



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10x442

PRINCIPAL: DR. WILLIAM RODRIGUEZ

EMAIL: wrodrig2@schools.nyc.gov

SUPERINTENDENT: Elena Papaliberios

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
William Rodriguez	*Principal	
Tom Hall	*UFT Chapter Leader	
Doreen Ward	*PA/PTA President	
David Fink	SLT Chairperson	
Tiffany Araya	Student Representative	
Marykate Mutze	Student Representative	
Elijah Torres	Student Representative	
Ambar Lopez	Student Representative	
Emily Brewster	Teacher	
Deborah Lopez	Teacher	
Kamele Johnson	Math Coach	
Peter Moussot	Parent Representative	
Marzetta Harris	Parent Representative	
Monique Moussot	Parent Representative	
Sharon Payne	Parent Representative	
Sharon Staine	Parent Representative	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, the percentage of students in the school earning ten or more credits will increase by five percent.

Comprehensive needs assessment

- Last year our credit accumulation decreased in each grade level and for the lowest third in each grade level compared to the previous school year.
- Ninety-one percent of the ninth graders earned ten or more credits in the previous year compared to only seventy-six percent last year.
- Eighty-five percent of the ninth graders in the lowest third earned ten or more credits in the previous year compared to only fifty-eight percent last year.
- Eighty-two percent of the tenth graders earned ten or more credits in the previous year compared to only seventy-one percent last year.
- Seventy-nine percent of the tenth graders in the lowest third earned ten or more credits in the previous year compared to only sixty-seven last year.
- Seventy-seven percent the eleventh graders earned ten or more credits in the previous year compared to only seventy-five percent last year
- Sixty-two percent of the eleventh graders in the lowest third earned ten or more credits in the previous year compared to only fifty-nine percent last year.

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) Teachers will begin to incorporate word walls, annotation of student's notes, analyzing two or more elements in terms of their similarities and differences in one or more characteristic and asking Socratic questions during class discussions. Teachers will use the computer-based grading system of Jupiter grades to post homework assignments and allow students, parents and all staff members at the school to monitor grades daily. Guidance counselors will have at least one academic counseling session with each student during each semester.
 - b) Principal, Assistant Principal, Guidance Counselor, Parent-Coordinator and all Teachers
 - c) Teachers have individual meetings with both the Principal and Assistant Principal to discuss their scholarship report and how the strategies they can use to improve credit accumulation in each of their classes. A select group of teachers are working weekly in their cross-curricular teams on how they can improve credit accumulation within a specific grade level.
 - d) By June 2012.

Strategies to increase parental involvement

- Our Parent Coordinator is responsible for overseeing parent involvement in the school community. Monthly parent association meetings are used along with the online grading system of Jupiter grades, parent-teacher conferences, flyers and an automated messenger to keep parents informed of their child's academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

The CCBXHSM consistently has an extremely low attrition rate (less than 4%). When the school needs to hire a highly qualified teacher (HQT), the school uses a multi-level approach to hiring. The school utilizes DOE hiring fairs as the first level attracting potential candidates. The school also reaches out to colleges and universities whose education departments have an established relationship with CCBXHSM (Lehman College, NYU, Teachers College/Columbia) to attract HQT. Finally, the school, if necessary, may advertise in print or online websites for educators.

Service and program coordination

- Specific students will be identified by teachers, administrators and guidance counselors to receive a referral for evaluation, academic intervention services, anger management, educational counseling, at-risk behavior counseling and SAPIS.
- **Budget and resources alignment:** Use 21st Century Grant to provide after-school tutoring in for targeted students twice a week. The Principal, Assistant Principal, Guidance Counselor and all teachers will be responsible for results.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, improve the regents pass rate in Geometry and Earth Science by five percent in each subject.

Comprehensive needs assessment

- Last year the June regents pass rate for Geometry was only forty-three percent and the June regents pass rate for Earth Science was only fifty-eight percent.

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) Teachers will begin to incorporate word walls, annotation of student's notes, analyzing two or more elements in terms of their similarities and differences in one or more characteristic and asking Socratic questions during class discussions.
 - b) Principal, Assistant Principal, Guidance Counselors, Geometry and Earth Science teachers.
 - c) Teachers are working weekly in their department teams with the assistance of the Assistant Principal to incorporate the specific skills that teachers have identified into each of their course curriculums.
 - d) Completed by June 2012.

Strategies to increase parental involvement

- Our Parent Coordinator is responsible for overseeing parent involvement in the school community. Monthly parent association meetings are used along with the online grading system of Jupiter grades, parent-teacher conferences, flyers and an automated messenger to keep parents informed of their child's academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

The CCBXHSM consistently has an extremely low attrition rate (less than 4%). When the school needs to hire a highly qualified teacher (HQT), the school uses a multi-level approach to hiring. The school utilizes DOE hiring fairs as the first level attracting potential candidates. The school also reaches out to colleges and universities whose education departments have an established relationship with CCBXHSM (Lehman College, NYU, Teachers College/Columbia) to attract HQT. Finally, the school, if necessary, may advertise in print or online websites for educators.

Service and program coordination

- Specific students will be identified by teachers, administrators and guidance counselors to receive a referral for evaluation, academic intervention services, anger management, educational counseling, at-risk behavior counseling and SAPIS.

Budget and resources alignment

Use 21st Century Grant to provide after-school tutoring in Math, History, and Science classes for targeted students twice a week. The Principal, Assistant Principal, Guidance Counselor and all subject area teachers will be responsible for results.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, one hundred percent of the students enrolled in an English and Math class will complete one common core task bundle.

Comprehensive needs assessment

- Begin to prepare the students for the new common core assessment that they will have to take in both Math and English starting in the 2014 academic year.

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) Teachers will begin to incorporate word walls, annotation of student's notes, analyzing two or more elements in terms of their similarities and differences in one or more characteristic and asking Socratic questions during class discussions.
 - b) Principal, Assistant Principal, Math and English Teachers
 - c) Teachers are working weekly in their department teams with the assistance of the Assistant Principal to incorporate specific skills from the common core task bundles into each of their course curriculums.
 - d) Completed by June 2012

Strategies to increase parental involvement

- Our Parent Coordinator is responsible for overseeing parent involvement in the school community. Monthly parent association meetings are used along with the online grading system of Jupiter grades, parent-teacher conferences, flyers and an automated messenger to keep parents informed of changes to their child's academic curriculum.

Strategies for attracting Highly Qualified Teachers (HQT)

The CCBXHSM consistently has an extremely low attrition rate (less than 4%). When the school needs to hire a highly qualified teacher (HQT), the school uses a multi-level approach to hiring. The school utilizes DOE hiring fairs as the first level attracting potential candidates. The school also reaches out to colleges and universities whose education departments have an established relationship with CCBXHSM (Lehman College, NYU, Teachers College/Columbia) to attract HQT. Finally, the school, if necessary, may advertise in print or online websites for educators.

Service and program coordination

- Specific students will be identified by teachers, administrators and guidance counselors to receive a referral for evaluation, academic intervention services, anger management, educational counseling, at-risk behavior counseling and SAPIS.

Budget and resources alignment

- Use Title 1 money to provide professional development for staff members on the new common core curriculum. The Principal, Assistant Principal and all subject area teachers will be responsible for results.

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	10	20	10	10	20	5	5	6
10	20	12	15	15	25	7	3	12
11	17	15	10	10	12	6	3	4
12	25	10	7	9	15	5	5	4

Name of Academic Intervention Services (AIS)	Description
ELA	One-on-one tutoring and small group tutoring sessions are offered both after school and during the school day. The 21 st Century Grant program offers after school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. English courses during the school day are programmed according to the reading levels of students as identified by the Bader Reading and Language Inventory test. Math courses are programmed according to the need and skill level of each individual student. “Push in” and “pull out” services are provided by the special education department as well as the ESL department
Mathematics	One-on-one tutoring and small group tutoring sessions are offered both after school and during the school day. The 21 st Century Grant program offers after school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. English courses during the school day are programmed according to the reading levels of students as identified by the Bader Reading and Language Inventory test. Math courses are programmed according to the need and skill level of each individual student. “Push in” and “pull out” services are provided by the special education department as well as the ESL department
Science	One-on-one tutoring and small group tutoring sessions are offered both after school and during the school day. The 21 st Century Grant program offers after school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. English courses during the school day are programmed according to the reading levels of students as identified by the Bader Reading and Language Inventory test. Math courses are programmed according to the need and skill level of each individual student. “Push in” and “pull out” services are provided by the special education department as well as the ESL department
Social Studies	One-on-one tutoring and small group tutoring sessions are offered both after school and during the school day. The 21 st Century Grant program offers after school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. English courses during the school day are programmed according to the reading levels of students as identified by the Bader

	Reading and Language Inventory test. Math courses are programmed according to the need and skill level of each individual student. "Push in" and "pull out" services are provided by the special education department as well as the ESL department
At-risk Services provided by the Guidance Counselor	Discussions of academic progress with each student at least once a semester, transition to the world of work, small group discussion, and mediation services
At-risk Services provided by the School Psychologist	Annual evaluations, updating of IEPs, reading and math assessment
At-risk Services provided by the Social Worker	Short term talk therapy as needed.
At-risk Health-related Services	Medical checkups by the Montefiore Medical clinic. Montefiore also provides workshops, materials, and lessons to staff and teachers.

School Parental Involvement Policy:

Celia Cruz Bronx High School of Music agrees to implement the following statutory requirements:

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

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

1. *Celia Cruz Bronx High School of Music will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:*
 - a. *Development of the PIP through the SLT*
2. *Celia Cruz Bronx High School of Music will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:*
 - a. *The PIP will be reviewed and updated annually*
3. *Celia Cruz Bronx High School of Music will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:*
 - a. *School SLT team will coordinate technical assistance, support in planning and implementing, and will work with the school PA*
4. *Celia Cruz Bronx High School of Music will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:*
 - a. *After-School Tutoring*
5. *Celia Cruz Bronx High School of Music will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental*

involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

a. Evaluation survey will be created and disseminated by SLT and the PA

6. Celia Cruz Bronx High School of Music will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: _

1. School PD_

2. Region PD_

3. PD courses as provided by NYCBOE and UFT._

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

i. After-School Tutoring

ii. Parent Academy—Courses based on parent needs (as determined by annual Parent Needs Survey) that will be available on weekends and evenings, such as technology and computer courses designed to help parents become more involved with the school's Laptop Program.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

i. Professional Development for all staff in effective communication strategies and outreach

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

i. Scheduling Saturday Academy and After-School Tutoring Programs at the same time as Parent Academy courses and encourage parents and students to attend both.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

i. Dissemination of information through school newsletter, mailings, flyers, PA/SLT announcements.

ii. Translations will be produced in-house and/or with the assistance of the BOE and will use the same uniform format

2. School-Parent Compact

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

School Responsibilities

Celia Cruz Bronx High School of Music will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. School will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment through continuous evaluation and modification. School will follow National and State Standards of Education to provide high-quality curriculum. Instruction will be supervised by administration to assure high-quality instruction. Staff will participate in school and Region professional development activities to improve planning, instruction, and to foster supportive and effective learning environments that enable students to meet the standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - a. Parent-teacher conferences are held twice per school year. Once during the fall term and once in the spring term. Dates are determined by NYCBOE and are available online at WWW.NYCENET.EDU
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Parents will receive progress reports from teachers and school staff no less than three times per semester.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Staff will be available to parents by appointment and after-school. The school's open campus policy allows for parents to come to school at any time and parents will be able to meet with staff on a drop-in basis.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Celia Cruz Bronx High School of Music maintains an open campus policy that allows for parents to visit at any time. Parents may volunteer, participate, and observe classroom activities at times to be agreed upon by parents and school staff. Parents may volunteer as needed within the school either through posted volunteer activities or requests by staff or parent. Parents may observe classroom activities at any appropriate time. For example, the appropriateness of an observation during city or state testing should be questioned.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this

meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

1. Making sure that homework is completed.
2. Monitoring attendance and tardiness.
3. Monitoring music practice
4. Monitoring amount of television their children watch.
5. Volunteering in my child's classroom.
6. Participating, as appropriate, in decisions relating to my children's education.
7. Promoting positive use of my child's extracurricular time.
8. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
9. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
4. Follow the Twelve Non-Negotiable Rules and Regulations
 - 1) Attend school daily and come on time.
 - 2) Leave all outer clothing in your classroom closet.
 - 3) Move quickly from class to class. Enter the room quietly, take your assigned seat, and begin work immediately.
 - 4) Be prepared to work every day. Bring large looseleaf notebook, assignment notebook, pens, pencils, rulers, protractors, and any equipment is required for learning.
 - 5) Do homework nightly.

- 6) Eat only in the cafeteria.
- 7) Do not bring radios, walkmen, iPods, cameras, beepers or games to school.
- 8) Keep your desk area clean – above and below.
- 9) Do not engage in physical or verbal violence. Learn to agree to disagree. Do not fight.
- 10) Respect the building. Do not graffiti or deface any part of the building.
- 11) Show your student program and ID card to any adult in authority in the building who requests it.
- 12) Hats or any headwear are not to be worn in the building.

Signatures:

School	Parent(s)	Student
Date	Date	Date

(Please note that signatures are not required)

**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 Debra Maldonado/Dennis Sanchez	District 10	Borough Bronx	School Number 442
School Name Celia Cruz Bronx High School of Music			

B. Language Allocation Policy Team Composition [?](#)

Principal Dr. William Rodriguez	Assistant Principal Jerrod Mabry
Coach Kamele Johnson	Coach type here
ESL Teacher Jessica Perez	Guidance Counselor Bianela Colon
Teacher/Subject Area Deborah Lopez - Spanish	Parent type here
Teacher/Subject Area Giordano Garcia -Earth Science	Parent Coordinator Yvette Perez
Related Service Provider type here	Other type here
Network Leader Dennis Sanchez	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	3
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	423	Total Number of ELLs	15	ELLs as share of total student population (%)	3.55%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

1. Students are interviewed by one of the two school guidance counselors when they arrive at the school for the first time. Since our school requires an audition for one of our music programs, one of the counselors will make arrangements for an audition and simultaneously evaluate if there is a possible entitlement to ESL or Related Services. If the incoming student and his/her parent(s) require native language support during the intake process and the native language is Spanish, our English-Spanish bilingual counselor will conduct the interview in Spanish. The bilingual counselor currently holds a bilingual license. If the student is not new to the New York City public school system, qualification for entitlement will be pre-determined by ATS reports. If he/she is new to the New York City public school system, a Home Language Identification Survey (HLIS) will be given by the bilingual guidance counselor to his/her parent to fill out. The bilingual guidance counselor will inform the ESL teacher that the HLIS has been given out that same day to ensure that the entire intake process is completed within 10 days of the student's first arriving at the school. The guidance counselor will also inform the Parent Coordinator that a HLIS has been given out. The Parent Coordinator will then follow up with the parent as this process is completed. Based on the parent response, the student will be given the LAB-R by the ESL Teacher. If the graded LAB-R indicates that the student is entitled to ESL services, the student will be administered the Beta test and class placement will be determined based on the results of said exam. In the spring, students will be given the NYSESLAT exam as required by the state. The test will be administered and the writing and speaking portion graded by the ESL Teacher. Since we are a small school with one ESL teacher, our teacher will turnkey the process of grading the writing portion of the NYSESLAT to several ELA teachers at our school. This will ensure that several readings take place before grades on the writing portion of the NYSESLAT are determined. ESL placement for students in the fall will be determined by the NYSESLAT scores students received the Spring before.
2. For newly enrolled students in the NYC Department of Education, a meeting between the ESL Teacher/Coordinator, the Parent Coordinator, and the parents will be held for students who are entitled. Parents will be invited to the meeting by a phone call by the Parent Coordinator as well as by a letter sent home with the student. At the meeting parents will view the DVD that explains the various options they may choose from for their child. The ESL Teacher/Coordinator and Parent Coordinator will explain the 3 program options available to parents and students in more detail after the DVD is viewed and answer any questions the parents may have. There will be a meeting held the second week of the Fall semester for parents of Freshmen students and ELLs who have transferred from other schools. There will be a second meeting held the second week of the Spring semester if new students entitled to ESL and Related Services are enrolled at the school. If an entitled student enrolls mid-semester, plans will be made to hold another meeting between new parents of ELLs, the ESL Coordinator and the Parent Coordinator. This will happen within the first 10 days the student is enrolled in the school.
3. Based on LAB-R results, entitlement results are given to parents personally if their child is entitled to receive ESL services. If a parent is not available, results will be mailed via certified mail. The Parent Coordinator will also call the parents informing them of the results, explaining to them what it means and that they will be receiving a certified-letter regarding their child's entitlement to ESL services. An appointment will be made for parents to view the DVD of the different programs available for his/her child. After seeing the video, parents will be given the Parent Survey and Program selection forms. A copy of the form will be kept in the student's file and with the ESL Coordinator.

For those students who were in our school's ESL program the previous year, entitlement letters are mailed home within two weeks of receiving the spring NYSESLAT results. If a student scored proficient on the exam, the letter will inform the parent that the student will be given transitional ESL services that school year. If a student scored below proficient on the exam, the letter will inform the parent that the student will continue to receive ESL services. Copies of the entitlement letters sent home are kept in ELL student files in the main office along with Parent Survey and Program Selection Forms, as well other documents related to the ESL services provided by the school. The ESL Teacher/Coordinator checks to be sure that Parent Survey and Program Selection Forms are on file for each student at the beginning of the school year. If there is a survey missing for a student, the ESL Teacher/Coordinator contacts the student's previous schools to locate the documents. Another Parent Survey and Program Selection Form is mailed home if the previous completed survey can not be located.

4. The school offers a Free Standing ESL program. We do not have enough students or parent requests to offer a bilingual program. It will be the responsibility of the ESL Coordinator to monitor such requests and inform the LAP Committee and Administration when we reach the amount of requests needed to offer a Bilingual Program.

The school will make available all materials to parents in their home languages. Mailings and phone calls via School Messengers will be made in the student's home language, when available.

5. After reviewing the data since the opening of our school in 2003, we have had 0 parental requests for a Bilingual Program at our school. We have only had five over the counter students, and all have requested an ESL program. Based on this trend, the plan for future programming is to maintain the ESL program the school currently has.

6. Our programs for ESL services have aligned with our parents' requests. If in the future the necessary number of requests to start a bilingual program is made then we will implement the program and inform parents of the change. If parents would still like their child in a bilingual program then we will offer it based on the request and adjust student programs accordingly.

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 <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1	2	1	5

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In										3	1	1	1	6
Total	0	4	2	3	2	11								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	7

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1			7			7		2	15
Total	1	0	0	7	0	0	7	0	2	15

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										3	5	3	3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Other													1	1
TOTAL	0	3	5	3	4	15								

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?

Part: IV: ELL Programming

1. At our school, we have both push-in and self-contained models in place. All ELLs, regardless of proficiency level, receive a self-contained ESL class. The self-contained classes are heterogeneously grouped, with freshmen and sophomore ELLs in one section of self-contained ESL and junior and senior ELLs in another section of self-contained ESL. Beginning and Intermediate student receive additional support via a push-in model. The ESL teacher pushes into students' Math and Science classes, where our ELLs struggle most, for additional support. She will push in to classes according to the number of ESL support hours the student is entitled to in accordance with CR Part 154.
2. Teachers work collaboratively with the ESL teacher, at times planning together the lessons in order to provide additional support for the ELLs. Teachers meet once a week in inter-departmental teams and once a week in departmental teams to complete inquiry work that often supports teachers' work with ELLs. All content area classes are heterogeneous and students are programmed according to their H.S. year and credit completion. Currently, we are looking to create a heterogeneous NLA class in Fall 2012 to provide additional support in strengthening cognitive and literacy skills for our Spanish speakers which are over 95% of our ELLs. This class would be offered to ELLs currently at the Intermediate and Beginning level of English proficiency, according to the NYSESLAT.
3. The content area classes ELLs take are inclusive general education classes delivered by teachers certified in the content areas. Instruction is given in English. The self-contained ESL program supports student work in the content area classes of English and History.

A. Programming and Scheduling Information

The ESL teacher provides ELLs with support in their other content area classes during push-in periods and tutoring sessions held during student and teacher free periods. Content area teachers use heterogeneous grouping of students during group work to support ELLs. The ESL teacher works with content area teachers to develop word walls in content area classrooms to support vocabulary acquisition. Teachers in science and history classes teach students how to annotate readings by modeling the technique and having students practice using annotation while they read content area texts. Teachers in all content areas have begun requiring students to use flash cards to teach students study habits. Both of these techniques have enriched ELL language development.

Currently the ESL classroom has a classroom library catering to both the general body and ESL students. We are in the process of obtaining additional libraries for our Math, Science and History classes. Books that support ELLs in these content areas are available in the ESL classroom library. All content area classes offer textbooks in students' native languages, when available, to support the students' native language. In addition, glossaries designed specifically for ELLs are made available by the ESL teacher for individual student use to further support the students' native language.

4. The ESL teacher works with one of the Spanish teachers to administer a Spanish-language diagnostic at the beginning of the school year to measure Spanish-speaking ELLs proficiency levels in their native language. We are currently researching options for diagnostics in the other native languages of our ELLs.

5. We don't currently have students identified as SIFE. An ELL identified as SIFE would be given 2 periods of self-contained ESL per day, as well as received 1-2 periods of push-in ESL daily. SIFEs would be paired with advanced-level ELLs in various content area classes as a way of providing peer-to-peer support in addition to support provided by the teacher. The ESL teacher currently has a collection of graphic novels of texts currently part of the school's ELA curriculum to support instruction in ELA.

ELL Newcomers are informally interviewed by the ESL teacher to determine how comfortable the student is with attending school in the US. The NYSESLAT scores are also reviewed to determine English proficiency if the student has been in the US 1 year or longer. If the student appears to be having difficulty adjusting to schooling within the US, the ESL teacher will refer the student to the bilingual guidance counselor, if the student's native language is Spanish. If the newcomer is in his/her junior year of high school and is scheduled to take the ELA Regents exam, the ESL teacher will provide additional practice with the exam during self-contained ESL classes. During the 2012-2013 school year, the school plans to offer NLA for Spanish-speaking ELLs, especially newcomers, to support NLA, which in turn helps acquisition of another language.

ELLs who have received 4-6 years of ESL services and have shown continual and steady improvement in English Language proficiency will be monitored to measure whether or not their proficiency continues to improve. Those who proficiency levels have plateaued, will be given targeted instruction in the modality in which their NYSESLAT scores are the lowest.

ELLs who have completed 6 years of ESL services will be given targeted instruction in the modality in which their NYSESLAT scores are the lowest. They will also be given a reading diagnostic, such as the Gates MacGinitie, to determine their reading level. These students will be given additional vocabulary and reading comprehension instruction as necessary.

6. The Guidance Counselors identify who the ELL-SWDs at our school are at the beginning of each school year. They then work with the ESL teacher and related service teachers to program ELL-SWDs into both ESL and SETSS classes, ensuring that these students received all mandated services. ELL-SWDs are often given push-in ESL services in a content area class in addition to their ESL and SETSS classes. The ESL teacher and related service teachers meet frequently to discuss the needs and progress of ELL-SWDs. Visuals are used to illustrate vocabulary lessons. Graphic organizers are used to plan writing assignments before students are asked to complete writing tasks. Pre-reading strategies, such as text-previewing and accessing prior knowledge by discussing the themes of texts, are used before read alouds and independent reading. Teachers provide ELL-SWDs with outlines of notes that can be annotated during direct-instruction.

7. Curricular flexibility is achieved through co-planning between the ESL teacher, the SETSS teachers and content area teachers. Teachers are instructionally flexible in designing lessons for ELL-SWDs through differentiating the assessments they assign students. Students identified as ELL-SWD are scheduled into both self-contained ESL classes and SETSS resource room classes. This ensures that students are provided with both mandated services.

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	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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%	
25%	

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?

8. Currently, the ESL teacher pushes in to Math and Science classes. Our Global History teacher provides tutoring for students during their lunch period, as do several of the Math teachers. The Earth Science teacher also is available during lunch for tutoring. Classes and tutoring are given in English. Materials in students' native language are available, as necessary. The school computer lab is available throughout the school day for students who need extended time to complete projects or for completing online enrichment sites.

9. Students who test out of entitlement continue to receive support services including extended time on assessments, and the use of glossaries and dictionaries in native languages. Parents still continue to receive notifications of student's academic progress and invitations to workshops for parents of ELLs. The ESL teacher tracks the progress made by ELLs who have reached proficiency on the NYSESLAT, providing academic support when needed.

10. We are developing a mentoring Program between ELLs and staff members. Staff will be responsible on following up with students and providing support in academic, psychological and emotional areas. They will also serve as remodels and outlets for students. In addition, we hope to offer more workshops for parents of ELLs including academic support workshops, i.e., immigration, ESL and GED classes etc.

11. Currently we do not see a need to discontinue any of our services for the upcoming school year.

12. Student programs are open to all students. Students enroll in school programs via guidance counselor or by attending meetings the first day the program meets. The ESL teacher offers after-school tutoring for ELLs every Monday for two hours. More in-depth help with homework, projects, and study skills are offered at that time. There is a salsa dance club that meets twice a week that is popular among the ELLs at our school.

13. For the last couple years, the school has concentrated on incorporating current technologies for our classrooms and students. SMART Boards are now available in every classroom. Teachers have received ongoing training on its use during in-house professional development. This has enabled students to interact with lesson plans teachers have created incorporating the internet, i.e., planet earth, Smithsonian etc. Our grading system has also been upgraded.

We continue to use the STAR program, formerly HSST, to record student credit accumulation, Regents scores and produce report cards and student transcripts, we are also using a program called Jupiter Grades. This online grading system allows students and parents to view the student's academic progress, and homework assignments, and allows for e-mail correspondence between students, teachers and parents. Parents can also view student attendance and any discipline concerns in the class. This tool has already improved our students' ownership of their education. Students can be found in the computer lab during lunch logging in and following up on their grades as it changes on a daily basis. They have taken more ownership for their actions. Teachers can also view their students' progress in other classes. Our teachers can check on our ELLs progress and begin discussions with their colleagues about individual students.

Our schools' computer lab and computers on wheels cart allows ELLs to do word processing and access interactive audio files for the ESL literature textbook used in the self-contained ESL classes.

14. Native language support for our Spanish-speaking population is offered during free-periods by the Foreign Language department. Spanish-English glossaries and provided to ELLs for use during their content area classes. ELLs are encouraged to use one another to translate concepts difficult to grasp in English. Spanish-language independent reading books are made available to students in the ESL classroom library, with many popular young adult fiction titles translated from English into Spanish. Spanish language magazines are also available. A new Spanish-English bilingual guidance counselor was hired this year to provide services to students' and families whose first

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.
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9. Students who test out of entitlement continue to receive support services including extended time on assessments, and the use of glossaries and dictionaries in native languages. Parents still continue to receive notifications of student's academic progress and invitations to workshops for parents of ELLs. The ESL teacher tracks the progress made by ELLs who have reached proficiency on the NYSESLAT, providing academic support when needed.
10. We are developing a mentoring Program between ELLs and staff members. Staff will be responsible on following up with students and providing support in academic, psychological and emotional areas. They will also serve as remodels and outlets for students. In addition, we hope to offer more workshops for parents of ELLs including academic support workshops, i.e., immigration, ESL and GED classes etc.
11. Currently we do not see a need to discontinue any of our services for the upcoming school year.
12. Student programs are open to all students. Students enroll in school programs via guidance counselor or by attending meetings the first day the program meets. The ESL teacher offers after-school tutoring for ELLs every Monday for two hours. More in-depth help with homework, projects, and study skills are offered at that time. There is a salsa dance club that meets twice a week that is popular among the ELLs at our school.
13. For the last couple years, the school has concentrated on incorporating current technologies for our classrooms and students. SMART Boards are now available in every classroom. Teachers have received ongoing training on its use during in-house professional development. This has enabled students to interact with lesson plans teachers have created incorporating the internet, i.e., planet earth, Smithsonian etc. Our grading system has also been upgraded.

We continue to use the STAR program, formerly HSST, to record student credit accumulation, Regents scores and produce report cards and student transcripts, we are also using a program called Jupiter Grades. This online grading system allows students and parents to view the student's academic progress, and homework assignments, and allows for e-mail correspondence between students, teachers and parents. Parents can also view student attendance and any discipline concerns in the class. This tool has already improved our students' ownership of their education. Students can be found in the computer lab during lunch logging in and following up on their grades as it changes on a daily basis. They have taken more ownership for their actions. Teachers can also view their students' progress in other classes. Our teachers can check on our ELLs progress and begin discussions with their colleagues about individual students.

Our schools' computer lab and computers on wheels cart allows ELLs to do word processing and access interactive audio files for the ESL literature textbook used in the self-contained ESL classes.

14. Native language support for our Spanish-speaking population is offered during free-periods by the Foreign Language department. Spanish-English glossaries and provided to ELLs for use during their content area classes. ELLs are encouraged to use one another to translate concepts difficult to grasp in English. Spanish-language independent reading books are made available to students in the ESL classroom library, with many popular young adult fiction titles translated from English into Spanish. Spanish language magazines are also available. A new Spanish-English bilingual guidance counselor was hired this year to provide services to students' and families whose first language is not English. The LAP team has begun to discuss ways to support students whose native language is not Spanish.

15. All support services and resources we make available to our ELLs are designed for high school students between the ages of 14-19 and

B. Programming and Scheduling Information--Continued

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10. We are developing a mentoring Program between ELLs and staff members. Staff will be responsible on following up with students and providing support in academic, psychological and emotional areas. They will also serve as remodels and outlets for students. In addition, we hope to offer more workshops for parents of ELLs including academic support workshops, i.e., immigration, ESL and GED classes etc.

11. Currently we do not see a need to discontinue any of our services for the upcoming school year.

12. Student programs are open to all students. Students enroll in school programs via guidance counselor or by attending meetings the first day the program meets. The ESL teacher offers after-school tutoring for ELLs every Monday for two hours. More in-depth help with homework, projects, and study skills are offered at that time. There is a salsa dance club that meets twice a week that is popular among the ELLs at our school.

13. For the last couple years, the school has concentrated on incorporating current technologies for our classrooms and students. SMART Boards are now available in every classroom. Teachers have received ongoing training on its use during in-house professional development. This has enabled students to interact with lesson plans teachers have created incorporating the internet, i.e., planet earth, Smithsonian etc. Our grading system has also been upgraded.

We continue to use the STAR program, formerly HSST, to record student credit accumulation, Regents scores and produce report cards and student transcripts, we are also using a program called Jupiter Grades. This online grading system allows students and parents to view the student's academic progress, and homework assignments, and allows for e-mail correspondence between students, teachers and parents. Parents can also view student attendance and any discipline concerns in the class. This tool has already improved our students' ownership of their education. Students can be found in the computer lab during lunch logging in and following up on their grades as it changes on a daily basis. They have taken more ownership for their actions. Teachers can also view their students' progress in other classes. Our teachers can check on our ELLs progress and begin discussions with their colleagues about individual students.

Our schools' computer lab and computers on wheels cart allows ELLs to do word processing and access interactive audio files for the ESL literature textbook used in the self-contained ESL classes.

14. Native language support for our Spanish-speaking population is offered during free-periods by the Foreign Language department. Spanish-English glossaries and provided to ELLs for use during their content area classes. ELLs are encouraged to use one another to translate concepts difficult to grasp in English. Spanish-language independent reading books are made available to students in the ESL classroom library, with many popular young adult fiction titles translated from English into Spanish. Spanish language magazines are also available. A new Spanish-English bilingual guidance counselor was hired this year to provide services to students' and families whose first language is not English. The LAP team has begun to discuss ways to support students whose native language is not Spanish.

15. All support services and resources we make available to our ELLs are designed for high school students between the ages of 14-19 and

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?

E. Parental Involvement

1. We continue to see strong parental involvement in our School Leadership Team (SLT) meetings and Parent-Teacher Association. The school Messenger System is helpful in making mass phone calls home about upcoming school events and student absences. As a result of the online grading system Jupiter Grades, communication about student academic progress between the school and parents has improved. Many parents are logging on and we have an increase in parent phone calls to the school following up on their student's progress. The hiring of a Spanish-English bilingual guidance counselor has also improved contact with parents of ELLs. We are now able to increase the amount of communication between the school and this parent population. Parents are invited to chaperone school field trips and attend student concerts at the end of each semester. There is an annual International Day potluck that brings many students' families to the school.

2. The school has not partnered with any outside agency or CBO to provide workshop or services to ELL parents. Both the ESL and Parent Coordinator are currently reaching out to different agencies to see how we can work together to service our schools ELL Parents.

3. Currently there is no structure that formally evaluates our parents' needs. The Parent Coordinator has worked with the PTA to get feedback from parents and workshops are planned accordingly. The Parent Coordinator helps plan and attends all PTA meetings. The Parent Coordinator is bilingual and is able to translate for parents whose native language is Spanish. The results of the school environment survey are reviewed to identify issues that need to be addressed based on parent feedback. All letters mailed home to parents are in both English and Spanish.

4. This year the SLT is specifically targeting Parental Involvement. Through their work we hope to create support systems that accurately reflect our parents' needs and wants. Ideas that have come out of the SLT and PTA are reviewed and rolled out when able to in a timely fashion.

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)?

N/A

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.

D. Professional Development and Support for School Staff

1. All teachers receive workshops in ESL methodologies throughout the year. At the beginning of the school year, a school-wide workshop is held where a list of current ELLs and the NYSESLAT scores and corresponding proficiency levels are shared with staff. A review of entitled services, including extended time and support materials, is given. There is a follow-up workshop where teachers are given modalities scores and together create appropriate lessons for students in their classes based on their strengths and areas of weakness. The ESL teacher leads PDs during the common planning period on vocabulary instruction. Teachers also receive professional development during Election Day. The school has used QTEL staff to give professional development sessions to staff.

2. We are piloting a mentoring program between staff and ELL students. Through this pilot program, we hope to learn how to implement a school-wide program between upperclassmen and incoming students in the near future.

3. Teachers receive the minimum 7.5 hours of ELL training during Election Day and then again in June, on Chancellor's Day, of

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2. We are piloting a mentoring program between staff and ELL students. Through this pilot program, we hope to learn how to implement a school-wide program between upperclassmen and incoming students in the near future.
3. Teachers receive the minimum 7.5 hours of ELL training during Election Day and then again in June, on Chancellor's Day, of every school year. QTEL personnel come in and provide training to teachers throughout the day.

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?
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4. This year the SLT is specifically targeting Parental Involvement. Through their work we hope to create support systems that accurately reflect our parents' needs and wants. Ideas that have come out of the SLT and PTA are reviewed and rolled out when able to in a timely fashion.

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	4			4
Intermediate(I)										2		2	1	5
Advanced (A)										1	1	2	2	6
Total	0	0	0	0	0	0	0	0	0	3	5	4	3	15

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

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

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

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

DATA

- Beginning and intermediate ELLs, as well as ELLs new to our school, are given the Bader reading assessment at the beginning of each year to help assess current literacy skills. The data collected at the beginning of this school year showed that about half of the population tested was reading just below grade level (7th-8th grade), while the other half of the population was reading further below grade

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		1	
Integrated Algebra	13		4	
Geometry	3		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	1		0	
Earth Science	9		0	
Living Environment	6		1	
Physics	0		0	
Global History and	3		1	

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	2		1	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

DATA

1. Beginning and intermediate ELLs, as well as ELLs new to our school, are given the Bader reading assessment at the beginning of each year to help assess current literacy skills. The data collected at the beginning of this school year showed that about half of the population tested was reading just below grade level (7th-8th grade), while the other half of the population was reading further below grade level (3-6th grade). This data was shared with the ELA teachers. In planning instruction with this data in mind, content area teachers spend time accessing prior knowledge before beginning to read a new text and consistently check for understanding during reading. In addition to this, history classes are focusing on essay writing in addition to the content in their curriculum. The history department has worked closely with the ELA department to align their teaching of writing with the instruction happening in the ELA classes. The significant number of ELLs reading below grade level has led us to the conclusion that we should offer NLA classes to help students acquire skills in their first language that can be transferred into literacy skills in their content area classes.

All second and third year students, take the PSAT. We have used this data to conclude that many of our students struggle in math. The ESL teacher has begun push-in to several math classes in response to low math scores on the PSAT.

2. Our ELLs consistently receive higher scores in the Listening/Speaking modalities than on the Reading/Writing modalities. 10 students scored at the advanced or proficient level in Listening/Speaking. Several of the students scoring proficient on Listening/Speaking scored at only the intermediate level in Reading/Writing. A total of 8 students scored at the beginning of intermediate level on

Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: <u>Celia Cruz Bronx HS of Music</u>		School DBN: <u>X442</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **X442** School Name: **Celia Cruz Bronx HS of Music**

Cluster: **DSSI Cluster 05** Network: **CUNY**

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.

CCBXHSM uses parent-reported and student-reported data to assess the language needs of our community.

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.

CCBXHSM has found that we need to offer translation services in Spanish, English, and French. These findings were reported to the school community through the PTA and SLT.

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.

CCBXHSM provides materials in Spanish and English to the school community. Translations are provided by the Parent Coordinator, the Guidance Counselor, or through one of the school's Spanish teachers. All translations are provided and reproduced at the same time as English materials and are mailed out at the same time. French translation services are provided by the Board of Education.

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

Oral interpretation services are provided by the Parent Coordinator, the Guidance Counselor, or when necessary the Board of Education.

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

All official school communications are translated and mailed at the same time. Translations are provided in-house or by the Region.