP Program

School Building Budget Summary

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	\$ 8681.08	182 hours of per session for ESL and Special Ed teacher to deliver direct instruction to ELL Students: 182 hours x \$49.89 (current teacher per session rate with fringe) Only 30 of these hours will be set aside for the ESL instructor to go to after school the six professional development meetings.
Professional Development	\$1,400	A series of six professional development meetings provided by the English Language Learners Professional Development Institutes (non-DOE/Private institute)
Technology	\$ 4638.35	Small laptop metal storage cart: 16 shelves. #2000935496 Vendor: B&H Foto & Electronics corp. 1@ \$1,061.60 Lexmark T650 Printer #70890041 Vendor: CDW Government, Inc. <u>1@ \$658.00</u> Mac Book Pro 13 inch

		#708900398 Vendor: Apple Computer Inc. 2@1,364.00 Easy Store 4GB USB Flash Drive 5@ \$9.03 #31092703X Vendor: B&H Foto Electronics Corp. Ken Hi-Fi Headphones # 050141414 Vendor: CDW Govt, Inc. 20@7.28
Supplies	\$ 280.57	Blank CD's for recording, paper, sheet music and Books will be purchased. Genre's include folk, multi-cultural and musical theatre music. Books will also include grammar books, biographies of famous musicians, and vocabulary building books for ESL students as well as some home language books celebrating multi-cultural music.
Travel		
Other		
TOTAL		\$ 15000.00

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Demographic Information

Bronx Theatre High School is a New Century High School for grades 9-12. It opened in 2003 and presently houses grades 9, 10, 11 and 12. There are 435 students, of which 33 are receiving ESL services. The languages spoken are Spanish for 32 students, and 1 student whose native language is Cambodian.

Student Identification

The certified ESL instructor/coordinator identifies the newly matriculated students into the NYC DOE by utilizing the ATS system and student cumulative files. This year Bronx Theatre High School had three such students who are new to the NYC DOE. At orientation for incoming freshmen in the fall, the parent survey letters are given to parents. Parents are informed of the freestanding ESL model, the transitional bilingual, and dual language programs as possible options within the NYC Department of Education. We also have a video available in Spanish, and English that explains the program options in the event the parents need clarification. Most parents speak Spanish and our certified ESL teacher/coordinator is bilingual and able to translate. If a translator is needed for other languages we have funding set aside for those purposes. The parents are informed of all language model options at the time that the HLIS is filled out, when their student is newly matriculating into the NYC DOE school system. Parents are introduced to the free-standing ESL program we offer. If parents opt for other types of programs, they must choose a different school that meets their needs. At this time, all parent survey letters indicate that they want their children in an ESL program, and that their goal is to get the students to be tested out of the program as soon as possible. The parents are given the HLIS in which home language is indicated. Students are tested as a result of sufficient use of home language at home as identified by the State of New York in the HLIS guidelines. The certified ESL teacher was able to translate into Spanish all pertinent information so that the parent was well informed of the process. This fall two of the newly matriculated students were not eligible for the LAB-R as only English is used at home. One student was eligible for the LAB-R. She was tested in accordance with the rules for test administration. This student scored at the advanced level of English proficiency. An entitlement letter went home and was returned. The majority of parents in past years have approved our freestanding ESL program and have permitted their students to attend our school. The same protocol will be used for newly matriculated students throughout the school year so that all ELL's can be successfully identified as eligible for the LAB-R, tested and placed in our freestanding ESL program if their scores warrant it.

Each year the NYSELAT test is administered by a certified ESL teacher to all current ESL students and those who have been designated as proficient in English. Guidelines are adhered to and a team of certified pedagogues on the LAP team correct the written portion of the test in order to obtain an objective score. ELL students who test out as proficient in English are monitored for the next two years to ensure their successful transition into the main stream curriculum.

Our program is aligned with parent requests. Parents are kept up to date of our ESL program goals which focus on advancing academic language which will lead to college and career readiness. Contact with parents is highly valued and sought after through an initial letter home to the parent at the beginning of the year from the ESL teacher/coordinator. At the beginning of the school year this fall the ESL teacher made a phone call to introduce herself to parents. All parents are invited by letter to parent teacher conferences as well as all PTA meetings. The certified ESL teacher is

able to communicate with parents in Spanish. The parents who speak Arabic and Cambodian at home also speak English. However, money is available to hire a translator if in the future a parent does not speak English or Spanish.

Layout of Freestanding ESL Program Model

We have implemented a freestanding ESL program with two ESL support periods per day with one certified ESL instructor. The ESL teacher works collaboratively with the ELA teachers to shelter instruction within the mainstream curriculum. ESL strategies are infused into content instruction in all subject areas. We use a functional approach to the development of the four modalities. Students receive mandated instructional time based on student proficiency level: Beginning-540 minutes, Intermediate 360 minutes, Advanced-180 minutes. All Language Learners receive more than the required minutes of ELA instruction at 250 minutes per week. With the exception of our foreign language classes all students receive instruction in English. However, home language instructional material is made available for home language support.

The following indicates the number of students scoring at the beginner, intermediate and advanced proficiency levels according to the LAB-R and NYSESLAT results. Students are placed in one of two freestanding ESL classes in heterogeneous proficiency level groups. Beginner and intermediate students are placed in a freestanding ESL class one period during each school day. The beginner and intermediate students are also seen by the same certified ESL teacher in their required ELA period per day. The certified ESL teacher also pushes-in for the advanced students' required ELA course for one period per day. Any advanced students whose ELA course does not include push-in from the same certified ESL teacher is scheduled for one of the two heterogeneous freestanding ESL classes per day. Students are served all required minutes according to state guidelines. The ESL instructor also makes herself available during lunch and after school three days per week.

Beginner-1 student

Intermediate-9 students

Advanced-19 students

There are 3 students with IEP's who are all on the advanced level included in the number of students, totaling 29, above.

Instructional plans are designed by the certified ESL teacher/coordinator. Instructional curriculum is aligned with the New York State standards for teaching speaking, listening, reading and writing to English Language Learners. Current methodologies in ESL instructional strategies are also implemented across the curriculum. For ELL's at the beginning and intermediate proficiency level the ESL teacher emphasizes explicit instruction to ensure advancement in cognitive function and to facilitate problem solving as content is mastered. Content vocabulary is sheltered for beginning and intermediate students, advanced students are taught meaning through context. Thematic units help ELL students at all levels make connections and achieve a deeper understanding of concepts, as well as reinforce new vocabulary. Differentiation through use of photos and choice of assessment are employed for ELL students with 1-3 years of service. The students' levels of literacy in the native language are taken into consideration with literature written in English and Spanish. In the case of our two non-Spanish speaking ELL students, neither can read or write or speak in any language other than English. Grammar instruction is implicit and explicit depending on level of need. Grammar instruction is taken from patterns imbedded in meaningful units already underway in the classroom. Many of our long-term ELL's are still in need of some of the techniques used for beginner and intermediate ELL's. There is a high expectation that ELL's will achieve college readiness before leaving Bronx Theatre High School. Strategies such as context-clues, use of graphic organizers for concise note-taking, analysis and problem solving are emphasized for advanced students. Conferences are given to all ELL's with a special emphasis on long-term ELL's to assess motivational factors. ELL's with special needs are engaged in TPR, role-play and other visceral or intrinsically motivated activities to ensure advancement in language acquisition. All

Special Education students are placed in CTT classes with a Special Education teacher and a General Education teacher in the content area in all grades. All SETTS students attend Resource Room daily during their school day.

Courses designed for intervention of students who did not pass content courses and or pass regents exams are available in all content areas during the regular school day. These courses are a heterogeneous mix of ELL's mostly beginning, intermediate and advanced proficiency levels and non-ELL students. There are also regents prep courses available after school for students who are interested in advancing preparedness for required testing. In these courses ESL strategies are implemented by content instructors with an emphasis on sheltered instruction, study skills strategies, and practical use and real-world connections.

Students who have reached English proficiency according to the NYSESLAT will be ensured continued support for the next two years. This support will include available tutoring during and after school by the certified ESL instructor. The ESL instructor will also monitor proficient students' progress in class-work and test scores with content instructors.

Programs being considered for next year include common preparation periods for ESL and content instructors to collaborate and problem solve around ELL's needs. Our LAP team intends to search for grants or funding to include more advanced technology in ESL language labs.

We have not discontinued any ESL services since the opening of our school. We ensure that all ELL students are afforded the opportunity to make up for their one ESL period and fill out their schedule by offering some zero and ninth period courses. There is instructional technology available to all ELL students across the curriculum. Content classrooms are equipped with Smart-boards. All students have access to portable laptops with Internet access. Recorded reading materials, Rosetta Stone instructional CD's and video are also available to all students. Home Language support is mostly ensured through the buddy system, content texts in home language and bilingual dictionaries. Required services support and instructional materials are all age appropriate and meet requirements for ELL's ages and grade levels. Newly enrolled ELL's in our school are invited to a school orientation along with all other students. They are also invited to student mixers and Broadway theatre performances.

French and Spanish are offered as foreign language electives for all ELL students.

Professional Development and Support for School Staff

All staff is encouraged to attend professional development offered that focuses on specific strategies for ELL instruction. Since our school and staff are relatively small we know that all teachers will be expected to make their lessons easily accessible to ELL students of all levels. The ESL instructor also attends pertinent professional development in effective methodologies in ESL instruction at places such as the Bronx BETAC and City College. The ESL instructor then shares the information with content instructors and school administration.

We encourage all teachers to give extra support to those ELL students transitioning into high school from middle school or from another country into the US. Study skills and routines are emphasized. Individual conferences also help students cope with anxiety, culture shock and added responsibility. Writing skills are specifically addressed in professional development with our ESL and ELA teachers.

All staff is now expected to attend the 7.5 hours of Jose P. training that is offered by the NYC DOE. A certificate is received upon completion and kept in their teacher file.

We campaign for a close relationship with ELL parents through correspondence via mail, such as a welcome letter from the ESL teacher, orientation information, Parents Association and Parent teacher conference meetings as well as opportunities such as career and college fairs throughout the year. A home phone-call log is kept to track conversations over accomplishments and particular challenges that students may have. Parent needs such as call time and meeting time are considered to accommodate work schedules and travel time. There is an afternoon and an evening schedule for all parent teacher conferences.

Implications of Test Data

The results from the NYSESLAT indicate that all of the students across grade levels and proficiency levels, with few exceptions, scored at the high level in speaking and listening and in the intermediate levels in reading and writing. Periodic assessments indicate a need for advancing reading and writing skills as well. This discrepancy will be addressed in curriculum designed to draw analogies between different modalities of expression. A student who is an expressive speaker and active listener simply needs tools and guidance to transform into a successful reader and writer. Reading and writing curriculum will include high interest activities, personal response, persuasive essay writing, read-alouds, think-alouds, expanding vocabulary through context clues, connecting text to world and self, and Regents readiness.

Since the population group has grown each year and our school has a relatively short history, the results of the NYSESLAT cannot be compared. In addition, results for the 9th grade students cannot be compared as the 8th grade tests differed from the 9th grade test. The majority of our ELL students are in Grades 9 and 10 and therefore Regents scores are not available for all students.

The Regents data that has been recorded reveals that we need to teach explicit test taking skills and instill more confidence in our students in their reading and writing skills. The records for Regents testing also show low attendance. Since, course passing rates for grade 9 and grade 10 and 11 ELL students are comparable to their English-proficient peers, our ELL students will be able to pass their Regents and achieve college readiness. ELL students have chosen to take all Regents in English in the past. However, we have and will continue to make Regents in students' home language available when requested.

The LAP team at Bronx Theatre High school evaluates the success of our programs for ELLs through analysis of student work, testing data, continued professional development in instruction geared towards language learners, conferences with content teachers, parents and staff. We continually re-evaluate our ability to represent our ELLs across the curriculum. This approach creates a welcoming, language rich environment that improves both self-confidence and second language acquisition for our Language Learning population.

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.
 - a. All mailings are sent in English and Spanish. All non-English speaking parents have translation services available. All pamphlets, signs, forms, etc. are available in languages other than English as needed. A new Phone Messenger sends important school announcements to parents in 7 different languages based on the home language recorded in ATS.
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.
 - a. Most of the translation feedback is received through our parent coordinator. When critical information is distributed through mailings and Phone Messenger in multiple languages, parents provide feedback to both administration, PA president at meetings and through conversations with parent coordinator. All literature/mailings and meetings are translated for any parent that needs such services. We have many people on staff who speak Spanish, and most other parents speak English.

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.

Written translation is done in house by school staff and by translations.nyc.gov. Our parent coordinator has taken the official translator course and has the certification.

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 services are provided by school staff. Currently, one or more of our staff speak Italian, French, Spanish and Patois.

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>.

All parents receive all documents translated into Spanish as well as English. We adhere to all Chancellor's Regulations A-633.

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:	\$341,618.00	\$185,532.00	\$527,150.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,416.00	\$1,855.00	\$5,271.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,081.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,000.00	*	

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.

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 Needs Assessment page 12

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

◆ See Goals, pages 15-20

3. Instruction by highly qualified staff.

- ◆ Last year all teachers that were teaching at Bronx Theatre were properly licensed and the school achieved 100% of its core classes taught by “highly qualified” teachers (NCLB/SED definition). Our percentage of teachers that have more than 2 years in Bronx Theatre is over 70% and 26.7% of pedagogical staff have over 5 years teaching experience. In the 2009-2010 school year, 100% of the teaching staff were fully licensed and assigned to the school.

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.

- ◆ Teachers are provided with high quality staff development on a monthly basis. Development sessions have previously been provided by both internal and external presenters. Sessions planned for this year include Behavior Management, Backwards Planning, Castle Learning Systems for Student Achievement, English Language Learners, Using Benchmarks to Monitor & Revise Instruction, College Readiness and Postcard Productions for Learning. Administration has attended sessions provided by the ELI Institute sponsored by CSA in addition to attending various sessions provided by the Integrated Service Center (ISC). Since New Visions is our Lead Support Agency, they have scheduled numerous professional development sessions that both assistant principals attend as well as the principal. During the Chancellor’s conference days scheduled for 2010-2011, teachers will be attending sessions both in house and externally. The school’s Parent Coordinator has worked closely with the PA president to provide monthly sessions for parents addressing various issues in their child’s education such as Graduation Requirements, Gang Awareness, College Readiness and ARIS APL Parent Link. Roundabout Theatre Company, the school’s partnering agency provides workshops and teacher activities in teaching theater and the utilizes the performing arts as a teacher tool.

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

Not applicable since we are not a high needs school

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

See Parent Compact

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.

Not Applicable

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 Section VI- Action Plan Pages 16-20

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.

One on one tutoring and small group tutoring is provided to students on a daily basis. For students behind in credits, the PM school classes run throughout the school year during period 10 from 3:45 to 4:33. Students wanting to make up gym classes or take another gym class to advance in gym credits can do so on Fridays from 3:00-5:00 until June 2011. An electronic teacher gradebook, Skedula was set up

and supplied to all teachers to use throughout the year. Both students and parents have been contacted to obtain instructions and passwords to log in and monitor their progress. Scantron Performance Series reading analysis software is available to all teachers so that any suspected struggling reader can be tested and given assistance throughout the year to help improve their reading skills. Acuity formative assessment is being administered again this year in both regents predictive and Instructionally Targeted Assessments(ITA's) to identify the skill sets students may lack and provide teachers with the data needed to differentiate instruction in all classrooms.

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.

- ◆ School social worker continues to provide professional development on violence detection and prevention
- ◆ Health teacher coordinates Health Fairs for nutrition programs
- ◆ Guidance counselor advises students on vocational and technical programs
- ◆ Job seeking skills are provided in Theatre Business Class through the use of MS Office applications and resume writing
- ◆ Parent Coordinator works closely with families for housing issues, adult education, and families in temporary housing

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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. **N/A**
2. Ensure that planning for students served under this program is incorporated into existing school planning. **N/A**
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; **N/A**
5. Provide instruction by highly qualified teachers; **N/A**
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; **N/A**
7. Provide strategies to increase parental involvement; **N/A**
8. Coordinate and integrate Federal, State and local services and programs. **N/A**

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: In Good Standing **SURR³ Phase/Group (If applicable):** N/A

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: N/A

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
N/A	N/A	N/A

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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.)

There are 7 students living in temporary housing

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

Every one of our students living in temporary housing is provided with an array of services. When we are first alerted to their situation, both guidance counselor and the school social worker sets up counseling appointments to help monitor the student and ensure they have all necessary items to achieve academic success. All of these students receive free breakfast and lunch as well as snacks when participating in after school activities. Students are provided with clothing if needed and metrocards are issued. All of the student's teachers are notified privately that the student is living in a temporary shelter and to provide absence or lateness information directly to the attendance office if the student is excessively absent.

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.

N/A

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.

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Theatre High School					
District:	10	DBN:	10X546	School		321000011546

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		81.9	83.4	84.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		96.1	94.1	94.1
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	122	145	171		76.9	90.2	90.2
Grade 10	133	119	129				
Grade 11	72	80	62	Students in Temporary Housing - Total Number:			
Grade 12	88	75	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	0	0		3	101	12
Total	415	419	429	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	5	1

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	17	19	16	Principal Suspensions	113	69	100
# in Collaborative Team Teaching (CTT) Classes	19	17	21	Superintendent Suspensions	8	6	7
Number all others	16	23	19				

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	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	28	30	31
# receiving ESL services only	24	27	TBD	Number of Administrators and Other Professionals	9	10	8
# ELLs with IEPs	4	7	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	0	1

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
	12	7	56	% fully licensed & permanently assigned to this school	96.4	100.0	100.0
				% more than 2 years teaching in this school	57.1	50.0	71.0
				% more than 5 years teaching anywhere	25.0	26.7	51.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	63.0	87.1
American Indian or Alaska Native	0.0	0.2	1.2	% core classes taught by "highly qualified" teachers	94.8	100.0	100.0
Black or African American	35.2	32.7	29.8				
Hispanic or Latino	61.9	63.5	66.2				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.5				
White	2.4	3.1	2.3				
Male	27.7	29.8	31.2				
Female	72.3	70.2	68.8				

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	62
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:	C	Overall Evaluation:	P
Overall Score:	53.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	11.7	Quality Statement 2: Plan and Set Goals	WD
School Performance: <i>(Comprises 25% of the</i>	11.9	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	23.7	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	6	Quality Statement 5: Monitor and Revise	P

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

SCHOOL PARENTAL INVOLVEMENT POLICY 2010-2011 SY

Part A: School Parental Involvement Policy

I. General Expectations

The Bronx Theatre High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Bronx Theatre High School will take the following actions to involve parents in the joint development of its school’s parental involvement plan under section 1112 of the ESEA: Discuss directions at the School Leadership Team meeting. The school’s Parent Coordinator also attends this meeting. Present the directions to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.
2. Bronx Theatre High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Discuss directions at the School Leadership Team meeting, which counts four parents in its membership, including one members of the Parent Association leadership. The school’s Parent Coordinator also attends this

- meeting. Present the directions to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.
3. Bronx Theatre High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: letters home informing parents of school events, including report card distribution, attendance and lateness, advisors contacting parents with updates, syllabi and projects posted on the school's Web site, Bring Your Parent to School Day, College Night, Senior Awards ceremony, and College Readiness.
 4. Bronx Theatre High School will coordinate and integrate Title I parental involvement strategies with the following other programs: College Night, Bring Your Parent to School Day, Mock Trial night, awards ceremony, holding Parent Meetings on Saturdays, informing parents about attendance and lateness, notifying parents about report cards and student progress, presenting active parents with prizes.
 5. Bronx Theatre High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. These strategies include mailing home surveys, having the Parent Coordinator contact the homes through phone calls, conducting Parent Association meetings, and having a parent or the Parent Coordinator posted to speak with parents at all school events.
 6. Bronx Theatre High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parent coordinator; educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement activities, such as those listed above, that encourage and support parents in more fully participating in the education of their children.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating

children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities;
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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, through School Leadership Team meetings and the Parent Association meeting. This policy was adopted by the Bronx Theatre High School on June 15th, 2010, 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 October 1st, 2010.

School

Parent(s)

Date

Date

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**BRONX THEATRE
HIGH SCHOOL
School-Parent Compact
2010-2011**

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during school year 2010-2011.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Bronx Theatre High School will:

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

Bronx Theatre High School agrees to do the following for parents:

- Hold parent student events that build relationships and encourage shared learning experiences
- Present a variety of theater productions for parents to promote student literacy through exposure to theater and arts productions
- Invite parents to all Parent Association meetings by using automated phone messenger, email and telephone
- Provide student celebrations for academic success by having honor roll ceremonies, perfect attendance awards and Honor Society inductions
- Hold parent-teacher conferences twice per semester to inform parents of their child's academic achievements and goals
- Provide access to staff to answer any questions or concerns they may have regarding their child's environment and academic endeavors
- Inform parents about attendance and lateness
- Send invitations to the home in both English and Spanish for all school related events

- Notify parents of their child's attendance and lateness as it affects their education
- Invite parents to all open house events to allow them to see what the school is doing and get their recommendations

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent Teacher conferences will be held on Thursday, October 28, 2010 from 6:00 pm to 8:30 pm and on Friday, October 29 from 1:00 pm to 3:00 pm. During the spring semester, conferences will be held on Thursday, March 17, 2011 from 6:00 pm to 8:30 pm and on Friday, March 18 from 1:00pm to 3:00pm.

3. Provide parents with frequent reports on their children's progress.

Specifically, the school will provide reports as follows:

Bronx Theatre High School will provide report cards to parents three times per semester. Report cards will be distributed to all students to bring home to their parents. Any undistributed report cards will be mailed directly to the parents or guardians home address currently on file.

4. Provide parents reasonable access to staff.

Specifically, staff will be available for consultation with parents as follows:

Staff will be available to parents four times per year during parent teacher conferences as well as throughout the entire school year for in person visits and/or phone conferences. Parents can contact the school's guidance office and may schedule a conference with their child's teacher any time during the school year. Parents are welcome to visit the school at any time.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents can observe their child's classroom activities at any time once they schedule a visit with their child's guidance counselor. Parents are invited to participate in any of their child's activities such as theatre performances, music performances and dance shows.

Parent Responsibilities

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

- Help monitor their child's attendance to obtain the Chancellor's target rate of 90%
- Provide a space and environment in the home conducive to the completion of homework and assignments
- Participate as much as possible in all school related activities especially those that include my child
- Participate in all school-wide surveys to provide feedback for school improvement
- Discuss the importance of following the school code of conduct and its designated procedures
- Set high expectations for my child and support and encourage all academic achievement

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

- Come to school prepared to do our best in all subject classes.
- Participate in all school related activities and functions.
- Follow the school's code of conduct.
- Complete all assignments and projects for all subject classes.
- Share all academic achievements with parents/guardians.
- Take any scheduled regents or RCT exams when offered.
- Read at home at least sixty minutes per week from any source of literature.
- Study for all exams, quizzes and other types of assessments.
- Participate in all Instructionally Targeted Assessments and pre-regents activities.
- Attend any mandated after school tutoring or PM School classes if scheduled.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The Bronx Theatre High School will:

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

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the state’s high academic standards, the Bronx Theatre High school will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

**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 New Vision	District 10	School Number 546	School Name Bronx Theater High
Principal Deborah Effinger		Assistant Principal Jean Gismervik & Charles Gallo	
Coach		Coach	
Teacher/Subject Area ESL teacher: Susannah Conn		Guidance Counselor Liz LoParo	
Teacher/Subject Area Kristin Brown/Math		Parent	
Teacher/Subject Area Chris Lewis/ Special Education		Parent Coordinator Angel L. Melendez	
Related Service Provider		Other Mallory Schoener ELA teacher	
Network Leader Barbara Gambino/Enid Serrano		Other	

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	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	437	Total Number of ELLs	39	ELLs as Share of Total Student Population (%)	8.92%
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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.

1. Initial identification of possible ELLs are identified through the following process. When students register as a new student to Bronx Theatre High School, parents are given the HLIS and an informal interview by the certified ESL teacher, Ms. Susannah Conn, in English and in their home language. The certified ESL teacher is bi-lingual in Spanish and English and has been awarded her professional teaching certificate in ESL by the NYC DOE. Most of our new admits and current ELLs have had a home language of Spanish. In the event that parents speak another language than Spanish we are aware of and prepared to call the Over-the-Phone Interpretation Services provided by NYC DOE. to transmit important information to parents of prospective ELLs. If the ESL teacher is unavailable on a registration day to conduct the intake interview a bilingual pedagogue performs the same duties in her stead. The new admits are also cross referenced in the ATS system within the first wk of classes to ensure that all new admits can be met and LAB-R administered, if eligible, within the first 10 days from the day the student registers from school. If the parent does not come in with the student to register we have a protocol in place so that the appropriate staff (the attendance specialist, Mirriam Wilson) conducts a home visit in which the informal interview, the HLIS and the explanation of all three programs and or viewing of the video is administered using a laptop. The informal interview is conducted at school by the certified ESL teacher, Ms. Susannah Conn, at school a video explaining all models available (Transitional Bilingual, Dual Language, Freestanding ESL program) in the NYC DOE for ELLs. The parents are told that Bronx Theater High School offers an ESL model. If enough parents request the bi-lingual model we are prepared to change our program to a bi-lingual model. However the required number of parents, twenty, have not as of yet requested a bi-ligual model across two consecutive grade levels. Parents who do request the bi-lingual model, at the time of the informal interview, are kept on file. If the parent requests in the future reaches twenty for a bi-lingual model for ELLs currently attending Bronx Theatre High School we are aware that the program needs to be changed, for that very same school year, from an ESL model to a bi-lingual model. If the students are deemed eligible for the LAB-R by the parent's informal interview and the HLIS then a the certified ESL coordinator administers that LAB-R test to the newly admitted student to the NYC DOE within ten days of registration. If the certified ESL teacher deems a Spanish LAB test necessary for that student the student is also administered the Spanish LAB. The LAB-R and the Spanish LAB are both administered within ten days of the students' registration to NYC DOE, by the certified ESL teacher Ms. Conn, if the HLIS deems the new student eligible. The LAB-R is then scored by the certified ESL teacher. If the student does not pass the LAB-R, the ESL teacher sends home a letter to the parent stating that their student has scored a Begginer, Intermediate, or Advanced level of English language proficiency on the LAB-R. Thusly that student is entitled to ESL services as per the number of minutes outlined by the NYS CR Part 154 that varies for each proficiency level. After students have matriculated as ELLs students into Bronx Theatre High Schools ESL model, ELLs are tested each spring through the NYSESLAT. The students who are eligible for the NYSESLAT are all the ELLs at Bronx Theatre and cross referenced on the ATS system through RLER function. Students are administered the NYSESLAT within the guidelines outlined by the testing compliance center for the Bronx. Last year the window was a week and one half starting May 15th 2010. Last year the certified ESL teacher and the Special Education teacher on the LAP team administered the test in a private and quiet setting. The one-on-one speaking test was completely administered by the ESL teacher. Grades and levels were analyzed in Fall 2010 for profiency levels in reading, writing, listening and speaking. Instruction is then designed to address deficiencies within each modality.

2. Parents of ELLs who are new to the NYC DOE are ensured an introduction to all three available program choices within the NYC DOE through viewing the video provided by the office for English Language Learners in which all three programs are explained. Further explanation and answers to questions are provide by the certified ESL teacher who shows each parent the video or in her absense by a certified bi-lingual pedagogue. The explanation is made known to the parents on the day of registration. The brochures that explains the three programs in their homelanguage are given to parents at the time of enrollment to read over. The parent coordinator is also given the brochures to make them available to parents so they can make a decision that feels right to them about the education of their child. Continuing ELLs students are tested each spring through the NYSESLAT with appropriate accomidations as per the mandates laid out by the state. The scores are then evaluated when we receive them in the Fall of the following year on the ATS system. In accordance with each students respective score on the NYSESLAT either a letter of "Continued Entitlement" or a letter of "Non-entitlement/Two years of Transitional services" is sent home in the students home language. The student is the given ESL services in accordance with each letter.

3. Our process for collecting parent survey and program sellection letters, if not done in person at the time of registration, are scheduled through a home visit with appropriate designated staff of Bronx Theatre High School. If the former was not able to take place then letters are sent home with students or mailed until all letters are successfully returned and kept on file. If transalition is needed we make use of NYC DOE Over-the-Phone Interpretation Services or a bi-lingual staff member is made available. Moneys are also set aside to ensure that appropriate translation services can be provided if need be.

4. The protocol for placing ELLs identified by the combination of intake, HLIS and testing proceedure culminates in a letter home to the parent after that proceedure has happened including an entitlement letter, a parent survey, and a program selection form. The LAB-

R has been scored by the certified ESL teacher and the student is deemed an ELL as per their LAB-R scores. The parent is informed via mail and the above listed forms and letters in their home language. If letter is not returned within a few days the parent is called in by the ESL teacher to meet in person at the school. If the parent has not come in for the meeting and the letter has not returned to the school within 10 days of enrollment the student is placed in a free-standing ESL class. An unreturned letter is considered a Transitional Bilingual Education selection letter as per CR part 154 and kept on file. Students are placed in our free-standing ESL classes based on the above intake process, HLIS, LAB-R testing, entitlement letter, program introduction, parent survey and selection letter for all new NYC DOE admits.

5. Bronx Theatre is in its seventh year of operation as a high school. In the history of our enrollment and placement of newly registered ELLs, we have received no selection letters which show an interest in a Transitional Bilingual program. We failed to see the return of three such letters which are considered to be a default selection of a Transitional Bilingual Education model. We keep selection letters on file in the event that tallies add up to twenty requests across two grade levels for a Transitional Bilingual program. We are prepared to transition to and fulfill our obligation of providing a Transitional Bilingual Education model if parent requests meet the mandated requirement of twenty.

6. We are confident that our Freestanding ESL program is aligned with parent requests. We feel that during the informal interview in showing the video parents get a clear understanding of what is offered within the NYC DOE. We are prepared to change our program if the parent requests meet the requirement of twenty parents who select the Transitional Bilingual Education model across two grade levels.

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										1	1			2
Push-In										1	1	1		3
Total	0	0	0	0	0	0	0	0	0	2	2	1	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	7
SIFE	3	ELLs receiving service 4-6 years	12
		Special Education	7
		Long-Term (completed 6 years)	20

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	1	1	12	2	2	20		4	39
Total	7	1	1	12	2	2	20	0	4	39

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	10	6	3	39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	20	10	6	3	39

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.

A. Programming and Scheduling Information

1. Instructional plan

a. Our free standing ESL model is designed for one certified ESL teacher to push-in to three ELA classes. As a Co-teacher the certified ESL teacher provides entry points, sheltered instruction and differentiated instruction to all ELLs in their ELA content courses. The one certified ESL teacher also teaches two self-contained ESL classes where beginning and intermediate level students, in heterogeneous groups for proficiency and grade levels, are given more explicit instruction in English as a Second Language. Students practice reading, writing, speaking and listening skills in English in the self-contained ESL class in the following manner: Organizational and study skills (Cornell note-taking), explicit grammar instruction 20%, writing process (sentence/paragraph/essay development and building) 20%, reading (all genres) for enjoyment, information, literal and figurative meaning 20%, opportunities for authentic learning and English language acquisition and or cross cultural understanding 20%.

b. Self-contained classes are heterogeneously mix across proficiency and grade levels to fit the schedule of individual student and to provide a more student centered dynamic learning environment. ELA classes are by grade level but a heterogenous mix of ELLs' English language proficiency levels as we only have one ELA content course per grade set aside for ELLs per day. We have a small population of 39 ELLs and therefore have one ESL teacher.

2. ELLs are served by a certified ESL teacher for all of their mandated minutes. Beginning ELLs see the ESL teacher for in a self-contained ESL class five times a week and also are served in their ELA class with the certified ESL teacher pushing-in to the class. Each beginner student receives 540 minutes of specialized instruction per week by a certified ESL teacher. There are only four students at the beginning level of proficiency in our school. Intermediate students are served by an ESL teacher in a self-contained classroom for five periods a week and also seen by the same ESL instructor for explicit ESL instruction and differentiation in their content ELA classes for five periods a week. Each intermediate ELL student receives more than the mandated number of service minutes, 360 per week, deliver by a certified ESL teacher. There are 18 intermediate level ELLs at Bronx Theatre High School. Each advanced ELL is seen by the ESL teacher for the mandated number of service minutes. Advanced ELLs are seen by the certified ESL teacher per week for 360 minutes in a combination of 180 minutes in a self-contained class and 180 minutes in their ELA content course. Home language support is also provided, as per the graph below, 25 percent of the time by the certified Spanish teacher who is also a Certified ESL teacher.

3. Content area courses are delivered by certified content course teachers in our free standing ESL program. The certified ESL teacher provides counciltation with content area teacher as to best ELLs instructional practices. The ESL teacher turn keys strategies such as use of visual cues and photos, heterogenous grouping, buddy assistance, explicit language instruction, sheltered vocabulary as per SIOP model and student choice of project products. Content area teachers seek professional development in teaching stratagies for ELLs and have all completed at least the minumum of 7.5 hours of training in ELLs teaching strategies as per Jose P. mandate. Home language text books are available in all content areas as entry point support for ELL students. All content teachers strive to find many entry points and points of access to make content comprehensible and to enrich academic language development for all ELLs.

4. Differentiated instruction for all ELL subgroups

a. Our instructional plan for our three ELL students combines explicit grammar instruction such as conjugating verbs/verb tense study, workbook publications for sentence building such as Side-By-Side. Differentiated worksheets in content courses. Reading material that is at their reading level but not made for children such as graphic novels and plays. Higher order thinking skills are promoted at every turn

through graphic organizers, sentence building templates and evaluating subject/theme. The certified ESL teacher and content teachers gear SIFE instruction to fit the actual age and emotional development of the student. For example the certified ESL teacher teaches SIFE student who require explicit alphabet instruction by making picture dictionaries. Therefore, vocabulary acquisition is driven by student interest using photos from the internet instead of books for pre-school children. Students are encouraged to take part in our theatre courses which inherently incorporate ELLs teaching methods such as TPR, exaggerated enunciation and repetition. SIFE students are also closely monitored for study habits and personal organization skills. SIFE students are closely monitored for homework completion in all classes. All teachers have a strong outreach plan for parents of SIFE students. Anecdotal logs in Skedula are utilized often to trouble shoot and to monitor SIFE student progress.

b. Our plan for ELLs in US schools for less than three years varies depending on their Spanish Lab scores and the quality of the education they have already received in their country of origin. Some students who have explicit knowledge of grammar rules in their own country are easily able to generalize those rules to the English language with few adjustments. These students with a strong educational base in their home language receive instruction with an emphasis on content and academic vocabulary as well as language functions necessary to become college ready, successfully pass content courses and successfully pass all regents exams. Other students who have not received a strong educational base in their home language will be instructed in a similar fashion to the SIFE students.

c. Students receiving 4-6 years on ESL services able to take on more difficult challenges than the students who have only been in the country for 1-3 years. We use techniques such as goal setting, challenge them to take part in theatre productions, and attend afterschool tutoring for regents and college prep. These students are encouraged to stretch out of their comfort zone. There is a high expectation that their English language proficiency can really advance at a much quicker pace. Their silent period should be over, they have enough explicit grammar lessons to edit work in other dialects or students on a lower proficiency level. As we are a Theatre High School our curriculum is Literature heavy and ELL students especially with 4-6 years of service are highly motivated by dramatic literature. We have working relationship with a Broadway theater company which comes in and does hands-on workshops that connect students to author purpose and script analysis. These skills are a basis for critical thinking and language functions across the curriculum. Students in 4-6 years of service are encouraged to find a purpose for learning English so that their journey can become more independent but equally dynamic. These years are seen as transition years so that students can really start using skills and strategies they have acquired through ESL instruction such as prereading, wordstudy and analysis in order to be more active and influential participants in their learning community.

d. Long term ELLs needs are accessed and addressed on an individual basis. A range of approaches is used from explicit grammar instruction, TPR, to individual interviews to enliven student motivation for learning English. Parent outreach is important for long term ELLs especially if truancy has been an issue in the past that has led to the lack of advancement in proficiency levels. A lot of structure and modeling is given to long term ELLs especially for essay writing which is necessary to becoming college ready and passing the regents exams.

e. We have two ELLs with special needs. They are seen by the certified ESL teacher in their ELA content class, CTT classes and one of our students also has resource room. ELL strategies are also used by special education teachers. Structure is and student driven work is emphasized with the ELL students with special needs. Paste response to questions here

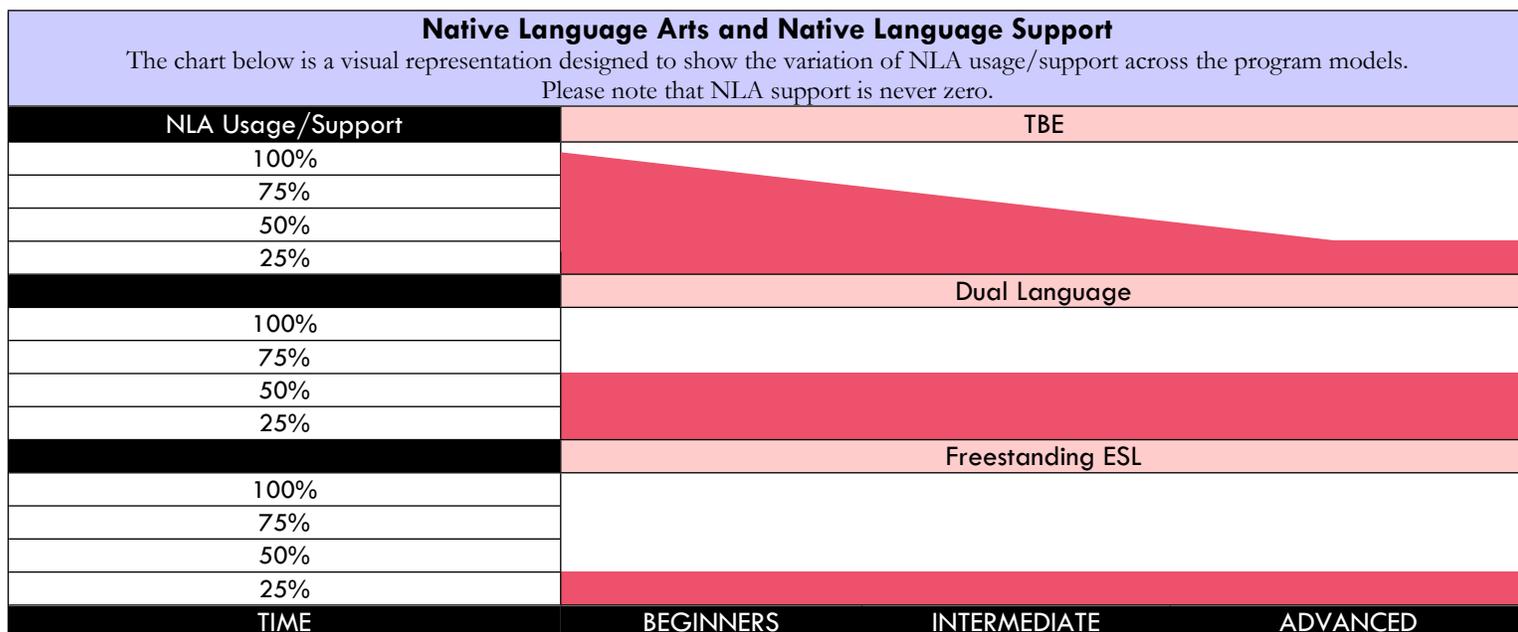
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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

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
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B. Programming and Scheduling Information--Continued

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

5-14

5. Our target intervention program focuses on our long term ELLs who are not meeting goals of passing regents exams across the curriculum nor advancing NYSESLAT scores. Repeater classes taught by certified teachers in all content areas are offered during regularly scheduled school hours and focus on scaffolding curriculum with graphic organizers, think-pair-share, and backwards analysis (modeling). A connection with real life application for each content area is stressed. These classes are geared to long term ELLs however ELLs with 1-3 years of service across proficiency levels will benefit from these intervention courses as well. We also have tutor sessions offered after school by the National Honor Society. Many of our students are bilingual in Spanish and can offer ELLs added home language support. The Title III moneys are also used to offer intervention services for ELLs who want to meet personal goals or who are struggling with academic language. The science, math and ESL teacher are available for small group tutoring after school through Title III tutoring hours. Museum, college visits and trips to Broadway plays are made available to all ELLs and are used as motivational, hands-on and real world tools that add to our curriculum here at Bronx Theatre.

6. Continuing transitional support is offered in many ways at Bronx Theatre for ELLs who have reached the proficiency level according to the NYSESLAT for two years after they have passed the test with a proficient level of English. Many of our proficient ELLs are now in honors classes. There are advanced placement classes including Spanish which is the home language of all of our ELLs. The ESL teacher makes individual conferences with students and content teachers to monitor how students are advancing. ESL teacher makes herself available for tutoring during lunch and after school to all transitional students. ESL teacher monitors students engagement on class trips and clarifies academic vocabulary as needed.

7. Improvements in our program happen every year. We have implemented common preparation periods this year where the ESL teacher can plan differentiation and ESL strategies to enhance in ELA courses. For the up-coming school year we plan to use the SIOP model throughout the curriculum as we are offering all teachers a professional development course in the SIOP model this year. We also plan on adding Smartboards to additional classrooms this year.

8. We are only adding to ELLs programs and services. We will not be removing any services for ELLs.

9. We offer sports, chorus, guitar club, dance team, National Honor Society after school. All programs are made available to ELLs through translated letters and telephone conversations as needed. At college night there are bilingual staff who make themselves available for translation so that Spanish speaking parents can also learn about college and scholarship opportunities afforded the entire school population. We also offer several repeater courses after school which help students who take ESL during the day to gain all of their credits and to graduate on time.

10. The ESL teacher used Title III money to acquire a small laptop cart, a printer and three PC laptops for the after school Title III program last year. The administration added five laptops to the ELLs cart. It is our goal to have enough laptops for each free standing ESL class by 2011. Rosetta stone is available and used for SIFE and long term ELLs with truancy problems. We are currently looking for more grant money to purchase more technology for ELLs such as "Achieve 3000", "My Accesses", "Rewards" root-word intervention lessons. Laptops are also available to all students in their content classrooms. Up to date texts books in English and in Spanish are available in content courses. English/Spanish glossaries are available for everyday classroom use as well as mandated accomodation during regents testing. Smartboards are available in about half of our classrooms this year. Our schoolwide goal is to pursue grants for technology and have a smart board for every classroom by 2012.

11. Native language support in our free standing ESL program is offered through text books in each content area, Spanish literature in classroom libraries at all levels, NYC DOE glossaries in English and home language for all regents exams, Spanish/English dictonaries for ELL use in classrooms, bilingual staff (including all school aids), Spanish and AP Spanish courses offered. The ESL teacher and Spanish teacher, who is also certified in ESL, are bilingual and both are able to provide entry points for beginner students through Spanish. The certified Spanish teacher who is certified in ESL provides part of the 25% of native language support in our Freestanding ESL Program, The principal, both assistant principals and about half of the teaching staff speak enough Spanish to help students and their parents access to information when necessary.

12. Required services and resources are age and grade level appropriate as well as being geared toward individual interests such as music, theatre and dance.

13. There is an orientation that students and parents come to for a three day period that culminates in a staged production that family and friends are invited to watch. Students are visited by upper classmen and staff to ensure a smooth and welcoming transition into high school. Newly enrolled ELLs are also assigned a buddy in their own grade and an upper classman during orientation who is responsible for translating and helping the student to adjust to the demands of high school.

14. ELLs are encouraged to take either Spanish or French which are the two language electives offered at Bronx Theatre High School. Paste response to questions 1-5 here here

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)?

Bronx Theatre High School does not have Dual Language Program.

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 here

D. Professional Development and Support for School Staff

All staff is encouraged to attend professional development that focuses on specific strategies for ELL instruction. Since our school nearly half of our school population speaks another language at home, even though they are not all documented ELLs, it is a school goal to provide materials, support, and professional development, during in-service days, to content teachers, school aids, secretaries, and parent coordinator to ensure content is made accessible to second language learner of all proficiency levels. The ESL instructor also attends pertinent professional development in effective methodologies in ESL instruction at places such as the Bronx BETAC and the admin. ESL series at Fordham University. This year it is a school-wide effort to increase the number of Latino students who receive a passing grade on regents tests. This year we are collaborating with the Equity Assistance Center Region II, out of Touro College, to provide SIOP training that is offered in a series after school to all Bronx Theatre. Three ELA teachers and one assistant principal who heads the ELA school team have been in attendance and will attend the SIOP series professional development training after school throughout the school year. The SIOP model is one of the most highly respected models for teaching ELLs. All staff is expected to attend the 7.5 hours of ELL teaching strategies as per Jose P. We will offer mandatory professional development on in-service days to content teachers, both Bronx Theatre High school assistant principals and school aids and secretaries. We have added an in-service day on January 11, 2011 in which the Ms. Conn, the certified ESL teacher will provide professional development on SIOP training and ELLs' needs awareness to both assistant math team leader assistant principal, school secretaries and the parent coordinator at Bronx Theatre.

Content teachers who provide accessible lessons through the SIOP model help students transitioning from middle school cope the increased amount of content that ELLs are responsible for in high school. We encourage all teachers to give extra support to those ELL students transitioning into high school from middle school or from another country into the US. Study skills, calendars, and routines, are emphasized. After school the ESL teacher through the Title III program offers tutoring for ELLs. ELLs can also learn from their more experienced peers through made available after school by the National Honor Society. Our school social worker and parent coordinator also are available to help students cope with anxiety, culture shock and the added responsibility of high school.

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 here

We campaign for a close relationship with ELL parents through correspondence via mail, such as a welcome letter from the ESL teacher, orientation information, Parents Association, Parent Surveys, and Parent Teacher Conferences as well as opportunities such as career and college fairs throughout the year. A home phone-call log is kept to track conversations over accomplishments and particular challenges that ELL students may have. Parent needs such as call time and meeting time are considered to accommodate work schedules and travel time. There is an afternoon and an evening schedule for all parent teacher conferences. We evaluate the needs of our parents via parent surveys, ESL "entitlement" or "non-entitlement" letters as it corresponds to the NYSESAT score of their child each fall of every new school year. Parents are invited to attend college information nights, chaperone trips to the Roundabout Theatre Company productions with students and

are invited to see their own children in productions put on by Bronx Theatre High School. Parents also have access to the Skedula website. On this website parents can access their child's grades, attendance and anecdotal logs written by teachers logging student challenges and progress. Emails are also available on Skedula so that parent-teacher contact is greatly facilitated to meet all the needs of parents of ELLs as they may arise throughout the school year.

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)										3	1	0	0	4
Intermediate(I)										11	3	3	2	19
Advanced (A)										7	6	1	1	15
Total	0	0	0	0	0	0	0	0	0	21	10	4	3	38

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

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

NYS Math				
Level 1	Level 2	Level 3	Level 4	Total

Grade	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	10	0	1	0
Math <u>Algebra</u>	17	0	5	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	12	0	3	0
Physics				
Global History and Geography	9	0	3	0
US History and Government	4	0	0	0
Foreign Language	0	5	0	5

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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.

Paste response to questions 1-6 here

1. The certified ESL teacher tests all ELLs using a school based assessment during the second week of school which tests the four ESL modalities: listening, speaking, reading and writing. The ESL teacher uses this initial assessment to determine level of literacy skills: decoding, independent reading level, knowledge of word roots, reading for literal and inferential meaning, comprehension, predictions, the ability to draw conclusions about author purpose, knowledge of parts of speech, knowledge of verb tense, use of vocabulary, sentence building and organizational skills in written English, understanding of spoken English and ability to verbally communicate meaning in English. This is a qualitative test; the periodic assessment is given later on in the year as a quantitative test. The ESL teacher uses this school based assessment to design a rigorous curriculum that will challenge ELLs while providing important scaffolding for language functions, critical thinking and academic language that will propel our ELLs through high school and prepare them for college.

2. A. Freshmen:

language patterns as their education in their home language was not a strong enough base for transference and successful English language acquisition. Studies show that a solid base in a student's home language provides structural transference in grammatical language patterns, cognates, and language concepts to aid in critical thinking and problem solving. However, it appears that these eleven freshmen ELLs would benefit from explicit instruction in English in the alphabet, root-word recognition, parts of speech, sentence/paragraph/essay writing and reading skills such as pre-viewing texts of all genres, annotating and reading for literal and figurative meaning. If the freshmen intermediate ELLs acquire their home language naturally, are never given a solid base nor explicate instruction in their home language and then are thrust into an English only school from a young age, they may never have received explicit instruction in any language. Even if they did receive explicate instruction in English from a young age they may not have been able to access the content vocabulary during such lessons, in which case the structures being taught in the English language were never acquired. Similarly the, seven, freshmen Long-term ELLs may have received more explicit instruction in English language patterns than their intermediate level peers and have fared a little better but still need practice and reinforcement in the structures. They may need to find a motivation for acquiring more English than others in their community and connect it to a college or career goal. It is a Bronx Theater High School LAP goal that 80% of all advanced level ELLs will pass the NYSESLAT as proficient by next year.

B. Sophomores

There is one 10th grader listed a beginner. He arrived from his home country second semester of his freshmen year. He has a high score on the Spanish LAB indicates that he has an advanced level of literacy in his home language. He had never taken classes English before he arrived to the US last year. His initial school based assessment this year; his effort, self-discipline and high attendance rate suggest there will be an easy and quick level of transference from his home language and English language acquisition.

There are four intermediate and six advanced level ELLs in the 10th grade. More than half of these students are Long-term ELLs, which suggests that the explicit instruction by the certified ESL teacher needs to be emphasized in the curriculum this year for sophomores as well. Language patterns and sentence structures such as verb conjugation, verb tenses and their concepts and sentence/paragraph/essay patterns are being explicitly instructed, modeled and repeated across the curriculum. It is a Bronx Theater LAP goal that all Intermediate and advanced level sophomores significantly raise their NYSESLAT scores and show college/regent readiness according to acuity scores and in class essay work by the end of this school year.

C. Juniors

There are three ELLs at the intermediate level in the 11th grade. Two of whom are special needs students. Although their NYSESLAT score may indicate a cognitive problem that inhibits facility for language acquisition, we will strive to provide entry points, for these students into our curriculum. We will also continue to use structure, repetition, positive reinforcement and authentic learning opportunities to enhance second language acquisition. The third junior who has an intermediate level of English language proficiency has repeated the eleventh grade. She fares better in class than she does when she takes test. She knows and understands English grammar rules but has trouble putting them into practice. Although she has been an ELL for nine years, this is a common phase for second language learners within 7-10 years of learning a language. Differentiated instruction for this student will include test taking strategies, practicing written out-put of grammar rules, and appropriate application of parts of speech within sentences. The junior who is at an advanced level of English proficiency has been in the US and an ELL for three years. She has improved steadily over proficiency levels each year and is approaching regents and college readiness. She thrives on visual/special structures and is improving and approaching regents readiness.

D. Seniors

There are three senior ELLs attending Bronx Theatre. One student is an x-coded, special needs student who has been diagnosed as having cognitive issues that hinder the advancement of his English language skills. The other two senior-ELLs have had truancy issues in high school and may need instruction in test taking skills and backwards analysis and modeling of the MEAL essay structure. Both have been absent on several occasions for various regents exams. Both are offered the regents exams in their native languages. Both still have to pass the ELA regents exam.

3. Patterns across NYSESLAT modalities strongly indicate that reading and writing skills are the most challenging for our ELLs to master. Our students' speaking/listening scores are all at an advanced and proficient level with the exception of the two SIFE students, one student with long-term truancy issues and our student who moved to the US second semester last year. This data suggests that the ELLs' listening and speaking skills in English can be used as entry points/access/or introductions into activities that involve the more challenging modalities (reading and writing). Instruction designed in this manner will motivate students to practice reading and writing skills, structures and their accompanying language functions while building self-confidence in ELLs as they will be using modalities for which they already have a moderate amount of mastery. Students will practice reading and writing skills in ESL class in the following manner: Organizational and study skills (Cornell note-taking), explicit grammar instruction 20%, writing process (sentence/paragraph/essay development and building) 20%, reading (all genres) for enjoyment, information, literal and figurative meaning 20%, opportunities for authentic learning and English language acquisition and or cross cultural understanding 20%.

4. A. The regents scores do not, of course, include the ELLs who just graduated last year. However, the regents scores reveal that less than a third of our current ELLs who have attempted the regents tests have passed the test with a 65 or higher. The SUNY system now views a score of 75 or higher to be college ready. The regents success of our ELLs is being addressed school-wide this year. As mentioned before, The Lander Center for Educational Research and the Equity Assistance Center for Region II, which is funded through Title IV, is being enlisted

by the administration and the LAP team to train all content and the ESL teacher in the SIOP method. The SIOP model is highly respected and is sought out by Bronx Theater LAP team with the intent to provide differentiated, sheltered instruction for ELLs, to achieve college readiness and to pass regents exams with a 75 or higher. Students always have preferred to take tests in English although some students use the native language version of each regents exam as a reference only.

b. The periodic assessment for the NYSESLAT is going to happen this year. Students' scores will be used to review trends across modalities in the different grade levels. Weak areas will be pointed out in LAP meetings and relayed to the rest of the staff in meeting minutes via email. Strong areas will be used as points of access to lessons focusing on remediation of weak skills. The acuity test results are also reviewed for trends across grade levels and shared in grade level and inquiry team meetings. Teachers can also make anecdotal logs on New Visions Skedula website as to how students are fairing with remediation lessons focused on weak areas in acuity. Administration is using the results of the periodic assessments to dictate topics in new technology, materials and professional development scheduled throughout the year.

c. The school is learning from periodic testing that ELLs could be better met across grade and proficiency levels. Research shows that it takes 7-10 years to become fluent in a second language add academic language and high stakes testing to the mix and ELLs will be challenged daily. The staff and administration at Bronx Theatre use the periodic testing as a way to relay success and challenges of each language learner to one another. We know that creating a process for this kind of dialogue through team meetings, LAP meetings, Skedula anecdotal logs and publishing test results for all staff will dramatically increase targeted intervention for each individual ELL throughout their high school career at Bronx Theatre High School.

5. Bronx Theatre does not have a Dual Language program.

6. We measure the success of our ELLs program to the extent that intervention is data-driven, that all of our teachers are incorporating the latest (research-based) differentiated strategies for ELLs in daily lessons, ELLs' culture is represented in the curriculum, there is a balanced between explicit and student-driven instruction, ELLs intellectual and emotional needs are being met in order to reach their highest potential, to graduate on-time and to achieve college readiness.

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.

Paste additional information here

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 10x546

All Title I SWP 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:	\$341,618.00	\$185,532.00	\$527,150.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,416.00	\$1,855.00	\$5,271.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,081.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,000.00	*	

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.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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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.

¹ **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

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$286,959.12	✓	p.35
Title I, Part A (ARRA)	Federal	✓			\$183,678.66	✓	p.45
Title II, Part A	Federal				N/A	✓	
Title III, Part A	Federal	✓			\$15,000	✓	p.27
Title IV	Federal				N/A	✓	
IDEA	Federal	✓			\$42,197	✓	p.36-38
Tax Levy	Local	✓			\$2,094,608.00	✓	p. 27-40

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.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.