Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: BRONX DANCE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X308

PRINCIPAL: SANDRA SANCHEZ **EMAIL:** SSANCHE3@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ms. Sanchez	*Principal or Designee	
Ms. Peacock	*UFT Chapter Leader or Designee	
Ms. Gough	*PA/PTA President or Designated Co-President	
Mr. James	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

BDA Annual Goal #1 and Action Plan

Annual Goal #1 - To increase teachers' effective, consistent collection, analysis, and application of student data to make appropriate instructional decisions regarding goal-setting, curriculum, and pedagogy for all students, including ELLs and SWDs.

By June 2012, 90% of teachers will consistently and effectively use at least 10 data sources to leverage changes in classroom practice to accelerate student learning. Data sources include, but are not limited to: ARIS, ACUITY, Periodic Assessments, Base/Mid/End-line Assessments, DRA/WRAP. Teacher-made Assessments and Assignments, Exit Slips, Engrade, Attendance, Student Learning Style Surveys, Student Interest Surveys, Student Portfolios and Projects, Student Reflections, IEP's, Conferring Notes, Student Work Samples, School Environment Survey, RESI (Demographic Report), NYSESLAT, LAB-R.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of BDA's lowest third student progress data on state assessments it was determined that students showed decreases in progress performance. By ensuring that every teacher is data literate and understands the importance of monitoring student growth through the analysis of multiple and diverse data sets, we will reverse this trend.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - **a) strategies/activities that encompass the needs of identified student subgroups,**
  - **b) staff and other resources used to implement these strategies/activities,**
  - **c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
  - **d) Timeline for implementation.**

  - Teachers will meet weekly in teams (pods) of grade level and content area to establish a coherent and clear understanding of available data, including formative and summative assessments.
  - Teachers will be trained in monthly workshops to increase their ability to utilize the available data to make instructional decisions in their classrooms.
  - Teachers will meet monthly in teams (pods) to examine student work and identify patterns and trends of students' strengths and weaknesses and collaboratively share best practices related to how to address the challenges of teaching appropriate and differentiated strategies to help students master the skills identified as weaknesses, aligned and correlating to the evolving state standards.
  - Teachers will meet monthly in teams (pods) to share data and improve their understanding of how data impacts and influences student learning across content areas.
  - IST will meet every two weeks to identify and track students who need additional supports, accommodations, modifications, and extensions based on effective and consistent analysis of available data. Using this data, the team will help to set differentiated goals for such students to accelerate their learning and to ensure that they fulfill their potential to master the standards of the curriculum.
  - Network support personnel, consultants, and mentors will provide guidance and expertise for teacher teams on an on-going basis, as the work progresses through the year.
  - Teachers will be provided with opportunities throughout the year to visit and collaborate with teachers from other schools to further their exposure to best practices in using student data.
  - "Expert" teachers within the school will conduct "Lunch and Learn" workshops on an on-going basis to share their expertise in data fluency.

- Teachers will set, review, and accomplish professional learning goals for the year.
- Timeline for implementation: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

  - Parent coordinator will organize parent workshops and explain to the families the importance and meaning of data in instruction.
  - Teachers will be in touch with parents in an on-going basis and inform families on student progress.
  - Parents will be trained to use the ENGRADE student progress report system
  - The school will create and distribute a parent handbook that is translated in all the dominant languages.
  - Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
  - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide ELLs, SWDs and at risk students with additional instructional and student support programs, we have supplemented the regular instructional schedule with our partnership with Academic Advantage program so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness of this program along with the coordination and integration of the CCLS math task. These services which are supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.

- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

BDA Annual Goal #2 and Action Plan

Annual Goal #2 - To increase teachers' knowledge and use of effective, data-driven, differentiated instruction to ensure that all learners, including the highest and lowest achieving students, special education students, and English Language Learners have multiple entry points, supports, and extensions into the curricula.

By June 2012, all teachers will work in teacher teams to collaboratively learn, share, and systematically implement at least 10 effective differentiated instructional strategies, using the school-wide ELA curriculum map, as a universal guide.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of BDA's lowest third student progress data on state assessments it was determined that students showed decreases in progress performance. By ensuring that every teacher is planning differentiating lesson plans to ensure the success for every child we will reverse this trend.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - **a) strategies/activities that encompass the needs of identified student subgroups,**
  - **b) staff and other resources used to implement these strategies/activities,**
  - **c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
  - **d) Timeline for implementation.**

  - Teachers will meet weekly in teams (pods) of grade level and content area to establish a coherent and clear understanding of differentiated instruction, through either process, product, content, and/or environment.
  - Teachers will be trained in monthly workshops to increase their ability to utilize effective differentiated instructional approaches and strategies in their classrooms.
  - Teachers will meet monthly in teams (pods) to examine student work and identify patterns and trends of students' strengths and weaknesses and collaboratively share best practices related to how to address the challenges of teaching appropriate and differentiated strategies to help students master the skills identified as weaknesses, aligned and correlating to the evolving state standards.
  - Teachers will meet monthly in teams (pods) to share data and improve their understanding of how data impacts and influences decisions for differentiated instructional practices.
  - IST will meet weekly to identify and track students who need additional supports, accommodations, modifications, and extensions based on effective and consistent analysis of available data. Using this data, the team will help to set differentiated goals for such students to accelerate their learning and to ensure that they fulfill their potential to master the standards of the curriculum.
  - Network support personnel, consultants will provide guidance and expertise for teacher teams on an on-going basis, as the work progresses through the year.
  - Teachers will be provided with opportunities throughout the year to visit and collaborate with teachers from other schools to further their exposure to best practices in using differentiated instructional strategies.
  - "Expert" teachers within the school will conduct "Lunch and Learn" workshops on an on-going basis to share their expertise in differentiated instruction
  - Professional texts, such as those by Carol Ann Tomlinson, will be used in team meetings and study groups throughout the year.

- Assistant Principal and Principal will conduct school-wide walkthroughs (collegial and supervisory) to focus on looking at classroom implementation of differentiated instruction.
- Classroom observations by administrators (formal and informal) will include differentiated instruction as an element to be integrated into lesson planning and implementation.
- Lesson plans will be reviewed by administrators and appropriate feedback will be given to teachers on all elements of effective lesson planning, including the effective use of differentiated instruction.
- Network personnel will support this work through fair, credible, and actionable feedback, based on classroom visits and post-observation conferences.
- Teachers (including content area teachers as well as ELA Teachers) will systematically and consistently implement conferring in their repertoire of classroom routines and practices as an on-going method of assessing, addressing (teaching) individual students' strengths and weaknesses, and setting learning goals for and with students and maintain systematic conference notes to record conferences and track student progress throughout the year.
- Materials and resources will be ordered and provided for classes, based on the students' ability levels, interests, and learning styles.
- Teachers will be given the opportunity to have input into selecting materials and resources needed for their students through questionnaires, surveys, and conferences, aligned to standards and school-wide ELA curriculum map and content area scope and sequence documents.
- Teachers will engage in place- and community based education through meaningful student projects in order to increase relevance of education to the student body and inspire future young leaders.
- Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

  - The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
  - The school will create and distribute a parent handbook that is translated in all the dominant languages.
  - Parents will be trained on how to use ARIS Parent Link.
  - Parents will be trained to use the ENGRADE student progress report system

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified MATH teachers.
  - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide ELLs, SWDs and at risk students with additional instructional and student support programs, we have supplemented the regular instructional schedule with our partnership with Academic Advantage program so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness of this program along with the coordination and integration of the CCLS math task. These services which are supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

BDA Annual Goal #3 and Action Plan

Annual Goal #3 - To improve student progress in Literacy

By June, 2012, 90% of all classroom teachers will effectively implement at least one literacy performance task as the culminating summative assessment for a well sequenced unit of instruction focusing on nonfiction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of BDA's student progress data on state assessments it was determined that students showed decreases in math progress performance. By exposing our students to this type of cognitively demanding mathematic task, and supporting them accordingly by making sure the teachers understand the higher instructional State academic content and achievement expectations, we will reverse this trend for academic year 2011-2012.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - **a) strategies/activities that encompass the needs of identified student subgroups,**
  - **b) staff and other resources used to implement these strategies/activities,**
  - **c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
  - **d) Timeline for implementation.**

  - Classroom teachers will engage in professional development around the selected literacy instructional unit and performance task to address the needs of students with IEPs, ELLs, and students with varying reading levels.
  - Science, SETTS, and ESL teachers will reinforce the non-fiction units with support in research skills.
  - Funds will be allocated for the purchase of instructional material, teacher resources and professional books needed for common planning (i.e. .Implementing the Framework for Teaching in Enhancing Professional Practice, etc.).
  - Time will be provided for teacher inter-visitations within the grades, across the grades and the disciplines (i.e. Science).
  - Supervisors, consultants and network support staff will provide group and individualized professional support for each teacher as well as support in classrooms.
  - Consultants and Assistant Principals will provide individualized support for each teacher as well as collegial support.
  - Supervisors will conduct ongoing, frequent classroom visits, informal observations and formal observations and provide actionable, timely specific, evidence-based feedback to teachers.
  - Teachers will meet weekly to plan, discuss student work, and use the results from assessments to make classroom level curricular and instructional decisions
  - Teacher teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Literacy. Staff developers and consultants will provide staff with on-going professional development opportunities such as lunch and learn demonstration lessons, and inter-visitations to improve teacher practice.
  - Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

    - ELA, ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
    - The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
    - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
    - The school will create and distribute a parent handbook that is translated in all the dominant languages.
    - Parents will be trained on how to use ARIS Parent Link.
    - Parents will be trained to use the ENGRADE student progress report system.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

    - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
    - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
    - Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide ELLs, SWDs and at risk students with additional instructional and student support programs, we have supplemented the regular instructional schedule with our partnership with Academic Advantage program so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness of this program along with the coordination and integration of the CCLS math task. These services which are supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

BDA Annual Goal #4 and Action Plan

Annual Goal #4 - To improve student progress in mathematics.

By June 2012 all math teachers will effectively implement a cognitively demanding mathematics task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution, as outlined in the Common Core Learning Standards for Mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of BDA's student progress data on state assessments it was determined that students showed decreases in math progress performance. By exposing our students to this type of cognitively demanding mathematic task, and supporting them accordingly by making sure the teachers understand the higher instructional State academic content and achievement expectations, we will reverse this trend for academic year 2011-2012.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - **a) strategies/activities that encompass the needs of identified student subgroups,**
  - **b) staff and other resources used to implement these strategies/activities,**
  - **c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
  - **d) Timeline for implementation.**

  - All math teachers will engage in professional development around the selected mathematics instructional units and performance tasks to address the needs of students with IEPs, ELLs, and students belonging to the lowest third in terms of progress.
  - Supervisors, consultant, network support staff and teachers will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics.
  - Supervisors, data specialist, and teachers will analyze classroom data and assessment results to make grade level and classroom level curricular and instructional decisions.
  - Supervisors will conduct ongoing, frequent classroom visits and observations and provide actionable, timely specific, evidence-based feedback to teachers
  - Supervisors will utilize the Danielson **Framework for Teaching** for conducting classroom observations and for conducting pre-observations and post observation conferences with teachers
  - Teachers will meet weekly to plan, discuss student work, and use the results from assessments to support on-going mastery of learning.
  - Supervisors will provide staff with on-going professional development opportunities such as Lunch and Learns, demonstration lessons, and inter-visitations to improve teacher practice.
  - Teachers will have the opportunity to plan and collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics during common planning time.
  - Administrators and Network support staff will provide staff with on-going curriculum support.
  - Timeline for implementation: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

    - Math and SETTS teachers will design training modules and host monthly Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
    - The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
    - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
    - The school will create and distribute a parent handbook that is translated in all the dominant languages.
    - Parents will be trained on how to use ARIS Parent Link.
    - Parents will be trained to use the ENGRADE student progress report system

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

    - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified MATH teachers.
    - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
    - Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide ELLs, SWDs and at risk students with additional instructional and student support programs, we have supplemented the regular instructional schedule with our partnership with Academic Advantage program so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness of this program along with the coordination and integration of the CCLS math task. These services which are supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

BDA Annual Goal #5 and Action Plan

Annual Goal #5 - To improve teacher effectiveness.

By June 2012, all teachers across the school will improve teaching practices in Instruction, Classroom Environment, and Planning and Preparation, focusing on the Teacher Management Pilot's 6 Priority Competencies (based on Charlotte Danielson's Framework for Teaching).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of BDA's lowest third student progress data on state assessments it was determined that students showed decreases in math progress performance. By exposing focusing on key teacher competencies and observe our schools' teacher frequently providing actionable feedback, we will reverse this trend for academic year 2011-2012.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - **a) strategies/activities that encompass the needs of identified student subgroups,**
  - **b) staff and other resources used to implement these strategies/activities,**
  - **c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
  - **d) Timeline for implementation.**

  - Supervisors and teachers will collaborate to set and monitor teacher goals, selecting from the six Competencies from the **Framework for Teaching** 2011.
  - Supervisors, consultants, network support staff and will support teachers through professional development opportunities and mentoring, using professional resources such as, **Implementing the Framework for Teaching in Enhancing Professional Practice** by Charlotte Danielson.
  - Supervisors will utilize the **Framework for Teaching** for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post-observation conferences.
  - Teacher growth will be supported through frequent observations with specific evidence- based feedback to teachers.
  - Ongoing one-on-one meetings between supervisors and teachers will focus on the attainment of their professional goals and the school support needed.
  - Professional development opportunities provided by consultants, network support staff, and administration will be planned to meet the developmental needs of teachers. New teachers will receive the maximum support and experienced teachers will have leadership opportunities to help support the professional learning throughout the school.
  - Staff development will be monitored and revised, based on the results of student data and teacher effectiveness.
  - **The Framework for Teaching** will be used as a foundation to drive professional discussions before and after classroom observations.
  - Timeline: September 2011 through May 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

n/a

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
  - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

n/a

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	# 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	31	20			11			
7	30	38			15			
8	35	37			8			
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	ELA New York Ready and Achieve 3000 (1:1); 37 ½ minutes small group instruction; one-to-one tutoring; SETSS (small class size); CTT (13:1); Curriculum Associates ELA Test Preparation; Conferencing with students on an ongoing basis both in class and after school (The above interventions occur daily during school day); Saturday Academy (for ELLs); twice per week after school program for ELA and Academic Advantage one-to-one tutoring.
Mathematics	Math New York Ready and IXL (1:1); 37 ½ minutes small group instruction; one-to-one tutoring; SETSS (small class size); CTT (13:1); Curriculum Associates Math Test Preparation; Conferencing with students on an ongoing basis both in class and after school (The above interventions occur daily during school day); Saturday Academy (for ELLs and High School preparation for the 8th graders); twice per week after school program for Math and Academic Advantage
Science	Peer tutoring (daily); one to one tutoring and support through conferencing; small group instruction (daily); FOSS curriculum contains differentiation and scaffolding; multiple intelligences lab activities (built into science program); project-based inquiry offsite experiences (periodically); 37½ minutes extended day tutorials; homework help (daily).
Social Studies	Peer tutoring (daily); one to one tutoring and support through conferencing; small group instruction (daily); project-based inquiry offsite experiences (periodically); 37½ minutes extended day tutorials; homework help (daily).
At-risk Services provided by the Guidance Counselor	Weekly counseling sessions are provided once a week to At-Risk and Mandated Students in order to address issues affecting their lives in and outside the classroom. The aim of the sessions is to help students with their emotional development.
At-risk Services provided by the School Psychologist	**N/A**
At-risk Services provided by the Social Worker	**N/A**
At-risk Health-related Services	Adaptive phys. Ed.; occupational therapy; eye testing; fitness grams; and speech and hearing.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X308 **School Name:** MS 308 Bronx Dance Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: ☼ Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: ☼ Basic ☐ Focused ☐ Comprehensive

Intervention: ☼ School Quality Review (SQR) ☐ External School Curriculum Audit (ESCA)
☐ Joint Intervention Team visit (JIT) ☐ Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

MS 308 Bronx Dance Academy has been identified as in need of improvement for Students with Disabilities in English Language Arts. The findings of this process are:

- *Mid-year teacher turnover*
- *Mid-year program changes*
- *Inexperienced teachers*
- *ELA curriculum lacked sufficient support for SWD.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

As a school, we will implement the following interventions to support improved achievement in ELA for SWD:

- *Saturday Academy and After School program provide students with more intensive differentiated instructional time.*
- *Achieve 3000, a computer-based literacy program with the capability to differentiate text to each student's level.*
- *Title I students will be offered 50 hours of small group or one-on-one instruction through Academic Advantage, an SES program.*

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10 percent Title I funds for professional development will be used:

- *Hire an ELA consultant to provide staff development for the special education ELA teachers.*
- *Train ELA Special Education teachers in Wilson Reading Program.*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Formal new-teacher mentoring is provided by a tenured, high-performing teacher. Informal mentoring is offered at daily grade and content teacher team meetings. The principal, assistant principals, and network staff provide professional development workshops and coaching for teachers.

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.

- *Send a SINI notification letter to parents in English and Spanish*

- *Conduct a parent meeting to answer questions about the school improvement interventions. Spanish translation will be available upon request.*

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Chris Groll/ Michael Alcoff	District 10	Borough Bronx	School Number 308
School Name Bronx Dance Academy			

B. Language Allocation Policy Team Composition ⓘ

Principal Sandra Sanchez	Assistant Principal Antonios Pappas
Coach type here	Coach type here
ESL Teacher Katalin Harsazcki	Guidance Counselor Mirasol Castro
Teacher/Subject Area Kristen White/ELA	Parent type here
Teacher/Subject Area Tara Cartwright/ELA	Parent Coordinator Michael James
Related Service Provider Danielle O'Connor	Other Annette Schaffer/ AP
Network Leader Michael Alcoff	Other type here

C. 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	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	259	Total Number of ELLs	24	ELLs as share of total student population (%)	9.27%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. When any child, who is newly arrived to New York public schools, registers at Bronx Dance Academy MS 308, a parent or guardian must complete the Home Language Identification Survey (HLIS) with Ms. Katalin Harzacski, the ESL teacher. Ms. Harzacski interviews each parent/guardian and child to determine their dominant language and helps them complete the HLIS. She ensures that the survey is filled out correctly and is an accurate reflection of the families' linguistic abilities and needs. If translation is necessary, a Spanish language translators is available.

When possible, Ms. Harzacski administers the LAB-R to eligible students immediately following registration. Otherwise, a grade supervisor conducts a second student interview and places the child in the appropriate classroom setting. Each Monday, Ms. Harzacski compiles a list of newly admitted students, cross checks the HLIS with their linguistic code in ATS to ensure accuracy, and reads each child's test history. When a student's primary language is not English and s/he has no prior LAB-R history, she administers the exam. If the child does not pass and natively speaks Spanish, Ramon Cabrera tests the child with the Spanish LAB. In this way, we are able to ensure that LAB-R eligible students are tested within ten days of admittance. Ms. Harzacski regularly maintains a database of unofficial LAB-R and Spanish LAB scores so that the school community has access to them before they are published.

Each spring, a team of administrators and teachers review ELL data to determine who will take the NYSESLAT. The team is comprised of Antonios Pappas, AP and testing coordinator, Ms. Schaffer, AP, Mr. Latorre, testing coordinator, Ms. O'Connor, data specialist, and Ms. Harzacski, ESL teacher. This is a careful data verification process that ensures we test each eligible child. They print the Revised LAB/ NYSESLAT Eligibility Roster (RLER) and the entire school's test history. They then cross-reference the two documents with each other and with the informal LAB-R results to create the most up-to-date and comprehensive list of students who will be tested. They then print a school-wide Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled "speaking, listening, reading, or writing". As proctors complete each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out on answer documents, including those whose LAB-R scores do not yet show in the test history.

2. When parents and guardians register their ELL eligible students, they also fill out the Parent Selection Form. They have the opportunity to speak with the registration team, an ESL teacher, the parent coordinator, or administrator in order to make an informed decision. All staff members provide parents with the same information regarding the qualities of each ELL program available in New York City. It is the same information that is presented in the parent orientation video.

We also will host an ELL Parent Orientation when we have newly arrived ELLs. Although we do speak individually with parents and guardians at registration, it is also important to have an official orientation during which parents view the parent orientation video and have a chance to hear about the available programs once more. If, for any reason, a parent/guardian has not filled out a Parent Selection Form, they do so at this time.

If a parent chooses or has previously chosen TBE/DL and we did not have enough students to open a program, we will inform

parents in writing when we do have enough interest to open the program.

3. Entitlement letters are distributed via backpack and mail. Parent Selection Forms are distributed at registration and the Parent Orientation; they are also sent home by classroom teachers when necessary. In all cases, when a parent/guardian does not return these forms, the school sends reminder notices and calls the home. The ESL teacher is responsible for maintining these records, including collecting and soring Parent Surveys and Program Selection Forms.

4. Placement letters and entitlement letters are distributed in English and Spanish, collected, and maintained by the ESL teacher. ELL students are placed in the ESL program because it is the only program we offer at this point. If more parents request TBE or DL, we will open a program when necessary.

5. Parent Survey and Program Selection forms indicate that ESL is the preferred program. The ESL teacher monitors these trends. We anticipte that future programming will continue to include ESL because the vast majority of our ELL population from year to year are not new arrivals and were not in Dual Language or bilingual programs in the past. We know that it is important to maintain continuity of programs for ELLs.

6. Yes, program models are aligned with parent requests.

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** ✪

This school offers (check all that apply):

Transitional bilingual education program	Yes ✪	No ❄	If yes, indicate language(s):
Dual language program	Yes ✪	No ❄	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	**Newcomers (ELLs receiving service 0-3 years)**	5	**Special Education**	11
SIFE	0	**ELLs receiving service 4-6 years**	11	**Long-Term (completed 6 years)**	8

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	5	0	1	11	0	5	8	0	5	24
Total	**5**	**0**	**1**	**11**	**0**	**5**	**8**	**0**	**5**	24
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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

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
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	9	5	10	0	0	0	0	24

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. ELLs receive instruction in a pull-out model with push in services when appropriate. ESL groups are heterogeneously mixed according to academic and linguistic proficiency.

2. The ESL program includes 24 students and one ESL teacher. This ratio, along with flexible schedules and heterogeneous grouping, allows for ELLs to receive the mandated number of instructional minutes.

3. In all content areas instructional methodology includes whole group, small, group, and one-on-one instruction within the workshop model. All content areas include a hands-on approach to learning and utilization of technology. Native language support is provided by pairing students together who speak the same native language. The ESL teacher plans with content area teachers to support their work in pull-out classes.

4. When a newly arrived ELL is admitted to our school, the student will take the LAB-R. If the student is Spanish-speaking and does not pass the LAB-R, s/he will also take the Spanish LAB. Also, Achieve 3000 allows for students to work and be assessed in Spanish.

However, the vast majority of our ELLS were identified as ELLs before coming to our school. As the data suggest, the support they need

is in reading and writing in English. Therefore, most assessment is in the target language. If and when our population and its needs change, we will consider additional methods of assessing in the native language.

5. a. Describe your instructional plan for SIFE.
We currently do not have any SIFE students. If we enroll SIFE students in the future, our goals would be to introduce or reintroduce SIFE students into a school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We would differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level. We would also stream students to classrooms where they can engage in learning foundations of reading and pairing up with buddies who speak their native language. Finally, we would offer students the opportunity to spend their lunch periods in Lunch Bunch with a guidance counselor and other students so that they could develop social and linguistic skills in a small and nurturing environment.

b. Describe your plan for ELLs in US schools for less than 3 years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support and more small-group instruction in an ESL setting. The classroom teachers focus heavily on reading, writing, listening, and speaking through the use of technology because we have found that it invokes a high student interest. They engage in interactive work online, including Achieve 3000, and build linguistic skills in that manner. These students are also targeted for Extended Day, After School, and Saturday Academy.

c. Describe your plan for ELLs receiving service 4-6 years.
We know that these students are traditionally very strong in listening and speaking, but they struggle to gain proficiency in reading, writing, and the content areas. Therefore, in conjunction with their teacher, each of these students create personal goals for each unit of study. These goals address their specific areas of need and motivate students to work beyond their former expectations. Teachers and students assess and realign goals in one-on-one conferences based on data from ITAs and Predictive Assessments. This individual attention and progress monitoring is key to preventing students from becoming long-term ELLs.

d. Describe your plan for Long-Term ELLs (completed 6 years).
Long-term ELLs are students who have not benefitted enough from the traditional classroom experience including differentiated instruction and individual goal setting. Therefore, their needs necessitate a more aggressive form of academic intervention. This involves additional tutoring in both English and their native language, if possible.

e. Describe your plan for ELLs identified as having special needs.
Instructional plans vary depending on each student's IEP.

6. ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com and Achieve 3000. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills. ELL-SWDs will receive literacy instruction through the Wilson reading program, and teachers meet regualrly to discuss students' IEPs and ensure that each student is receiving his/her mandated services.

7. All ELL-SWD students are in their least restrictive environment. ESL classes and groupings include both general education and special education populations. Flexible scheduling is used to maximize time spent with non-diabled peers when possible and appropriate.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	n/a			
Social Studies:	n/a			
Math:	n/a			
Science:	n/a			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Over the past few years, data has shown that intervention is most needed in ELA for all students, including ELLs. For that reason, we have purchased Achieve 3000 to supplement Readers and Writers Workshop. We are also implementing an after school program and Saturday Academy focusing largely on literacy. SWD will receive literacy instruction through the Wilson reading program. Math intervention programs include IXL, a computer-based program.

9. The teacher continues to provide English Proficient (EP) students with additional linguistic supports and a truly differentiated learning experience. We believe that ESL is just good teaching and that all students, regardless of ELL status, deserve to receive the benefits of it. These students will receive ELL testing accomodations.

10. As mentioned, we are using Achieve 3000 school wide. It will support students in reading and writing as well as English language acquisition. We will also begin Academic Advantage in February for targeted, small group literacy intervention.

11. We are not discontinuing any programs or services for ELLs.

12. ELLs have the same access to school programs, if not more. They are included in Extended Day, after school, and Saturday Academy.

13. ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, unitedstreaming.com, teachervision.com, educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.

14. In ESL, native language support is more subtle than in dual language or bilingual programs and includes books in the native language, partners who speak their language, and when possible, native language support from the teacher him/herself.

15. We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide supports and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age.

16. At the start of this school year, we did not have newly enrolled ELLs. If and when we do welcome these students to Bronx Dance Academy in September, they and their families will be invited to a summer orientation and will be set up with a buddy student in each class once school starts. The initial transition into our school community is important, and we want to be sure that we are meeting social and emotional needs of ELLs in addition to their academic and linguistic needs.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Over the past few years, data has shown that intervention is most needed in ELA for all students, including ELLs. For that reason, we have purchased Achieve 3000 to supplement Readers and Writers Workshop. We are also implementing an after school program and Saturday Academy focusing largely on literacy. SWD will receive literacy instruction through the Wilson reading program. Math intervention programs include IXL, a computer-based program.

9. The teacher continues to provide English Proficient (EP) students with additional linguistic supports and a truly differentiated learning experience. We believe that ESL is just good teaching and that all students, regardless of ELL status, deserve to receive the benefits of it. These students will receive ELL testing accomodations.

10. As mentioned, we are using Achieve 3000 school wide. It will support students in reading and writing as well as English language acquisition. We will also begin Academic Advantage in February for targeted, small group literacy intervention.

11. We are not discontinuing any programs or services for ELLs.

12. ELLs have the same access to school programs, if not more. They are included in Extended Day, after school, and Saturday Academy.

13. ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, unitedstreaming.com, teachervision.com, educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.

14. In ESL, native language support is more subtle than in dual language or bilingual programs and includes books in the native language, partners who speak their language, and when possible, native language support from the teacher him/herself.

15. We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide supports and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age.

16. At the start of this school year, we did not have newly enrolled ELLs. If and when we do welcome these students to Bronx Dance Academy in September, they and their families will be invited to a summer orientation and will be set up with a buddy student in each class once school starts. The initial transition into our school community is important, and we want to be sure that we are meeting social and emotional needs of ELLs in addition to their academic and linguistic needs.

17. We currently do not have language electives.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Over the past few years, data has shown that intervention is most needed in ELA for all students, including ELLs. For that reason, we have purchased Achieve 3000 to supplement Readers and Writers Workshop. We are also implementing an after school program and Saturday Academy focusing largely on literacy. SWD will receive literacy instruction through the Wilson reading program. Math intervention programs include IXL, a computer-based program.

9. The teacher continues to provide English Proficient (EP) students with additional linguistic supports and a truly differentiated learning experience. We believe that ESL is just good teaching and that all students, regardless of ELL status, deserve to receive the benefits of it. These students will receive ELL testing accomodations.

10. As mentioned, we are using Achieve 3000 school wide. It will support students in reading and writing as well as English language acquisition. We will also begin Academic Advantage in February for targeted, small group literacy intervention.

11. We are not discontinuing any programs or services for ELLs.

12. ELLs have the same access to school programs, if not more. They are included in Extended Day, after school, and Saturday Academy.

13. ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, unitedstreaming.com, teachervision.com, educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.

14. In ESL, native language support is more subtle than in dual language or bilingual programs and includes books in the native language, partners who speak their language, and when possible, native language support from the teacher him/herself.

15. We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide supports and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age.

16. At the start of this school year, we did not have newly enrolled ELLs. If and when we do welcome these students to Bronx Dance Academy in September, they and their families will be invited to a summer orientation and will be set up with a buddy student in each class once school starts. The initial transition into our school community is important, and we want to be sure that we are meeting social and emotional needs of ELLs in addition to their academic and linguistic needs.

17. We currently do not have language electives.

5. The parent coordinator formally and informally evaluates the needs of parents. Parents are polled during earlier parent meetings to

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

1. We have a Parent Teacher Association with growing membership each year. The school also provides parent workshops on topics including ARIS training, using assessment data, and how to support academic growth at home. Workshops are presented in English and Spanish; parent volunteers are recruited to translate into other languages as needed.

2. The school does not yet partner with Community Based Organizations to provide workshops specifically geared toward ELLs parents; however, ELL parents are invited to and attend workshops that the school provides internally.

3. The parent coordinator formally and informally evlauates the needs of parents. Parents are polled during earlier parent meetings to determine their interest for upcoming workshops and meetings.

4. Written notices and school messenger service (phone system) are almost always translated in Spanish to make parents aware of activities.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. ELL personnel and all other staff (assistant principals, classroom teachers, paraprofessionals, related services providers, dance and art teachers, and school support staff) will receive professional development during the monthly faculty conferences, during grade and content meetings, and following learning walks or walk throughs. Also, all staff is required to write their own professional development plan.

2. Bronx Dance Academy is very focused on data-driven instruction, and we start the school year doing professional development around identifying subgroups. Each teacher then chooses a small group of students for inquiry and close study. Teams of teachers meet with the school leadership to discuss their students and ensure that ELLs are included in these groups. With this targeted focus on ELL students, teachers are better able to assist ELLs in the transition from elementary to middle schools.

The guidance counselor provides support in the social and emotional development of students as they transition to middle school. The guidance counselor has also received professional development around the articulation process from start to finish, so she is deeply involved in the transition from elementary school beginning with our auditions process.

3. All staff will receive the same professional development that is described above. We believe that all of us are teachers of ELLs, regardless of the program in which they teach. This PD will occur during the monthly faculty conferences, during grade and content

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

1. ELL personnel and all other staff (assistant principals, classroom teachers, paraprofessionals, related services providers, dance and art teachers, and school support staff) will receive professional development during the monthly faculty conferences, during grade and content meetings, and following learning walks or walk throughs. Also, all staff is required to write their own professional development plan.

2. Bronx Dance Academy is very focused on data-driven instruction, and we start the school year doing professional development around identifying subgroups. Each teacher then chooses a small group of students for inquiry and close study. Teams of teachers meet with the school leadership to discuss their students and ensure that ELLs are included in these groups. With this targeted focus on ELL students, teachers are better able to assist ELLs in the transition from elementary to middle schools.

The guidance counselor provides support in the social and emotional development of students as they transition to middle school. The guidance counselor has also received professional development around the articulation process from start to finish, so she is deeply involved in the transition from elementary school beginning with our auditions process.

3. All staff will receive the same professional development that is described above. We believe that all of us are teachers of ELLs, regardless of the program in which they teach. This PD will occur during the monthly faculty conferences, during grade and content meetings, during lab sites, and following learning walks or walk throughs. Also, all staff is required to write their own professional development plan. Assistant principals maintain records of these meetings and professional development sessions, including agendas and sign-in sheets.

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

1. We have a Parent Teacher Association with growing membership each year. The school also provides parent workshops on topics including ARIS training, using assessment data, and how to support academic growth at home. Workshops are presented in English and Spanish; parent volunteers are recruited to translate into other languages as needed.

2. The school does not yet partner with Community Based Organizations to provide workshops specifically geared toward ELLs parents; however, ELL parents are invited to and attend workshops that the school provides internally.

3. The parent coordinator formally and informally evlauates the needs of parents. Parents are polled during earlier parent meetings to determine their interest for upcoming workshops and meetings.

4. Written notices and school messenger service (phone system) are almost always translated in Spanish to make parents aware of activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Intermediate(I)	0	0	0	0	0	0	1	3	7	0	0	0	0	11
Advanced (A)	0	0	0	0	0	0	6	2	3	0	0	0	0	11
Total	0	0	0	0	0	0	9	5	10	0	0	0	0	24

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

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

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

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

Paste response to questions 1-6 here

1. Our school uses DRA and lexile scores to assess the early literacy skills of our ELLs. On average, the large majority of our students across grades perform at a higher level in listening and speaking that reading and writing. Therefore we find that ELLs are generally reading at a lower level than their English-dominant peers.

2. For the most part, our students are advanced or proficient in listening and speaking, but they take much longer to attain the same level of

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	1	0	4	0	2	0	0	0	7
7	4	0	1	0	0	0	0	0	5
8	3	0	6	0	1	0	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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

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

Paste response to questions 1-6 here

1. Our school uses DRA and lexile scores to assess the early literacy skills of our ELLs. On average, the large majority of our students across grades perform at a higher level in listening and speaking that reading and writing. Therefore we find that ELLs are generally reading at a lower level than their English-dominant peers.

2. For the most part, our students are advanced or proficient in listening and speaking, but they take much longer to attain the same level of achievement in reading and writing. This necessitates that we focus intently on building reading and writing proficiency in our ELLs. Last year, we had only one student take the LAB-R, which is not significant enough of a number to identify school-wide trends.

3. Our ELL population is scoring mostly at level one and two on both the ELA and the math exams. The greatest proportion of students are scoring level two, with one level three on the ELA and two on the math. The data do not indicate that students are performing significantly better on one exam than the other, but it is clear that our school wide goal with ELLs is to move them from level two to level three on state exams.

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

School Name: MS 308 Bronx Dance Academy			School DBN: 10X308
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Sanchez	Principal		12/1/11
Antonios Pappas	Assistant Principal		12/1/11
Michael James	Parent Coordinator		12/1/11
Katalin Harsacski	ESL Teacher		12/1/11
	Parent		12/1/11
Kristen White	Teacher/Subject Area		12/1/11
Tara Cartwright	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
Mirasol Castro	Guidance Counselor		12/1/11
Michael Alcoff	Network Leader		12/1/11
Annette Schaffer	Other Assistant Principal		12/1/11
Danielle O'Connor	Other related service prov		12/1/11
	Other		12/1/11
	Other		12/1/11

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 10X308 **School Name:** MS 308 Bronx Dance Academy

Cluster: 4 **Network:** 411

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.

According to the Adult Prefered Language Report (RAPL), our parent popluation's written translation and oral interpretation needs are as follows:

73% = English
24% = Spanish
Each 1% or less = Albanian, Bambara, Mossi, Vietnamese

The vast majority of written and oral interpretation needs come from our Spanish-speaking families. The findings of this needs assessment can be shared with the school community in a school newsletter.

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.

The major findings are that the vast majority of our school's written translation and oral interpretation needs are for Spanish-speakers. There is a very small group of parents who prefer written communication in Albanian, Bambara, Mossi, or Vietnamese (less than 3%). These findings can be reported to the school community in the school newsletter.

Part B: Strategies and Activities

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

We send DOE notices home in English and Spanish. Internal documents are translated in-house by Spanish-speaking staff when appropriate.

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.

Whenever we have events that include parents, we strategically place Spanish-speaking teachers around the building to provide interpretation services because the vast majority of our translation and interpretation needs are from English to Spanish and vice versa. These interpreters are in-house school staff. We also send out messages via a phone system in English and Spanish.

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.

We will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. We will send these copies home with students and have them available at events when parents are in the building. We will also post translated signs indicating the availability of interpretation services at the main entrance of the building. Procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers will be included in the School Safety Plan.