



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** BRONX HIGH SCHOOL FOR THE VISUAL ARTS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X418

**PRINCIPAL:** GWENDOLYN JONES    **EMAIL:** GJONES7@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**    **CARRON STAPLE**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Gwendolyn Jones	*Principal or Designee	
Janette Madera	*UFT Chapter Leader or Designee	
Earline Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Craig Honeygahn Taliah Burch Caitlin Aulet Edward Soto	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Teresa Bologna	Member/UFT	
Damaris Stevenson	Member/Parent	
Monique Aulet	Member/Parent	
Kelly Padilla	Member/Parent	
Valerie Coleman	Member/Parent	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation: School leaders should develop a common system for maintaining the results of student assessment data to identify trends and make comparisons to monitor student progress. (SQR, Page 2)**

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- **During the 2012-2013 school year 90- 100% of the staff will use data to support student achievement and instructional decision-making. The staff will be trained on information systems such as SEIS, ARIS, and SKEDULA. The use of data will support an increase in credit accumulation.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Professional Development will be provided by Administration, Lead Teachers and Consultants to help teachers create Portfolios, Interim Assessments, and also on how to use, interpret and analyze data.
  - b) Administration, Consultants, and Workshops.
  - c) In each of the core subject courses teachers will use Portfolios to gather student work. During the common planning time teachers will use the portfolios to analyze student work. This analysis will then lead to modifications of lessons.
  - d) Spring 2013

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The school will use Title One Priority Focus School Funds to obtain this goal. The school will hire consultants to teach teachers how to analyze data and provide Professional Development.  
Lead Teachers will receive per session to plan and facilitate workshops twice a month.  
A Supervisor will receive per session to supervise the lead teachers.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- *School leaders with network support should provide PD opportunities on Curriculum Maps and Lesson Plans that include specific instructional strategies to address the needs of student with disabilities and ELLs. SQR 11-12, Page 3.*

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- **During the school year 2012-2013 80% of the departments will develop curriculum maps, unit plans and lesson plans which support the Common Core Learning Standards and students with disabilities and ELLs. The school will adopt Curriculum mapping software and the faculty will receive PD.**

**Instructional strategies/activities**

- a) The school will purchase a curriculum mapping tool (Atlas Rubicon) which will help teachers organize their curriculum maps, unit plans and lesson plans in a cohesive manner. The faculty will also receive professional development on how to manage the tool. Teachers will work together collaboratively during their common planning time to develop the maps. The maps, unit plans and lessons plans will also include differentiation for students with disabilities and ELLS.
- b) Administration, Instructional Leads and Coaches will work with teachers in the development of this work.
- c) The Core Courses will revise and modify existing maps to accommodate the common core and differentiation for students with disabilities and ELLS.
- d) Spring 2013

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The school will use tax levy funds to purchase the Curriculum Mapping Tool. Funds will also be used for the faculty to receive training and support with the initiative. 25 Teachers will receive per session to receive 2 hours of training on the Curriculum Mapping. Two administrators will also receive the training.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- *School leaders should build on the existing PD goals and develop a more comprehensive plan that addresses common needs. (SQR 11-12, p. 6)*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- **During the 2012-2013 school year faculty and administration will develop a comprehensive professional development plan that addresses common needs and the Common Core Learning Standards. This professional development plan will enhance teaching and learning for the school community.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) The school will conduct a PD needs assessment survey from which the Professional Development Plan will be crafted. The PD will be provided by the Instructional Leads and administration. Teachers will also participate in inter-visitations and receive timely feedback from administration on their practice to evaluate the effectiveness of the PD plan.
  - b) Administration, Faculty, and Lead Teachers.
  - c) The PD plan will be a living document that will be revisited by Administration and Staff to evaluate its effectiveness. It will be adjusted as needed.
  - d) School Year 2012-2013.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The school will use Title 1 funds to provide workshops, consultants and professional development on the PD needs identified by the teachers. Teacher Per Session for 5 Instructional Leads to prepare and facilitate the workshops included in the PD Plan.



**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- *Do parents feel engaged in an active a vibrant partnership to promote student learning? (Learning Survey SY 11-12, p. 5)*

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- During school year 2012-2014 family and community engagement will increase by 5%.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) The school will form a more cohesive bond with parents/families by creating activities and strategies that are relevant and applicable to the families. The activities will include for example a Parent Academy, Family Reading and Math Nights.
  - b) PTA,SLT, Administration Guidance, Faculty and Staff
  - c) The goal is to increase Parental Involvement by 5%.
  - d) School year 2012-2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy                       Title IA                       Title IIA                       Title III                       Set Aside                       Grants                       Other-describe here: \_\_\_\_\_

**Service and program coordination**

The school will use Title 1 Focus and Priority School Funds to cover the Parental and Family Activities. The school will purchase supplies for the workshops and provide food for the Families. Faculty member will receive Per Session to facilitate workshops and activities. The workshops will occur monthly.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Saturday Academy PM School Tutoring GEAR UP	Small Groups /One to One	Saturdays After-School
Mathematics	Saturday Academy PM School Tutoring GEAR UP	Small Groups/ One to One	Saturday After-School
Science	Saturday Academy PM School Tutoring	Small Groups/One to One	Saturday After-School
Social Studies	Saturday Academy PM School Tutoring	Small Groups/One to One	Saturday After-School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor School Psychologists	One – to One	During the School Day.

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Bronx High School for the Visual Arts provides its teachers with the opportunities to attend Professional Development in service and through outside experiences. Teachers are encouraged to seek numerous Professional Development activities. The school also creates a space for teachers to work collaboratively in their teacher teams during the school day. All of our teachers are currently Highly Qualified. Teachers are assigned based on their expertise and areas of student needs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Jose Ruiz</b> <b>/Lawrence Pendergast</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>418</b>
School Name <b>Bronx High School for the Visual Arts</b>			

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

Principal <b>Gwendolyn Jones</b>	Assistant Principal <b>Thomas Rigney</b>
Coach	Coach
ESL Teacher <b>Rachel Michel</b>	Guidance Counselor <b>Keisha Morris, Erica Smith</b>
Teacher/Subject Area <b>James Nordlinger/English</b>	Parent <b>Rebecca Gomez</b>
Teacher/Subject Area <b>Janette Madera/Spanish</b>	Parent Coordinator <b>Daphne Stokes</b>
Related Service Provider	Other
Network Leader <b>Lawrence Pendergast</b>	Other

### C. Teacher Qualifications [i](#)

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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
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	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>550</b>	Total Number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>4.36%</b>
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## Part II: ELL Identification Process

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

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

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

1) The first step taken in the ELL identification process is the administration and evaluation of the Home Language Identification Survey. A certified pedagogue, the ESL Coordinator, Rachel Michel, furnishes the student with a Home Language Survey which is filled out by the student's parent/guardian, at school and returned to the school for evaluation. The survey asks parents/guardians to indicate the student's native language, along with how often and in which contexts the native language is used. Based upon the number of "other" boxes that are checked, the ESL Coordinator determines whether or not to conduct an informal oral interview with the student and parents/guardian. Accommodations for translations are made whenever necessary, by bringing in another certified pedagogue who speaks the native language, or by bringing in an outside translator. Based upon the information gleaned from both the HLIS and the oral interview, the ESL Coordinator then decides if she will administer the LAB-R. If the information suggests that the student needs to be tested, within ten days the ESL Coordinator administers/grades the LAB-R and then uses the hand score to determine whether or not the student is eligible for ESL services. Students who test in whose NL is Spanish, receive the Spanish LAB-R. This test is administered and graded by a trained pedagogue who is fluent in Spanish. Each Spring, the NYSESLAT exam is administered to evaluate ELL's proficiency levels. The RLER report on ATS is used to determine who is eligible for NYSESLAT testing. The RLAT report is used to monitor test taking trends and to flag students who have been absent for prior tests. We use this information to target students who have missed the test before and stress the importance of all components of the exam. The parent coordinator also makes phone calls home and the ESL Coordinator sends letters in advance (in NL and TL), notifying parents and students of the importance of this test. The ESL coordinator uses the data gleaned from the exam each year to place ELL students in appropriate ELL classes and to inform instruction. Student programs are reviewed upon receiving the NYSESLAT results and program changes are made where necessary to permit the students to receive the most appropriate level of service.

2) At the start of the academic year, our school hosts a Curriculum Night open to all parents and students, along with a special Back to School Event which is orchestrated by the ESL Coordinator, specifically to provide an orientation to all ESL parents and students. We also conduct parent-teacher conferences throughout the school year, providing parents with the ongoing opportunity to stay connected with the school. Each of these structures are in place to ensure that parents understand all three program choices that are afforded to their children, although the parent orientation early in the school year is the targeted event aimed to notify parents of their choices. If parents who haven't completed the Parent Survey/Program Selection fail to attend any of the scheduled events, the ESL Coordinator and Parent Coordinator reach out to these parents through phone calls and mailings. In doing so, we attempt to notify parents of their rights in selecting the program that best suits the needs of their child. Should any of these parents visit the school for any other reason, we will also use this opportunity to discuss and complete these documents with the parent. During these events, the ESL Coordinator distributes the informational pamphlets provided by the DOE and shows parents the video provided by the DOE website, which explains the three program choices to the parent in their native language. A discussion between the parent and the ESL coordinator follows the viewing of the video, in which the parents are informed about the ESL program that is offered at our school. The parents and ESL coordinator discuss which setting would be most appropriate for the student and make a decision on how to proceed.

3) The school Parent Coordinator handles all correspondence with respect to entitlement letters and surveys. Entitlement letters

are mailed to all parents and the Parent Coordinator follows up to make sure the parents submitted the Parent Survey and the program selection form, through contacting parents via phone calls or reminding them whenever they are in the school building. All returned forms are given to the ESL Coordinator to be filed in student records.

4) Once the orientation and necessary translation accommodations have taken place, the parent chooses the best program for their child. The program selection made by the parent, determines the ESL programming for each student. In addition to honoring parent choice, students are placed in appropriate ESL classes based on their NYSESLAT scores. When NYSESLAT data is not available, then student's LAB-R scores are used to determine the appropriate level of programming.

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

6) In reviewing the trends in parent requests, the majority of program selections show that parents tend to prefer their children to be placed in the Freestanding ESL program. Therefore, the model offered at our school does align with the majority of parent requests. For those parents who expressed interest in Bilingual programming, we haven't been able to accommodate those requests as of yet since we have such a low number of parents that are interested in this program. The ESL Coordinator has informed these parents of the options afforded to them in accessing the program of their interest outside of our school, along with expressing to parents that we are consistently monitoring the numbers in program choices. Should the current number of five parents interested in programs that aren't currently in place at our school, raise to fifteen and those students share the same native language and lie within two consecutive grade levels, we will instill a Bilingual program. The ESL Coordinator routinely monitors the program choices to see if there are any change in the numbers; should enough parents express interest, she will then contact those parents to explain that there is now a sufficient number of students to create the program and ask if they are still interested in placing their children in this model.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained										10	8	1	5	24
Push-In										2			5	7
<b>Total</b>	<b>0</b>	<b>12</b>	<b>8</b>	<b>1</b>	<b>10</b>	<b>31</b>								

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	8
SIFE	4	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	14

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3		1	7	3	1	14	1	6	24
<b>Total</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>14</b>	<b>1</b>	<b>6</b>	<b>24</b>

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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:     

Asian:     

Hispanic/Latino:

Native American:     

White (Non-Hispanic/Latino):     

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	7	1	2	19
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic													1	1
Haitian														0
French														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian										1	1			2
Other													1	1
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>8</b>	<b>1</b>	<b>5</b>	<b>24</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

aste response to questions 1-7 here

1) Instruction is delivered through a focus on literacy which is carried out in a variety of ways. The ESL teacher uses materials that are modified for ELLs (e.g. high interest-low level reading, graphic organizers, guided reading...) and adapts/modifies the materials used by ELA teachers to increase comprehensibility for ELLs.

a. Our school implements three models: Push-in, Pull-out, and Self-contained. During Push-in classes, the ESL instructor works with ELLs throughout the content instruction in collaboration with the regular ELA teachers to provide language acquisition and vocabulary support, while retaining content instruction time. In our Pull-out class, students from varying proficiencies are pulled from a self-contained special-ed classroom. The ESL teachers plans instruction to align with the curriculum of the literacy class from which these students are pulled, concentrating on scaffolding reading strategies and writing skills and building vocabulary. This smaller, personalized model allows the ESL teacher to work closely with each of these students, focussing on/catering to their learning styles and needs. During Self-contained classes, the ESL teacher collaborates with other staff members throughout the content areas, especially humanities, in order to align instruction with the various objectives and skills needed in each class. The ESL teacher than plans instruction accordingly, embedding various skills and objectives into lessons/units while putting an emphasis on the language component. There is a focus on learning

## A. Programming and Scheduling Information

language through content in the self-contained classes, fostering reading and vocabulary strategies/comprehension, along with developing communication and critical thinking skills.

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

2) Our staff is organized in a way that facilitates the most efficient programming of ELLs. Aside from the ESL Coordinator, all APs and Guidance Counselors are aware of the mandates for each proficiency level. This way any staff member holding a position that has any bearing on scheduling, is aware and compliant of the mandated minutes for each ELL. The mandated number of minutes is ensured through organizing the ESL teacher's program efficiently and appropriately, servicing all ELLs as their mandates deem necessary.

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

3) In the push-in model of instruction, the ESL instructor works directly with the ELA instructor to make content comprehensible. The ESL teacher modifies and differentiates instruction to make it comprehensible to the ELL students. Content material is scaffolded to make it comprehensible to the ELL student. In the pull-out model, the ESL instructor collaborates closely with the ELA teachers to ensure that lessons and curriculum are closely aligned. In both models of instruction, the ESL teacher and ELA instructors make sure their reading, writing, speaking, and listening materials are either the same or modified versions of what is being taught in the regular ELA classes. In Self-contained models, language is learned through various content areas. The use of collaborative planning and thematic units marries the language and content areas in an authentic and balanced approach. In all three models, instruction is delivered in English and both language and content area development are enriched through the use of visual aids, smart boards, hands-on experiments, glossaries and small group or cooperative work in both target and native languages.

4) When ELLs are tested in their native language, we ensure that they are appropriately evaluated by a trained pedagogue who is fluent in that language. So far, the only native language used for testing has been Spanish. Students who share their native language (Spanish), work together in small groups, the ESL teacher is proficient in Spanish and monitors the content of their conversation to ensure that they are on task.

5) Differentiation takes place in a variety of ways and is dependent upon the needs and abilities of each ELL.

a. SIFE students are interviewed by the ESL Coordinator to determine their educational background and asked about their experiences outside of the formal classroom. The ESL instructor orally interviews SIFE students to ascertain their oral language skills. In addition, the ESL teacher has SIFE students submit a writing sample for the purposes of determining their writing ability. The ESL instructor works very closely with regular ELA instructors to follow up on the progress of SIFE students. SIFE students are programmed according to both the results of their respective NYSESLAT and LAB-R scores. Due to the nature of a SIFE background, often times there is a focus on penmanship, appropriate classroom behavior, and basic grammar/mechanics. The IEP and individual performance of each SIFE student are the primary influences in what drives differentiated instruction for this subgroup.

b. Students with less than three years in US schools receive ongoing language development and support. Beginning students receive 540 instructional minutes of language development scheduled into their daily program. Beyond this, all newcomers are scheduled for after-school tutoring with the ESL teacher, where they are able to receive individualized instruction and assistance. They learn basic English "Survival skills" and progress towards understanding the skills required to comprehend academic English. The concentration lies on grammar essentials and vocabulary. There is a great deal of modeling, consistent comprehension checks, and use of visual aids with these students. Beginning ELLs are also taught how to prepare for state mandated exams, through familiarizing them with test formatting, and teaching them universal test-taking strategies (context clues, eliminate answers on multiple choice questions, note-taking skills).

c. ELLs with 4 to 6 years of service continue to receive modified instruction and consistent vocabulary development/support. They learn appropriate study skills, and continue to work on fine-tuning their reading, writing, listening and speaking skills. There is a focus on developing metacognitive awareness in these students, so that they may become active participants in their own learning processes. We attempt to develop these students' awareness of what their strengths and weaknesses are so that they may better manage their study time. In addition, we focus on self-correcting during the writing process so that students become aware of typical errors. We provide students with a variety of strategies in terms of vocabulary/reading comprehension, listening/notes-taking skills... and guide them in discovering which process works best according to their particular learning styles.

## A. Programming and Scheduling Information

d. Long-Term ELLs are encouraged to transition out of the ELL program through on-going support and modified instruction. They are given more challenging and higher level assignments that help them improve their listening, speaking, reading, and writing skills. The common deficit among these students seems to be the acquisition of CALP. Therefore, the concentration lies in developing content-specific and academic language. At this point, much of the language support is delivered through a content-based approach.

6) Students With Special Needs are given appropriate instructional material and instruction based on their skill and ability levels. Instructional modifications and accommodations are based on the mandates listed in their IEPs. Special Needs students' are scheduled for ELL instruction based on the results of either the NYSESLAT, LAB-R or alternative assessments. The mandates on the IEP drive the content, materials and instruction for these students. There are a myriad of online resources that are implemented in these settings that allow instructors to deliver academic content and develop/enrich language in ways that are appropriate for the grade/age level. These resources involve all four modalities and also facilitate critical thinking, (e.g. adapted newspaper/journal articles with reading comprehension, listening passages with comprehension questions, grammar/spelling games and activities...)

7) Our school implements the least restrictive environment whenever possible, as we aim to schedule ELL-SWDs within a mainstream setting. These students are scheduled with general education students throughout their content area classes. Their needs are met through necessary accommodations, modifications, and differentiation made by all educators who are present in the classroom, depending on what the IEP calls for. The few students who are in a self-contained, block special-ed program, receive their ESL services in a pull-out model so that they may interact with different students/teacher, within a different setting.

### Courses Taught in Languages Other than English ⓘ

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

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

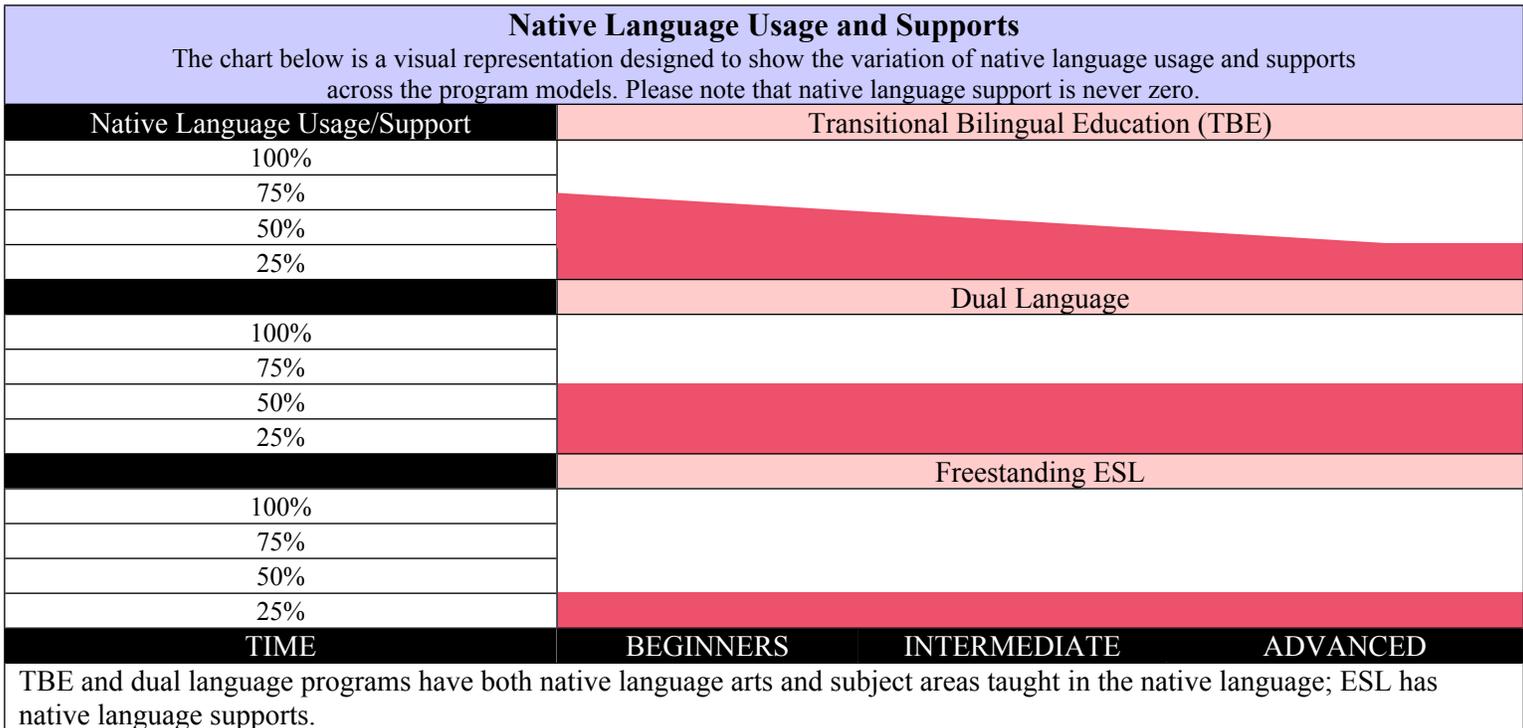
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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



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

9. Students receive testing modifications for an additional two years as well as ongoing monitoring by the ESL Coordinator to assess continued progress. This includes specific targeted tutoring by an ESL teacher to support their transition into mainstream classes. In some cases, these students are encouraged to assist the ESL teacher in leading the class by making presentations, assisting other students, modeling...

10. As of this time, we are in the midst of selecting and ordering new materials to bolster the ESL curriculum. The ESL Coordinator is continuously assessing the needs of each ELL, along with identifying common deficits and will select materials according to what will best suit the needs of students. In addition, the ESL Coordinator is looking into developing a school-wide cultural awareness event that will be led by the ESL community of learners.

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

12. ELLs have access to all school programs including the numerous art internships offered at our school and other curricular programs that prepare them for state mandated examinations. ELL students participate in after school programs such as credit recovery programs to make up lost credits. There are extra curricular activities at our school such as talent shows, dance, martial arts, cooking and additional art programs. All ELLs and students at our school are encouraged to participate in these extra-curricular activities. For example, the goal and rationale of the dance program is for students to become exposed to another art form and develop certain talents. Students also realize that they have another outlet for engaging in a fun filled after-school activity, with students and teachers that they don't normally engage with throughout their scheduled day. These programs are aimed at establishing a school-based community that integrates all students and teachers.

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

14. In our Push-in, Pull-out, and Freestanding ESL Models of instruction, our ELL students who share the same native language are given the opportunity to work in pairs/small groups. We also provide books, glossaries/dictionaries, and technological resources in various languages to support the native language our ELLs. The ESL teacher devotes instructional time to familiarizing students with how to use these resources, especially the native language glossaries. Whenever applicable, the ESL teacher draws upon similarities that can be seen between students' target and native languages (e.g. recognizing cognates). In addition, the ESL teacher includes each represented heritage/culture of her students through thematic units, projects, and research; this fosters native language support, cultural awareness, and parental involvement. In some cases there may be bilingual paraprofessionals to assist the needs of our ELL-SWDs.

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

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

14. Spanish is the language offered at our school. Other language electives include the Wilson program and Literacy Enrichment.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The ESL Coordinator/teacher attends a myriad of professional development workshops and seminars held by the NYCDOE/Office of English Language Learners. The selected events are discussed and agreed upon between the ESL Coordinator and the Principal, based upon the needs of the ESL community, the curriculum/standards, and compliance ordinance. Our ESL Coordinator has attended the following events since the start of the 2011-12 academic year: Understanding Title III AMAOs: Accountability for ELLs, Title III Funding, LAP seminar: CFN 603, BESIS Technical Assistance, LAP workshop.

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

3. The ESL instructor has attended various professional Development workshops sponsored by the Office of English Language Learners. When the ELL instructor attends a workshop, the school secretary completes the necessary paperwork which is used to document workshop attendance. Additional school staff receive the necessary 7.5 mandated hours through a combination of attending professional development workshops both on and off-site as well as at monthly department meetings. During these monthly meetings, the ESL Coordinator turn-keys the information garnered from events attended, onto the rest of the staff. She is sure to relay the accountability measures to fellow staff members along with information to help the school's staff to understand and accomidate the needs of our ELLs.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1) There is a PTA and a Parent Coordinator at our school. Every effort is made to reach out to parents of ELLs to become involved in the PTA along with the additional events that we orchestrate to bring the school community together. At the start of the academic year, the ESL Coordinator held a Back to School Night for the parents of ELLs. The school also held a Curriculum Night, which was open to all parents and students. The Parent Coordinator and ESL Coordinator both continuously reach out to the ELL parents through phone calls and mailings, to generate and develop their involvement in their student's learning and school community.

2. The school offers an outreach to parents during weekday evenings which consists of basic conversational ESL skills. We currently don't have any partnership with Community Based Organizations, therefore we aren't offering any workshops or services in this arena. However, we are in the midst of seeking out appropriate CBOs that we can establish connections with, in hopes of providing additional services to our particular school community.

3. Parents needs are evaluated at monthly PTA meetings through discussion with the Parent Coordinator and other members of the PTA. The Parent Coordinator distributes questionnaires at PTA meetings to solicit the basic concerns of those parents involved with the PTA. Results from a school-wide parent survey are also analyzed to evaluate the needs of parents.

4. Parental involvement activities allow parents to get together in an informal way and discuss their needs. This process empowers parents to articulate their needs and permits the school to support them. Some of the activities and events hosted for parents include: training sessions on how to read/understand transcripts, how to access/utilize web-based resources, breakdown of graduation requirements, how to complete the FAFSA.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1			1
Intermediate(I)										6	6		2	14
Advanced (A)										3	3	1	2	9
Total	0	0	0	0	0	0	0	0	0	9	10	1	4	24

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B													

**NYSESLAT Modality Analysis**

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

**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		2	
Integrated Algebra	10		5	
Geometry	2		0	
Algebra 2/Trigonometry	2		1	
Math <u>A</u>				
Biology				
Chemistry				
Earth Science				
Living Environment	13		9	
Physics	1		0	
Global History and Geography	5		1	
US History and Government	4		1	
Foreign Language	3		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Our school uses the result of the annual NYSESLAT Exam and ELL Predictive Acuity exams in both the Fall and Spring to assess the literacy skills of our ELLs. Data indicates that students need substantial support in reading and writing. Their scores in these skill areas are significantly lower than their scores on the speaking and listening components of both the NYSESLAT and Predictive Acuity exams.

Students need support in fine-tuning their reading comprehension skills and organizing their essays. Instructional strategies need to focus more on developing reading and writing skills.

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

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

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

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

c.) Periodic Assessments indicate that students need substantial work in reading and writing skills. Students' native languages are not used in these particular assessments.

5) NA

6.) The success of our ELL Program is based on how our individual students advance to proficient levels of English. Based on annual NYSESLAT testing and ELL periodic assessments we can accurately evaluate how our students acquire the four components of learning English such as speaking, reading, writing, and listening. Beyond the high-stakes exams and universal diagnostic measures, the ESL Coordinator uses classroom assessments both formal and informal to measure the overall success of the ELL program. Student progress and performance, across the board, informs the success of their ELL instruction.

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

**Part VI: LAP Assurances**

<b>School Name: <u>Bronx H.S. for the Visual Arts</u></b>		<b>School DBN: <u>11X418</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Gwendolyn Jones	Principal		12/19/11
Thomas Rigney	Assistant Principal		12/19/11
Daphne Stokes	Parent Coordinator		12/19/11
Rachel Michel	ESL Teacher		12/19/11
Rebecca Gomez	Parent		12/19/11
James Nordlinger/English	Teacher/Subject Area		12/19/11
Janette Madera	Teacher/Subject Area		12/19/11
	Coach		1/1/01
	Coach		1/1/01
Keisha Morris, Erica Smith	Guidance Counselor		12/19/11
Lawrence Pendergast	Network Leader		

**School Name: Bronx H.S. for the Visual Arts**

**School DBN: 11X418**

**Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 11x418      **School Name:** Bronx HS for the Visual Arts

**Cluster:** 6      **Network:** 603

**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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

Findings show that of our twenty four ELL students, there are five different language backgrounds represented by the parents. These include: Albanian (2), Arabic (1), Spanish (15), Urdu (1), Wolof (1). Although some of the parents are able to communicate in English, our findings have shown that they all require translation/interpretation services, both oral and written, in order to fully comprehend what they are hearing or reading.

These findings are dispursed throughout the school community through staff meetings and memos. We notify the entire staff of the population of parents that require these services, and stress the importance of making the necessary accomidations in contacting these parents. We send out memos listing the names of parents/students, the language spoken, and the protocal to follow in seeking out translation/interpretation services when attempting to contact the parent.

## Part B: Strategies and Activities

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

We provide written translations of all major communications to families in Spanish, Urdu, Albanian, Arabic, and Wolof, in addition to those provided by the DOE and regional office. We have employed the translation services of parent volunteers and in house staff, including the Spanish and ELL teachers and paraprofessionals.

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

Oral interpretation in all of the native languages represented by our ELL community is available at all school-sponsored events. It may be provided by parent volunteers, our in house staff of teachers and paraprofessionals or the students themselves.

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>.

The parent coordinator, working with the staff, will ensure that all NCLB and other documents are translated orally and verbally for parents, as appropriate.

