



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC

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

PRINCIPAL: DR. WILLIAM RODRIGUEZ

EMAIL: wrodrig2@schools.nyc.gov

SUPERINTENDENT: LINDSEY, ELAINE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
William Rodriguez	*Principal or Designee	
Brian Boggan	*UFT Chapter Leader or Designee	
Gregorio Garay	*PA/PTA President or Designated Co-President	
David Fink	SLT Chairperson	
Amber Lopez	Student	
Ian Matthews	Student	
Elijah Torres	Student	
Victoria Moussot	Student	
Channel Djirakor	Student	
Deborah Lopez	Teacher	
Emily Brewster	Teacher	
Sharon Staine	Parent	
Sharon Payne-Thomas	Parent	
Michele Zayas	Parent	
Monique Moussot	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, the percentage of students in the school earning ten or more credits will increase by five percent from seventy-seven percent to eighty-two percent.

Comprehensive needs assessment

- Last year our credit accumulation for the entire school was below eighty percent
- Only seventy-seven percent of the ninth graders earned ten or more last year.
- Only sixty-seven percent of the ninth graders in the lowest third earned ten or more credits last year.
- Only seventy-three percent of the tenth graders earned ten or more credits last year.
- Only fifty-seven percent of the tenth graders in the lowest third earned ten or more credits last year

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) The administration will work with teachers to identify students who are struggling academically and enroll them in after-school tutoring twice a week. They will also identify a select group of students who failed a class last semester to be offered credit recovery classes in Fordham or online using the Aveenta program. Teachers will use the computer-based grading system of Skedula to post homework assignments and allow students, parents and all staff members at the school to monitor grades daily. Guidance counselors will have at least one academic counseling session with each student during each semester.
 - b) Principal, Assistant Principal, Guidance Counselor, Parent-Coordinator and all Teachers
 - c) Teachers have individual meetings with both the Principal and Assistant Principal to discuss their scholarship report and specific strategies that they can use to improve credit accumulation in each of their classes. Teacher teams meet twice a week to review student performance and collaborate on instructional practices in their classroom.
 - d) By June 2013.

Strategies to increase parental involvement

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

Budget and resources 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 I _____ Title IIA _____ Title III • _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, improve the regents pass rate in Algebra, Geometry and Earth Science to seventy percent in each subject area.

Comprehensive needs assessment

- Last year the regents pass rate for Geometry was only sixty-four percent
- Last year the regents pass rate for Algebra was only sixty-three percent
- Last year the regents pass rate for Earth Science was only sixty-eight percent

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) The administration will work with teachers to identify students who have either previously failed the course or are struggling academically in the course. Those students will be enrolled in after-school regents tutoring twice a week and Saturday academy.
 - f) Principal, Assistant Principal, Guidance Counselor, Parent-Coordinator, Math and Science teachers.
 - g) Teachers meet once a week in their department teams to work on review instructional practices and strategies. Teachers will implement two common core units into the curriculum of each course.
 - h) By June 2013.

Strategies to increase parental involvement

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

Budget and resources 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 I _____ Title IIA _____ Title III • _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, improve the percentage of graduating seniors who are college ready by six percent from nineteen percent to twenty-five percent

Comprehensive needs assessment

- Last year only nineteen percent of our graduating class was considered college ready in both Math and English.

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) A new math teacher was hired so that all students will be expected to complete four years of Math classes. The administration will work with teachers to identify students who are struggling in Math and English. Those students will be enrolled in after-school tutoring twice a week in those subject areas. Guidance counselors will have at least one academic counseling session with each student during each semester and review with them their college readiness tracker created by Skedula. The college advisor and parent coordinator will hold college readiness meetings that are specifically for each grade level with the students and parents of those grade levels.
 - b) Principal, Assistant Principal, Guidance Counselor, Parent-Coordinator and all Teachers
 - c) Teacher teams meet twice a week to review student performance and collaborate on instructional practices in their classroom. The Administration will give all teachers three observations per semester using the Danielson model and all teachers will be expected to complete two common core units in each class during the school year.
 - d) By June 2013.

Strategies to increase parental involvement

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

Budget and resources 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 I _____ Title IIA _____ Title III • _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

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	<ul style="list-style-type: none"> * Grade Teams * Identified Subgroups * Ongoing Professional Development * Bader Reading and Language Inventory test * Formative and Standardized Assessments * Tracking Students progress via Skedula and STARS * Plan short term and long-term goals pertaining to academic success 	<ul style="list-style-type: none"> * Summer Bridge Program * Regents Prep * Tutoring * Push-In and Pull-out for ESL and Special Education Students * One-on-one tutoring and small group tutoring sessions * Counseling is provided to the student both on an individual basis and in a group. * Peer Tutoring * Parent/Teacher Conferences 	<ul style="list-style-type: none"> • Summer: July - August • After School • Saturday • During School • Lunch period
Mathematics	<ul style="list-style-type: none"> * Grade Teams * Identified Subgroups * Ongoing Professional Development * Bader Reading and Language Inventory test * Formative and Standardized Assessments * Tracking Students progress via Skedula and STARS * Programmed students according to math levels * Established Math Sequences 	<ul style="list-style-type: none"> * Summer Bridge Program * Regents Prep * Tutoring * One-on-one tutoring and small group tutoring sessions * Counseling is provided to the student both on an individual basis and in a group. * Peer Tutoring * Parent/Teacher Conferences 	<ul style="list-style-type: none"> • Summer: July - August • After School • Lunch period • During school • Saturday

	* Plan short term and long-term goals pertaining to academic success		
Science	<ul style="list-style-type: none"> * Grade Teams * Identified Subgroups * Ongoing Professional Development * Bader Reading and Language Inventory test * Formative and Standardized Assessments * Tracking Students progress via Skedula and STARS * Programmed students according to math levels * Established Math Sequences * Plan short term and long-term goals pertaining to academic success 	<ul style="list-style-type: none"> * Summer Bridge Program * Regents Prep * Tutoring * One-on-one tutoring and small group tutoring sessions * Counseling is provided to the student both on an individual basis and in a group. * Peer Tutoring * Parent/Teacher Conferences 	<ul style="list-style-type: none"> • After School • Lunch period • During school • Saturday
Social Studies	<ul style="list-style-type: none"> * Grade Teams * Identified Subgroups * Ongoing Professional Development * Bader Reading and Language Inventory test * Formative and Standardized Assessments * Tracking Students progress via Skedula and STARS * Programmed students according to math levels * Established Math Sequences * Plan short term and long-term goals pertaining to academic success 	<ul style="list-style-type: none"> * Summer Bridge Program * Regents Prep * Tutoring * One-on-one tutoring and small group tutoring sessions * Counseling is provided to the student both on an individual basis and in a group. * Peer Tutoring * Parent/Teacher Conferences 	<ul style="list-style-type: none"> • After School • Lunch period • During school • Saturday

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Identified students at-Risk on Stars, ATS, Skedula • Identified Academic and Personal Goals for students • Identified career and college goals • Identified students who need to be evaluated to receive additional services such as at-risk resource room and 504 accommodations • Attendance improvement plan 	<ul style="list-style-type: none"> * Assigned students to attend Credit Recovery * Counseling is provided to the student both on an individual basis and in a group. * Peer Mentoring * Case Conferencing with teachers, administrators, students, and parents * identified students to be placed on daily progress report * Referral to SBST and Monte Clinic 	<ul style="list-style-type: none"> • After School • Lunch period • During school
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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.

The CCBXHSM has a historically low attrition rate. Teachers leaving CCBXHSM are typically moving out of the NYC metro area, are moving up in their careers into Administrative positions, or are leaving the field of education. Attrition rates have ranged from 0% to 8% in 2012 (3 teachers). When the school needs to hire a teacher, multiple routes are taken to find the best candidate. To staff vacancies, CCBXHSM representatives attend NYC Hiring Fairs. Unsolicited resumes and Open Market candidates are our primary source of resumes. However, when we need additional candidates we use CUNY HR to assist as well as reaching out to teacher preparation programs such as TFA and graduate schools of education in the NYC metro area (Lehman College, NYU, Teachers College/Columbia). Although rare, we have advertised online for resume submissions. When programming courses, CCBXHSM programmers use the Teacher Preference Sheets to program teachers according to their desires and strengths. We have found that programming teachers into their first and second choices has helped significantly with teacher retention. Teachers are also involved in the process of programming and are allowed to give input during the Master Schedule design. Finally, when CCBXHSM hires a teacher that is not highly qualified, the school uses it's budget to fund teachers to assist in attaining the training or coursework they need to achieve and maintain HQT status.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

PARENT INVOLVEMENT POLICY (PIP)

School Parental Involvement Policy:

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

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

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Celia Cruz Bronx High School of Music will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Development of the PIP through the SLT
2. Celia Cruz Bronx High School of Music will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. The PIP will be reviewed and updated annually
3. Celia Cruz Bronx High School of Music will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. School SLT team will coordinate technical assistance, support in planning and implementing, and will work with the school PA
4. Celia Cruz Bronx High School of Music will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - a. After-School Tutoring
5. Celia Cruz Bronx High School of Music will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. Evaluation survey will be created and disseminated by SLT and the PA
6. Celia Cruz Bronx High School of Music will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 1. School PD_
 2. Region PD_
 3. PD courses as provided by NYCBOE and UFT._
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. After-School Tutoring

- professional development activities to improve planning, instruction, and to foster supportive and effective learning environments that enable students to meet the standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - a. Parent-teacher conferences are held twice per school year. Once during the fall term and once in the spring term. Dates are determined by NYCBOE and are available online at WWW.NYCENET.EDU
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Parents will receive progress reports from teachers and school staff no less than three times per semester.
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Staff will be available to parents by appointment and after-school. The school's open campus policy allows for parents to come to school at any time and parents will be able to meet with staff on a drop-in basis.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Celia Cruz Bronx High School of Music maintains an open campus policy that allows for parents to visit at any time. Parents may volunteer, participate, and observe classroom activities at times to be agreed upon by parents and school staff. Parents may volunteer as needed within the school either through posted volunteer activities or requests by staff or parent. Parents may observe classroom activities at any appropriate time. For example, the appropriateness of an observation during city or state testing should be questioned.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Student Responsibilities

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

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time (in addition to reading done for school assignments).
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
4. Follow the Twelve Non-Negotiable Rules and Regulations
 - 1) Attend school daily and come on time.
 - 2) Leave all outer clothing in your locker.
 - 3) Move quickly from class to class. Enter the room quietly, take your assigned seat, and begin work immediately.
 - 4) Be prepared to work every day by bringing the necessary materials to class.
 - 5) Do homework nightly.
 - 6) Eat only in the cafeteria.
 - 7) Do not bring any items that are banned items to school (including iPods, cell phones or cameras)
 - 8) Keep your desk area clean – above and below.
 - 9) Do not engage in physical or verbal violence. Learn to agree to disagree. Do not fight.
 - 10) Respect the building. Do not graffiti or deface any part of the building.

- 11) Show your student program and ID card to any adult in authority in the building who requests it.
- 12) Hats or any headwear are not to be worn in the building.

Signatures:

_____ **School** _____ **Parent(s)** _____ **Student**

_____ **Date** _____ **Date** _____ **Date**

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Dr. William Rodriguez	Assistant Principal Jerrod Mabry
Coach Kamele Johnson	Coach type here
ESL Teacher Jessica Perez	Guidance Counselor Bianela Colon
Teacher/Subject Area Deborah Lopez - Spanish	Parent type here
Teacher/Subject Area Giordano Garcia -Earth Science	Parent Coordinator Yvette Perez
Related Service Provider type here	Other type here
Network Leader Dennis Sanchez	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	423	Total Number of ELLs	15	ELLs as share of total student population (%)	3.55%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1	2	1	5

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

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

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other													1	1
TOTAL	0	3	5	3	4	15								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Part: IV: ELL Programming

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

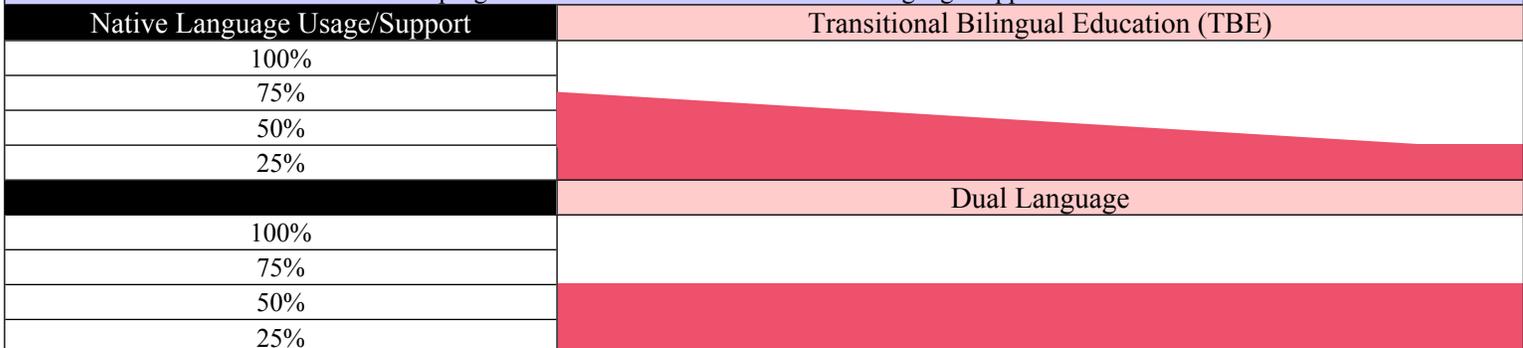
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



	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.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

language is not English. The LAP team has begun to discuss ways to support students whose native language is not Spanish.

15. All support services and resources we make available to our ELLs are designed for high school students between the ages of 14-19 and in grades 9-12. We make sure to provide services that are developmentally appropriate for our students.

16. The school conducts an open house for eighth grade students interested in attending our school. The ESL teacher and parent coordinator are present at the open house to answer questions ELLs and their families may have about what type of programming is available. At the beginning of the summer before they start 9th grade, incoming students are required to attend a school orientation that takes students and their families through a mock student schedule, acquainting students and families with what it will be like to attend the school. The ESL teacher and parent coordinator are also present at this event. Over the summer, the school offers a summer bridge program to give incoming freshmen a head start with the freshmen ELA and math curriculum. ELLs are especially targeted in recruiting for this program. The summer band, orchestra and choir programs familiarize students with the music program at our school before the fall semester begins. The LAP team has begun discussing ideas to recruit more ELLs to the summer bridge program.

17. The language classes available at our school are Spanish language classes, from beginning-level classes to Advanced Placement Spanish Language. The upperclassmen ELLs at our school are all encouraged to take the AP course. There are currently 6 current and former ELLs taking AP Spanish.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1. All teachers receive workshops in ESL methodologies throughout the year. At the beginning of the school year, a school-wide workshop is held where a list of current ELLs and the NYSESLAT scores and corresponding proficiency levels are shared with staff. A review of entitled services, including extended time and support materials, is given. There is a follow-up workshop where teachers are given modalities scores and together create appropriate lessons for students in their classes based on their strengths and areas of weakness. The ESL teacher leads PDs during the common planning period on vocabulary instruction. Teachers also receive professional development during Election Day. The school has used QTEL staff to give professional development sessions to staff.
2. We are piloting a mentoring program between staff and ELL students. Through this pilot program, we hope to learn how to implement a school-wide program between upperclassmen and incoming students in the near future.
3. Teachers receive the minimum 7.5 hours of ELL training during Election Day and then again in June, on Chancellor's Day, of every school year. QTEL personnel come in and provide training to teachers throughout the day.

E. Parental Involvement

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

E. Parental Involvement

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	4			4
Intermediate(I)										2		2	1	5
Advanced (A)										1	1	2	2	6
Total	0	0	0	0	0	0	0	0	0	3	5	4	3	15

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

NYSESLAT Modality Analysis

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

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		1	
Integrated Algebra	13		4	
Geometry	3		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	1		0	
Earth Science	9		0	
Living Environment	6		1	
Physics	0		0	
Global History and Geography	3		1	
US History and Government	2		1	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

DATA

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

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

2. Our ELLs consistently receive higher scores in the Listening/Speaking modalities than on the Reading/Writing modalities. 10 students scored at the advanced or proficient level in Listening/Speaking. Several of the students scoring proficient on Listening/Speaking scored at only the intermediate level in Reading/Writing. A total of 8 students scored at the beginning of intermediate level on Reading/Writing. This suggests that student skills in Reading/Writing need to be addressed more fully in the future.

3. As a result of sharing students' modality patterns with the faculty, teachers have been able to readjust their deliveries of lessons and assessments given to students to focus on the Reading and Writing modalities. Content area teachers have begun to focus more on reading comprehension by teaching students how to annotate texts as they read. ELA and history teachers are more explicitly teaching outlining for essay writing. The ESL teacher will be leading a PD on integrating vocabulary instruction into the content areas.

4. a. Many of our ELLs struggle on the Global History Regents exam, and after school tutoring has been offered to address this issue. Another difficult exam for the ELLs is the ELA Regents exam. The ESL curriculum has been adjusted to meet the needs of students on this exam. Although ELLs are offered the opportunity to take Regents exams in the first language, many prefer to take it in English. A copy of the exam in their native language is provided and they occasionally glance but write their short answers and essays in English. While this is true for most Regents exams, it is not the case in History. An increase in student scores has been seen in those students who wrote their essays in Spanish.

b. The ELL Periodic Assessment is currently being used by the ESL teacher to inform which modality should be focused on during this instructional period. The ELL Periodic Assessment results will be shared next with teachers on the LAP team who will decide how to roll out results to the rest of the staff.

c. The results of the ELL Periodic Assessment show that many of our students are close to reaching English proficiency on the NYSESLAT. The Periodic Assessment suggests that ELLs are struggling on the Reading and Listening modalities.

5. N/A (We do not have a dual-language program at our school.)

6. The overall success of our program is measured by the quality of instruction delivered by the ESL teacher and other content area teachers, as observed by the school administration. It is also measured by the increase in our parent participation and parent involvement in the school through the SLT and PTA. ELLs' academic progress is measured by student transcripts and credit accumulation as well as conferencing with ELLs done by the ESL teacher and guidance counselors. We see improvement in our ELLs English proficiency through year-to-year growth in English proficiency levels.

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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

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Part VI: LAP Assurances

School Name: Celia Cruz Bronx HS of Music

School DBN: X442

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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