



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONX THEATRE HIGH SCHOOL

DBN: 10X546

PRINCIPAL: CHARLES GALLO

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SUPERINTENDENT: DONALD CONYERS

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
Charles Gallo	*Principal or Designee	
Erik Dinowitz	*UFT Chapter Leader or Designee	
Sandra Nielson	*PA/PTA President or Designated Co-President	
Freddy Prensa	DC 37 Representative, if applicable	
Franz Robinson Dominic Figueroa	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jason Jacobs	CBO Representative, if applicable	
Davene Stern	Member/Parent	
Niurka Rodriguez	Member/Parent	
Edith Mezzich	Member/Parent	
Tracia Gidron	Member/Parent	
Jean Gismervik	Member/Staff AP Admin	
James Barron	Member/Staff Teacher	
Alison Hao	Member/Staff Teacher	

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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- *To Implement a Framework for Teaching using the Danielson model that will provide short, frequent cycles of classroom observation that will target four domains of teaching and increase academic rigor and student engagement*

Comprehensive needs assessment

In the past two years, the school's Progress Report has identified the school as needing improvement with student credit accumulation. As this need was further investigated, it was determined that the school needed to increase the level of academic rigor in the classroom and increase student engagement. In following the Citywide Instructional Expectations, the school will engage in short, frequent cycles of classroom observations including collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction (throughout 2011-12). Teachers will receive feedback on student work on Common Core-aligned tasks and on successes and challenges related to reaching all students, including students with disabilities and English language learners.

Instructional strategies/activities

Professional development will be implemented on all Chancellor's conference days highlighting the use of the Danielson Framework for Teaching. Various aspects of teaching including Planning and Preparation, Classroom Environment, Instruction, Student Engagement and Formal and Informal Assessment will be discussed along with best practices. LIST team will be formed (Lead Instructional Team) consisting of a lead teacher from each academic subject area. A lead instructional support person will be designated as the support specialist whose job will be teacher support, intervisitation coordinator and lesson plan development. The timeline for implementation will be from September 2011 through June 2012. In each professional development session provided throughout the school year, each session will scaffold on the previous session and will be provided by both internal and external presenters such as New Visions for Public Schools, The New York City Department of Education and Roundabout Theatre Company.

Strategies to increase parental involvement

Parental involvement will build capacity in this school wide initiative. Monthly PTA meetings will be held covering various aspects of the framework for teaching that will be deployed. Parent workshops will be scheduled throughout the year to provide parents with various ways to monitor their child's academic success. By using Skedula, an electronic online grade book and interim assessment tool, parents will monitor their child's progress towards meeting promotion criteria. The parent coordinator in collaboration with the data coordinator will facilitate these parent workshops and maintain a database of all parent usernames and passwords.

Strategies for attracting Highly Qualified Teachers (HQT)

Since all teaching staff was rated highly qualified last year, this strategy does not apply.

Service and program coordination

Not Applicable

Budget and resources alignment

Funding for this goal will come from Title 1, Tax Levy, Children First Initiative and Tax Levy Fair Student Funding. New Visions will provide staffing support and professional development sessions when scheduled.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To Increase the four year graduation rate

Comprehensive needs assessment

The school's progress report has identified the need to increase the four year graduation rate.

Instructional strategies/activities

- *Review Cohort 2012 data every marking period with guidance counselor, senior advisor, attendance teacher and asst. principal*
- *Hold meetings with students who are at risk to inform the students of their lack of progress toward graduation. (after 1st MP, after 2nd MP, after 3rd MP of each semester)*
- *Senior guidance counselor will hold individual meetings with off track students and their parent/guardian.*
- *Assign faculty members who teach seniors to the at risk students to monitor their progress on a bi-monthly basis such as conferencing, and/or progress report meetings during their professional period.*
- *Provide after school tutoring using Title 1 Funding*
- *Provide opportunities for credit recovery such as PM school and Castle Learning System and Independent Study*
- *Use data and intervention information gathered by collaborative teams focusing on Living Environment, U.S. History and Global Studies Regents to address students in cohort 2012 who have yet to pass these exams*

Strategies to increase parental involvement

Bronx Theatre High School will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental activities to improve student academic achievement and graduation rate. Such strategies include letters home informing parents of school events, interim assessment reports, report card distribution, attendance and lateness reports and college requirements for admission. Informational sessions will be held periodically at PTA meetings to inform parents of student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

Since all teaching staff was rated highly qualified last year, this strategy does not apply.

Service and program coordination

The NYC Police Department will hold two sessions for students and parents addressing statistical data on graduation and crime. Last year, the Gang Awareness Unit did a presentation for parents and illustrated how students who disconnect from school are at a higher risk to join gangs than students who are engaged. These

presentations will be coordinated by the Parent Coordinator.

Budget and resources alignment

Funding for this goal will come from Title 1, Title III, Tax Levy, and Tax Levy Fair Student Funding. New Visions will provide staffing support and electronic student trackers for monitoring and identifying students off track for graduation.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- To Increase the Number of Students Earning 10 or More Credits Annually in Grades 9-12

Comprehensive needs assessment

The school's progress report has identified the need to increase the amount of credits students earn in grades 9-12

Instructional strategies/activities

- *Grade level teams will be formed to monitor the credit accumulation of students who are in danger of not accumulating the required number of credits*
- *Collaborative Teams will monitor student progress each marking period and take accountability for off track students by assigning small groups of students to an individual teacher to monitor/mentor*
- *Teams will set up interventions to keep students on track and incentives to reward achieving students*
- *Guidance counselors will use data from scholarship reports to identify at risk students and begin early interventional strategies throughout the school year*
- *Data specialist will do student tracker analysis after each marking period to track student progress and disseminate data to key personnel*
- *Grade level teams/counselors will meet with students individually or within small groups to create individualized improvement plans and review transcripts*
- *Collaborative grade level and academic teams will meet weekly to identify at risk students and refer them to attendance coordinator*
- *5 and 10 day ATS absence report will be will be generated and disseminated to staff and attendance teacher*
- *Parent Coordinator and assistant principal will work closely with the PTA and School Leadership Teams to get them more deeply involved in promoting academic success*

Strategies to increase parental involvement

The school will, with the assistance of its parent coordinator educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners in how to implement and coordinate parent programs and build ties between the parents and the school. Additionally, the school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as computer literacy training and the use of online database systems such as Skedula and ARIS.

Strategies for attracting Highly Qualified Teachers (HQT)

Since all teaching staff was rated highly qualified last year, this strategy does not apply.

Service and program coordination

One of our partnering agencies, Lehman College will provide semi-annual visits to our school to address students on the importance of college readiness and academic excellence. Additionally, Roundabout Theatre Company will do professional development addressing literacy skills in the arts and increasing literacy skills.

Budget and resources alignment

Funding - Title 1 , Inquiry Team, Parent Involvement, TL- FSF

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Comprehensive needs assessment

To successfully prepare all students—including students with disabilities and English language learners—for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms. To this end, The New York City Department of Education has developed a collective focus for the current school year that has been shaped by extensive consultation with both local and national experts, including more than 1,400 New York City principals—who participated in over 50 feedback sessions across the City this spring—and the writers of the Common Core State Standards. These are the Citywide Instructional Expectations for 2011-12 and must be implemented in all high schools throughout the city.

Instructional strategies/activities

- The school will create a Math collaborative team for the purpose of designing, implementing and assessing the CCLS unit
- The Math team in collaboration with an instructional Specialist from New Visions PSO will work on the design of the lessons and units, and will assess student performance on the CCLS tasks
- Five math teachers will receive Professional development on a monthly basis on the MDC (Formerly the Shell Center Math Pilot Program) and will engage in a designing, implementing analyzing CCLS algebra and geometry lessons
- Two math teachers will directly teach the unit and lessons while other team members observe lesson
- Three teachers will participate with these teachers in daily meetings regarding the alignment of the existing curriculum to the CCLS
- After the lessons are concluded the team will analyze student progress and will document findings
- Math Team will use observations(intervisitations) to create and implement CCLS aligned lessons for all math classes
- Math Team will share their observations on best practices and techniques for implementing formative assessment during share-out session on PD Day

Strategies to increase parental involvement

Through parent workshops, the school's parent coordinator and the PTA president, informational sessions will be held to inform parents of the Citywide Instructional Expectations for 2011-12. Automated School Messenger will be utilized to send out phone messages to all parents informing them of upcoming meetings. Parent coordinator will assist in mailings to parents inviting them to these school wide events.

Strategies for attracting Highly Qualified Teachers (HQT)

Since all teaching staff was rated highly qualified last year, this strategy does not apply.

Service and program coordination

New Visions in collaboration with our lead math teacher will assist in the development, deployment, assessment and modification of all CCLs math lessons.

Budget and resources alignment

The Shell Math initiative is sponsored by New Visions, and funding is provided to aid in any teacher coverages required while the Math Team observes lessons at per session rate and for additional time requiring analyzing student work and aggregating data. In addition, funding sources will include New Visions , Inquiry Team, Parent Involvement, Tax levy, Reso A grant and Tax Levy – Fair Student Funding

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

Students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.

Comprehensive needs assessment

To successfully prepare all students—including students with disabilities and English language learners—for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms. To this end, The New York City Department of Education has developed a collective focus for the current school year that has been shaped by extensive consultation with both local and national experts, including more than 1,400 New York City principals—who participated in over 50 feedback sessions across the City this spring—and the writers of the Common Core State Standards. These are the Citywide Instructional Expectations for 2011-12 and must be implemented in all high schools throughout the city.

Instructional strategies/activities

- The school will create a collaborative literacy team for the purpose of designing an ELA curriculum for 9-12th grade that is aligned to the common core and addresses the needs of all diverse learners
- The literacy team will also implement and turn-key best practices for reading comprehension of informational texts to science and social studies teachers
- The school will create and implement the position of lesson plan coach to meet with teachers one-on-one to identify individual teacher goals and create an improvement plan that includes coaching, intervisitation and feedback
- The literacy team will meet with other content teams including social studies and science to identify student and instructional needs in order to inform their research and development
- The literacy team will meet weekly regarding the alignment of the existing curriculum to the CCLS
- Science, social studies and literacy team members will participate in mutual teaching observations and provide feedback
- The science, social studies and literacy team will lead PD sessions on the Chancellor's Professional development days to other teachers across the different departments

Strategies to increase parental involvement

Through parent workshops, the school's parent coordinator and the PTA president, informational sessions will be held to inform parents of the Citywide Instructional Expectations for 2011-12. School Messenger will be utilized to send out phone messages to all parents informing them of upcoming meetings. Parent coordinator will assist in mailings to parents inviting them to these school wide events.

Strategies for attracting Highly Qualified Teachers (HQT)

Since all teaching staff was rated highly qualified last year, this strategy does not apply

Service and program coordination

N/A

Budget and resources alignment

The New Visions CCLS Initiative is sponsored by New Visions, and funding is provided to aid in any teacher coverages required while the ELA Team observes lessons at per session rate and for additional time requiring analyzing student work and aggregating data. In addition, funding sources will include New Visions , Inquiry Team, Parent Involvement, Tax levy, Reso A grant and Tax Levy – Fair Student Funding

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	23	43	43	20	25	0	20	0
10	15	16	44	33	31	0	5	0
11	2	19	5	20	23	0	9	0
12	6	21	7	25	8	0	9	0

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	<p>Bronx Theatre High School students investigate the scope and sequence of knowledge prescribed by the New York State Board of Regents through a theatrical context that provides real life applications. The ELA department currently meets 4 times a week (twice with the Arts and ELL departments) in order to create coherent instruction and curriculum aligned with the school’s theatrical mission, NYS ELA standards and the Common Core Standards. The team also works to develop best practice by identifying individualized performance goals and then targeting them through lesson study and inter-visitations. The ELA team identifies students who are off-track in their credit accumulation and/or who have not passed the ELA regents with a 75 or above for targeted intervention in the classroom. A literacy team meets once a week to design and turn-key literacy strategies to be used across the content areas and to target struggling students through specific literacy strategies. Students in need of further academic intervention are placed in PM School. Teachers are available to work with students in small groups, one-on-one, both during the school day and after hours. Reading and writing across the curriculum is enforced throughout all subjects through professional developments lead by the literacy team. We utilize a licensed ESL teacher to conduct mandated ESL classes and additional tutoring. An after school program has been set up to support students’ credit recovery in addition to the Castle Learning system. Teaching Artists are brought in from Roundabout Theatre Company to help develop curriculum with content area teachers that focus on building reading and writing skills through a theatrical context and challenging students to become greater analytical thinkers.</p>
Mathematics	<p>Bronx Theatre High School students study a sequence of Integrated Algebra, Geometry, and Algebra 2/Trigonometry, as prescribed by the New York State Board of Regents. In their Senior year, students take either AP Calculus or the CUNY College at Home Math Course. College at Home prepares students for the topics they will see in college courses, giving them the skills they need to be at or above their college peers. Preparation for the CUNY placement exam is a large part of the curriculum. Students apply for AP Calculus in their Junior year, and are given a summer assignment and two</p>

extra periods of class time a week to get through the college curriculum.

All Bronx Theatre Math classes are driven by components of real world application, explanation, high stakes test preparation and use of technology. Each of our five math faculty is proficient in the use of Smart Board software, with the majority of the department using the SmartBoard exclusively. In addition to the use of TI-84+ graphing calculators for the Integrated Algebra students, the upper level classes use the TI-Nspire Graphing calculator, a device which has basic computation capabilities as well as Cartesian and Plane graphing features that enable students to measure and manipulate shapes and functions. They are also able to input data, run complex statistical analyses and create scatterplots. The Nspire system is online and wireless, so the teachers can create documents and send them to the students' devices, then receiving work back electronically at the end of class.

The Bronx Theatre Math Team meets on a daily basis to discuss curriculum, student needs and to plan and carry out interventions. Their primary focus is the SHELL Math project, which is a lesson study protocol for a series of formative lessons that the team members carry out. Before each lesson, the team meets to study the lesson plan, make adjustments, and gather materials. The team then observes the lesson being taught, often acting as co-teachers. After a formative lesson the team reflects, making note of improvements for the next lesson. Student pre and post assessments are collected and discussed to inform understanding of each students' learning path. These formative lessons are part of an ongoing effort to have our students carry out as many Common Core Aligned lessons as possible.

The Bronx Theatre Math Department consistently strives for college readiness with our students. We want every student aiming for their Advanced Regents diploma, including a minimum of 80 on the Integrated Algebra Regents and passing scores on Geometry and Algebra 2/Trigonometry. We consistently share statistics in class on the relationship between these scores and college admission, and all of our exams are composed of Regents questions from previous years. We give Mock Regents to give ourselves and the students a prediction of their score, and we use the data to plan our instruction when reviewing.

Bronx Theatre has a student population that is over 80% Title 1 students. In order to address the varied learning needs of this population, the math teachers use a multitude of lesson structures, including project-based instruction, group work, written work or competitive games. In addition, we offer after school and lunch time tutoring, where we work with students in small groups or one-on-one. We also model study habits in class and share web resources so that our students are empowered to search for helpful

	<p>information when working at home.</p> <p>In order to maximize the possibility of passing the Geometry and Trigonometry Regents, we offer Regent Prep classes for Geometry and Algebra 2/Trigonometry. These courses are populated with students who passed their Geometry or Trigonometry class but did not pass the Regents. The prep courses meet every other day, opposite the student's gym class, thus allowing these students to still be enrolled in the next level math class. In these classes students consistently review Regents topics, focusing on the topics they struggle most with, and take periodic assessments to measure their growth towards passing Regents scores.</p>
<p>Science</p>	<p>Bronx Theatre High School students investigate the scope and sequence of knowledge, using an inquiry-based approach, prescribed by the New York State Board of Regents. Students are given the opportunity to conduct project-based experiments at city parks and local rivers using science probes and other technologies. At the end of the project, students are given the opportunity to participate in the Intel Science and Engineering Fair Competition and an in-house science fair. We work with students in small groups, one-on-one, both during the school day and after hours. In addition, we provide tutoring and prep classes based on student's data to construct an individualized learning experience. Inquiry-based review books and additional learning materials are used to assist AIS students in Living Environment and Environmental Science. Specific topics in mathematics are integrated in the science curriculum so that students can analyze and solve real-world problems. Tutoring is available during the school with one-to-one and small groups. After school credit recovery classes and tutoring are available throughout the year.</p>
<p>Social Studies</p>	<p>Bronx Theatre High School students investigate the scope and sequence of knowledge prescribed by the New York State Board of Regents through a theatrical context that provides real life applications. Through project-based instruction, we currently have a social studies team whose focus is improving the success rates on the Global Studies Regents through data based inquiry. This team meets daily during school in addition to collaborative planning with other content area teachers after school. Teachers are available to work with students in small groups, one-on-one, both during the school day and after hours. An after school program has been set up to support students' credit recovery in both Global Studies and US History. A 10th period class has also been reprogrammed to include 11th and 12th grade students who have not yet passed the Global or US History Regents. This class will include more Regents Prep and prepare the students to take the Regents in January. Upon their success, the class will be repopulated prior to the 2nd semester in order to include more students in the intervention.</p>

At-risk Services provided by the Guidance Counselor	Our guidance counselor and social worker provide counseling in one-on-one and small group situations. PPT meetings are held regularly and class visitations are periodically conducted to discuss various topics of interest as discussed at PPT meetings. One-to-one counseling and small group counseling are available.
At-risk Services provided by the School Psychologist	We currently do not have any students seeing the school psychologist; however, our Pupil Personnel Team and school social worker make assessments and prescribe assistance as needed. Students in need are referred to outside psychologists by our social worker.
At-risk Services provided by the Social Worker	Our Pupil Personnel Team and school social worker make assessments and prescribe assistance as needed. Our social worker sees both mandated and non-mandated students in one-on-one and group settings. On a case by case basis, social worker recommends community based organizations to continue outside services for treatment.
At-risk Health-related Services	All students with at-risk health issues are monitored by the Pupil Personnel Team, the Medical Office and the Parent Coordinator. When the campus health clinic opens in December 2011, school aided will be assigned to assist parents and students wishing to utilize the services of the clinic.

SCHOOL PARENTAL INVOLVEMENT POLICY 2011-2012 SY

Part A: School Parental Involvement Policy

I. General Expectations

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

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

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

1. Bronx Theatre High School will take the following actions to involve parents in the joint development of its school's parental involvement plan under section 1112 of the ESEA: Discuss strategies at the School Leadership Team meeting. Present the implementation strategies to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.

2. Bronx Theatre High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Discuss strategies at the School Leadership Team meeting, which counts four parents in its membership, including one member of the Parent Association leadership. The school's Parent Coordinator will attend this meeting. Present the strategies to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.
3. Bronx Theatre High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: letters home informing parents of school events, including report card distribution, attendance and lateness, advisors contacting parents with updates, syllabi and projects posted on the school's Web site, Bring Your Parent to School Day, College Night, Senior Awards ceremony, and College Readiness.
4. Bronx Theatre High School will coordinate and integrate Title I parental involvement strategies with the following other programs: College Night, Bring Your Parent to School Day, Mock Trial night, awards ceremony, holding Parent Meetings on Saturdays, informing parents about attendance and lateness, notifying parents about report cards and student progress, presenting active parents with prizes.
5. Bronx Theatre High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. These strategies include mailing home surveys, having the Parent Coordinator contact parents through phone calls, conducting Parent Association meetings, and having a parent or the Parent Coordinator designated to speak with parents at all school events.
6. Bronx Theatre High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - b. The school will provide materials and training to help parents work with their children to improve and support their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parent coordinator; educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and

utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement activities, such as those listed above, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, through School Leadership Team meetings and the Parent Association meeting. This policy was adopted by the Bronx Theatre High

School on June 14th, 2011, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31st, 2011.

School

Parent(s)

Date

Date

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during school year 2011-2012.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Bronx Theatre High School will:

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

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

- Hold parent student events that build relationships and encourage shared learning experiences
- Present a variety of theater productions for parents to promote student literacy through exposure to theater and arts productions
- Invite parents to all Parent Association meetings by using automated phone messenger, email and telephone

- Provide student celebrations for academic success by having honor roll ceremonies, perfect attendance awards and Honor Society inductions
- Hold parent-teacher conferences twice per semester to inform parents of their child's academic achievements and goals
- Provide access to staff to answer any questions or concerns they may have regarding their child's environment and academic endeavors
- Inform parents about attendance and lateness concerns
- Send invitations in both English and Spanish for all school related events
- Invite parents to all open house events to allow them to see what the school is doing and get their input for improvement

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

Parent Teacher conferences will be held on Thursday, October 27, 2011 from 6:00 pm to 8:30 pm and on Friday, October 28 from 1:00 pm to 3:00 pm. During the spring semester, conferences will be held on Thursday, March 29, 2011 from 6:00 pm to 8:30 pm and on Friday, March 30 from 1:00pm to 3:00pm.

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

Specifically, the school will provide reports as follows:

Bronx Theatre High School will provide report cards to parents three times per semester. Report cards will be distributed to all students to bring home to their parents. Any undistributed report cards will be mailed directly to the parents or guardians home address currently on file. Parents will be given access to Skedula, the school's online grade book for real time academic assessment reports.

4. Provide parents reasonable access to staff.

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

Staff will be available to parents four times per year during parent teacher conferences as well as throughout the entire school year for in person visits and/or phone conferences. Parents can contact the school's guidance office and

may schedule a conference with their child's teacher any time during the school year. Parents are welcome schedule an appointment to visit the school at any time.

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

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

Parent Responsibilities

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

- Help monitor their child's attendance to obtain the Chancellor's target rate of 92%
- Provide a space and environment in the home conducive to the completion of homework and assignments
- Participate as much as possible in all school related activities especially those that include my child
- Participate in all school-wide surveys to provide feedback for school improvement
- Discuss the importance of following the school code of conduct and its designated procedures
- Set high expectations for my child and support and encourage all academic achievement
- Monitor my child's academic success on Skedula and contact any teacher with questions

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

- Come to school prepared to do our best in all subject classes.
- Participate in all school related activities and functions.
- Follow the school's code of conduct.
- Complete all assignments and projects for all subject classes.
- Share all academic achievements with parents/guardians.
- Take any scheduled regents or RCT exams when offered.

- Read at home at least thirty minutes per day from any source of literature.
- Study for all exams, quizzes and other types of assessments.
- Participate in all Instructionally Targeted Assessments and pre-regents activities.
- Attend any mandated after school tutoring or PM School classes if scheduled.

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

The Bronx Theatre High School will:

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

**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 Barbara Gambino	District 10	Borough Bronx	School Number 546
School Name Bronx Theatre High School			

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

Principal Charles Gallo	Assistant Principal Jean Gismervik-White
Coach	Coach
ESL Teacher Susannah Conn	Guidance Counselor Liz LoParo-Rivera
Teacher/Subject Area Kristin Brown/Math	Parent Sandra Nielson
Teacher/Subject Area Andrea Vizeu/Special Ed	Parent Coordinator Angel L. Melendez
Related Service Provider type here	Other
Network Leader Barbara Gambino	Other

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		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	468	Total Number of ELLs	43	ELLs as share of total student population (%)	9.19%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

4. The protocol for placing ELLs identified by the combination of intake, HLIS and testing procedure culminates in a letter home to the parent after that procedure has happened including an entitlement letter, a parent survey, and a program selection form. The LAB-R has been scored by the certified ESL teacher and the student is deemed an ELL as per their LAB-R scores. The parent is informed via mail and the above listed forms and initial placement letter in their home language. If the placement letter is not returned within a few days the parent is called in by the ESL teacher to meet in person at the school. If the parent has not come in for the meeting and the letter has not returned to the school within 10 days of enrollment the student is placed in a free-standing ESL class. An unreturned letter is considered a Transitional Bilingual Education selection letter as per CR part 154 and kept on file. All initial placement letters are marked returned or unreturned. A copy of each initial placement letter is placed in the student's cumulative file and in the ESL coordinator's compliance file. Since the current ESL teacher has been at Bronx Theatre High School all but one initial placement letter has been returned. All parents/guardians have agreed to their student receiving ESL services. Students are placed in our free-standing ESL classes based on the above intake process, HLIS, LAB-R testing, entitlement letter, program introduction, parent survey and selection letter for all new NYC DOE admits. Each year continued entitlement letters including the level of English language proficiency indicated by the NYSESLAT from the previous spring. If the student is at a beginning, intermediate or advanced level of proficiency the letter indicates that ESL services will continue to be administered for that student. If the student has a proficient level of English language fluency the letter indicates that the student will no longer be in the free-standing ESL class but will be academically supported by the certified ESL teacher for the next two years during the student's transitional period into main stream learning and receive the same accommodations for all ELLs during tests. Each of the aforementioned placement letters are given to the students to take home, signed by a parent, and returned to the ESL teacher. A copy of the signed letter is kept in the student's cumulative file. A copy of the same letter is also kept in the ESL teacher/coordinator's compliance file.

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1			2
Push-In										1	1		1	3
Total	0	0	0	0	0	0	0	0	0	2	2	0	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	11
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	25

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	4	2	6	0	1	25	1	8	43
Total	12	4	2	6	0	1	25	1	8	43

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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: ____	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										28	8	5	2	43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	28	8	5	2	43								

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).

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. Instructional plan

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

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

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

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

A. Programming and Scheduling Information

teacher is able to scaffold these standards, used across the curriculum, in her free-standing ESL class in order to provide support for skills and cognitive functions needed in all content area courses. The certified ESL teacher teaches students Cornell notes, synonym spectrums where students arrange an array of vocabulary from casual to more academic terms, MEAL essay writing to scaffold critical thinking and essay writing to use in all content area courses. The certified ESL teacher also teaches circumnavigating in conversation, prefix/root/suffix skills, word grouping for algebra word problems and the cognitive functions necessary for science and history classes are practiced in daily activities. These activities include categorizing, graphing, synthesizing, compare/contrast, cause and effect, finding/recording evidence and analyzing it. All of these skills including planning, organizing and calendar use are addressed in the self-contained ESL class and discussed with students while the ESL teacher pushes into ELA classes to ensure ELL's academic success in all content courses.

4. The ESL coordinator evaluates the level of literacy in the students' home language by administering the Spanish LAB if students are newly matriculated into the NYC DOE and scores are then recorded. If students are not new to the NYC DOE, the Spanish LAB is administered for reference only and to evaluate the student's home language literacy skills against the correct answers on the test as the ESL teacher is not fluent enough to come up with an alternate Spanish test. Spanish is referred to here because our entire language learning population speaks Spanish in the home.

5. Differentiated instruction for all ELL subgroups

a. Our instructional plan for our three ELL students combines explicit grammar instruction such as conjugating verbs/verb tense study, workbook publications for sentence building such as Side-By-Side. Differentiated worksheets in content courses. Reading material that is at their reading level but not made for children such as graphic novels and plays. Higher order thinking skills are promoted at every turn through graphic organizers, sentence building templates and evaluating subject/theme. The certified ESL teacher and content teachers gear SIFE instruction to fit the actual age and emotional development of the student. For example the certified ESL teacher teaches SIFE student who require explicit alphabet instruction by making picture dictionaries. Therefore, vocabulary acquisition is driven by student interest using photos from the internet instead of books for pre-school children. Students are encouraged to take part in our theatre courses which inherently incorporate ELLs teaching methods such as TPR, exaggerated enunciation and repetition. SIFE students are also closely monitored for study habits and personal organization skills. SIFE students are closely monitored for homework completion in all classes. All teachers have a strong outreach plan for parents of SIFE students. Anecdotal logs in Skedula are utilized often to trouble shoot and to monitor SIFE student progress.

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

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

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

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

A. Programming and Scheduling Information

6. All Bronx Theatre High School teachers have daily common planning periods to, trouble shoot and discuss appropriate differentiation strategies and the use of scaffolding to ensure the advancement of our ELL-SWD's population. Grade-level material is available in students' home language and appropriate for content that should be mastered during the 9th, 10th, 11th and 12th grade year to ensure mastery of material required to pass all regents courses, master Common Core Standards and become college ready. Grade level meetings for teachers ensure that skills and learning strategies are reinforced across the curriculum. Cornell-notes, consistent graphic organizers and concept maps are used in all classrooms at Bronx Theatre. Literacy team meets once a week to reinforce school-wide reading strategies. Previewing, annotating and summary are used in all content courses as the standard for independent reading practice. Juicy sentences in non-fiction reading are selected by students and broken down for meaning and relation to the over-all theme in all content courses. All

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%	receive both ESL services in addition to their Special Education services. we have an adequate number of CTE courses where ESL students with IEP's are co-taught by a certified ESL teacher and a content teacher with an extension in Special Education where needed.		
75%	We have a flexible schedule where we schedule students from period 1-10. Therefore, we are able to provide students with additional help on courses where they have not met standards from		
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

Courses Taught in Languages Other than English

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

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

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

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

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

14. Native language support in our free standing ESL program is offered through text books in each content area, Spanish literature in classroom libraries at all levels, NYC DOE glossaries in English and home language for all regents exams, Spanish/English dictionaries for ELL use in classrooms, bilingual staff (including all school aids), Spanish and AP Spanish courses offered. The ESL teacher and Spanish teacher, who is also certified in ESL, are bilingual and both are able to provide entry points for beginner students through Spanish. The certified Spanish teacher who is certified in ESL provides part of the 25% of native language support in our Freestanding ESL Program,

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

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

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

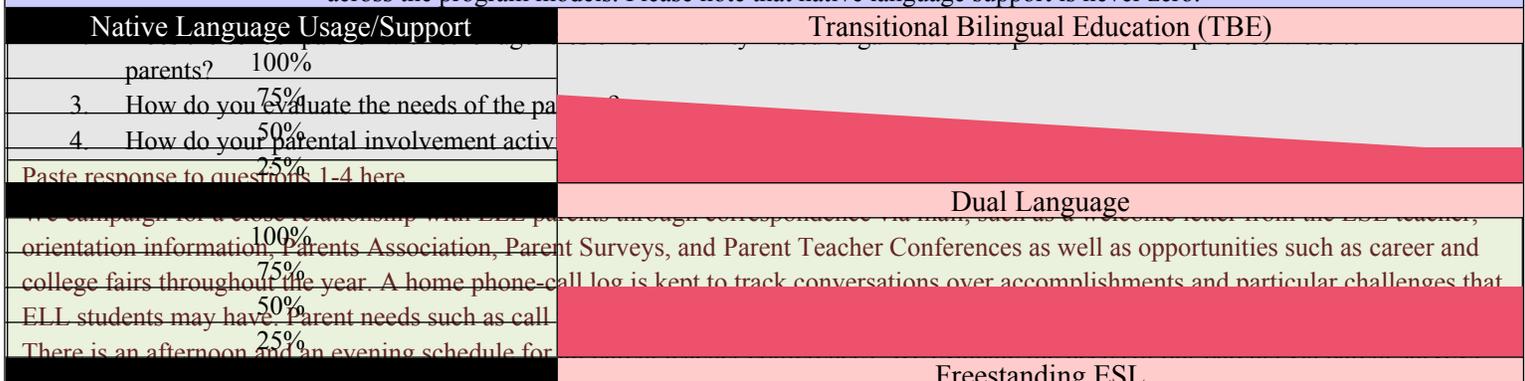
D. Professional Development and Support for School Staff

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

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

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.



E. Parental Involvement

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

Paste response to questions 1-4 here

We campaign for a close relationship with ELL parents through correspondence via mail, such as a welcome letter from the ESL teacher, orientation information, Parents Association, Parent Surveys, and Parent Teacher Conferences as well as opportunities such as career and college fairs throughout the year. A home phone-call log is kept to track conversations over accomplishments and particular challenges that ELL students may have. Parent needs such as call time and meeting time are considered to accommodate work schedules and travel time. There is an afternoon and an evening schedule for all parent teacher conferences. We evaluate the needs of our parents via parent surveys, ESL "entitlement" or "non-entitlement" letters as it corresponds to the NYSESAT score of their child each fall of every new school year. Parents are invited to attend college information nights, chaperone trips to the Roundabout Theatre Company productions with students and are invited to see their own children in productions put on by Bronx Theatre High School. Parents also have access to the Skedula website. On this website parents can access their child's grades, attendance and anecdotal logs written by teachers logging student challenges and progress. Emails are also available on Skedula so that parent-teacher contact is greatly facilitated to meet all the needs of parents of ELLs as they may arise throughout the school year.

B. Programming and Scheduling Information--Continued

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14. Native language support in our free standing ESL program is offered through text books in each content area, Spanish literature in classroom libraries at all levels, NYC DOE glossaries in English and home language for all regents exams, Spanish/English dictionaries for ELL use in classrooms, bilingual staff (including all school aids), Spanish and AP Spanish courses offered. The ESL teacher and Spanish teacher, who is also certified in ESL, are bilingual and both are able to provide entry points for beginner students through Spanish. The certified Spanish teacher who is certified in ESL provides part of the 25% of native language support in our Freestanding ESL Program,

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

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

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

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

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

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

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

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

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

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

We campaign for a close relationship with ELL parents through correspondence via mail, such as a welcome letter from the ESL teacher, orientation information, Parents Association, Parent Surveys, and Parent Teacher Conferences as well as opportunities such as career and college fairs throughout the year. A home phone-call log is kept to track conversations over accomplishments and particular challenges that ELL students may have. Parent needs such as call time and meeting time are considered to accommodate work schedules and travel time. There is an afternoon and an evening schedule for all parent teacher conferences. We evaluate the needs of our parents via parent surveys, ESL “entitlement” or “non-entitlement” letters as it corresponds to the NYSESAT score of their child each fall of every new school year. Parents are invited to attend college information nights, chaperone trips to the Roundabout Theatre Company productions with students and are invited to see their own children in productions put on by Bronx Theatre High School. Parents also have access to the Skedula website. On this website parents can access their child’s grades, attendance and anecdotal logs written by teachers logging student challenges and progress. Emails are also available on Skedula so that parent-teacher contact is greatly facilitated to meet all the needs of parents of ELLs as they may arise throughout the school year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)										16	2	2	1	21
Advanced (A)										10	7	2	2	21
Total	0	0	0	0	0	0	0	0	0	27	9	4	3	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										17	2	3	1
	A										8	6	4	1
	P													
READING/ WRITING	B										1			
	I										1	0	1	0
	A										8	0	3	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P										18	7	2	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	2	0
Integrated Algebra	10	0	4	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	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
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	8	4	0	2
Physics	0	0	0	0
Global History and Geography	6	2	2	1
US History and Government	2	0	1	0
Foreign Language	0	2	0	2
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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: Bronx Theatre High School		School DBN: 10x546	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles Gallo	Principal		10/26/11
Jean Gismervik	Assistant Principal		1/26/11
Angel Melendez	Parent Coordinator		10/26/11
Susanah Conn	ESL Teacher		10/26/11
Sandra Nielson	Parent		10/26/11
	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
	Coach		10/26/11
	Coach		10/26/11
Liliana Scanga	Guidance Counselor		10/26/11
Barbara Gambino	Network Leader		10/26/11
	Other		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x546 **School Name:** Bronx Theatre High School

Cluster: 562 **Network:** 1

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.

All mailings are sent in English and Spanish. All non-English speaking parents have translation services available. All pamphlets, signs, forms, etc. are available in languages other than English as needed. A new Phone Messenger sends important school announcements to parents in 7 different languages based on the home language recorded in ATS. The automated Phone Messenger will send out messages in the language currently indicated in ATS.

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

Most of the translation feedback is received through our parent coordinator. When critical information is distributed through mailings and Phone Messenger in multiple languages, parents provide feedback to both administration, PA president at meetings and through conversations with parent coordinator. All literature/mailings and meetings are translated for any parent that needs such services. We have many people on staff who speak Spanish, Italian, French, Creole, Cambodian and English.

Part B: Strategies and Activities

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

Written translation is done in house by school staff and by translations.nyc.gov. Our parent coordinator has taken the official translator course and has the certification. Since translation services requires 2 weeks to translate a document, all translated documents are kept on file for future use with minor changes to date and time. Since Spanish is our most predominant language, our certified Spanish teacher can do in house translations quickly for emergency communication.

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

Oral interpretation services are provided by school staff. Currently, one or more of our staff speak Italian, Spanish, French, Creole, Cambodian and English.

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

Parents and guardians receive all documents translated into Spanish as well as English. If we encounter a parent requiring special translation services, we have access to various language teachers on campus for translation. In rare instances, we have called in outside personnel to translate for parents in languages that we require assistance. If a parent has been identified using a language in the home other than those that we can readily translate, a phone call is made to the parent to determine what language they prefer.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bronx Theatre High School	DBN: 10x546
Cluster Leader: Caresse Deville-Hughes	Network Leader: Barbara Gambino
This school is (check one): <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> *Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 43 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Bronx Theatre High school provides a free-standing ESL program which provides full, New York State mandated support for our 43 LEP students grades 9-12. We have one certified ESL teacher who instructs two self-contained ESL classes and pushes-in to freshmen, sophomore, and senior ELA content classes. The latter three classes provide additional support to intermediate and advanced students. The specialized instruction in the self-contained classes focuses on an ultimate goal of independent academic college readiness and English proficiency while meeting state academic achievement standards. Most LEP students at Bronx Theatre have a home language of Spanish with the exception of one student who speaks Housa at home. Our free-standing ESL instruction focuses on advancing critical thinking skills (Bloom's Taxonomy), vocabulary acquisition (TPR and language experience, synonym word spectrums, SIOP model), reading skills and strategies for varied genres including Cornell notes being used school-wide, grammar patterns through language experience and authentic activities (eg. student interviews about future plans as an opportunity to practice future tense and future conditional or writing their own story of suspense before reading the abridged novel and seeing the student production of -Frankenstein this year). The ESL teacher serves two self-contained classes and three push-in ELA classes, five times per week for 50 minute periods.

The ESL before-school Title III program will meet four days per week from 8:00-9:00am, November 15th through March 30th. The Title III ESL before-school program will provide space to write essays, receive individualized tutoring and assistance in all content area and resources such as Rosetta Stone English Language acquisition program and laptop use for assignment research and paper writing. Bronx Theatre High School's certified ESL teacher/coordinator will be present for all before-school Title III program sessions. The certified ESL teacher will be responsible for instruction during the before-school sessions. A certified Special Education teacher will be present one day a week so that students can get extra help in all subject areas. Also, one certified ELA teacher will be present during one session per week when the Special Education teacher is not present. Bronx Theatre High School has other before-school/period 1, programs already in place so that extra staff, such as school safety, school principal and nurse will not be paid out of the budget for this Title III before-school program as they will already be present from 8:00-9:00am, before Bronx Theatre's school starts, second period, at 9:09 am. Our Title III program will be made available to all 43 ESL students at Bronx Theatre High School, grades 9-12, of all proficiency levels as well as ELLs who have already achieved "proficiency" according to the NYSESLAT. The program will also be available to other students who would like extra tutoring in homework and class work before school. We predict that about five early-bird/determined, main-stream and or special education students will attend these morning sessions.

Part B: Direct Instruction Supplemental Program Information

All program activities for the Title III before-school program will be performed in English. Program activities will include small group and independent tutoring on all content courses, writing help and time and available computers and printer (included in the budget w/ the Title III program). Instruction will be student-driven during the Title III before-school sessions. Students can ask for tutoring, independently or in small groups, in any subject area. Students can use laptops for research or paper writing. Students can also use laptops loaded with the Rosetta Stone English language acquisition program to improve English proficiency. Students can work on homework and or class work. The certified ESL teacher will work alone for two mornings a week tutoring students in small groups or individually on all subject areas and or teach them reading and writing strategies for their chosen or subject area reading. The certified ESL teacher will work in tandem with the certified ELA teacher one morning a week during the before-school Title III program to provide extra help in essay writing, reading strategies and academic vocabulary building. The certified ESL teacher will also work one day a week during the before-school Title III program to tutor students individually and in small groups in all subject areas on class work/homework, major content concepts/appropriate cognitive functions and provide a place for independent reading time for all ELLs at Bronx Theatre High School.

The rationale behind our Title III before-school ESL program is the research that indicates the many benefits of encouraging students to build relationships with their teachers and to ask questions. We are also ordering the updated Rosetta Stone English programs to help our ELLs who are also SIFE students with basic skills and vocabulary and students who have recently arrived to the US at various times in the school year, better matriculate into our monolingual setting. Studies also show that students will perform better in school if they have resources available to them such as laptops and extra help from teachers. Our Title III before-school program will provide ELLs students and a few interested main stream and or special education students with such resources four mornings a week for one hour. [?][?][?][?]

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development at Bronx Theatre is comprehensive with a focus on academic English acquisition and college readiness for all students. Since many of our students also speak another language at home, our administration advocates professional development specializing in addressing LEP student needs. Teachers at Bronx Theatre also actively seek professional development for ELLs above and beyond the Jose P. mandate.

Bronx Theatre High School's certified ESL teacher will attend this year's QTEL conference series. The certified ESL teacher attended a three part series of professional development meetings last year that addressed vocabulary building and boosting ELL's reading comprehension in non-fiction reading as per the newly acquired CCSS adopted by New York State. The sessions were lead by Maria Cucchiarra and

Part C: Professional Development

were rich with techniques that were later turn-keyed to content teachers to target ELL student skills across the curriculum at Bronx Theatre High School.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The parent component of the Title III program will include trips to colleges with other students in the College Now program. The certified ESL teacher will accompany the senior ELA teacher on trips to CUNY and SUNY schools in the area. The rationale behind the program is that students will be better prepared to select colleges and universities upon graduation if they have already had the opportunity to imagine themselves there by already having visited their freshmen through senior year of high school. We also hope to inspire more of our ELLs to attend a 4 year university after high school. Parents will be notified in advance of these events via a bilingual letter translated by the ESL teacher. The bilingual ESL teacher will use funds from the Title III program to accompany students and their parents on five trips throughout this year on school day evenings. The certified ESL teacher speaks Spanish and English and all of the ELLs speak Spanish as their home language. There is one student, however, who speaks Housa. If that student and his grandmother wishes to join us on any of the college trips, we will make a translator available for them for all trips utilizing our translator fund as per the CR part 154.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,732.95	(Example:155 hours of per session for ESL, ELA Special Ed teacher to support ELL Students in the before-school ESL tutorial program: 155 hours x \$49.89 (current teacher per session rate with fringe)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>\$2280.20</p>	<p>2 school bundled standard Lenovo Laptops (Lenovo Thinkpad L420 Notebook)FAMIS ID : 356176977 2@ \$723= \$1,446</p> <p>1 wireless classroom color printer C544dw (Lexmark part 26C0150) FAMIS ID: 356169500 1@ \$523.09</p> <p>1 black toner (Lexmark part # C544X1kG) FAMIS ID:31132987X 1@ \$78.91</p> <p>1 cyan toner (Lexmark part # C544X1MG) FAMIS ID:311329888 1 @ \$77.40</p> <p>1 Magenta toner (Lexmark part # C544X1MG) FAMIS ID:311329896 1 @ \$77.40</p> <p>1 Yellow toner (Lexmark part # C544X1YG) FAMIS ID:31132990X 1 @ \$77.40</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	\$1200	Sole Vendor Commodity Rosetta Stone 2 Level 1 = \$600 1 Level 2 = \$300 1 Level 3 = \$300 All licenses \$1200.
Travel		
Other		
TOTAL	\$11,213.15	\$11,213.15