



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX THEATRE HIGH SCHOOL

DBN : 10X546

PRINCIPAL: CHARLES GALLO

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SUPERINTENDENT: ELAINE LINDSEY

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
Charles Gallo	*Principal or Designee	
Eric Dinowitz	*UFT Chapter Leader or Designee	
Sandra Nielson	*PA/PTA President or Designated Co-President	
Freddie Prensa	DC 37 Representative, if applicable	
Dominic Figueroa Franz Robinson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jason Jacobs	CBO Representative, if applicable	
Niurka Rodriguez	Member/ Parent	
Davene Stern	Member/ Parent	
Vacancy	Member/ Parent	
Vacancy	Member/ Parent	
Vacancy	Member/Elected UFT	
Vacancy	Member/Elected UFT	
	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

- Based on the 2010 2011 Progress Report data, since there were no recent SQR data or state interventions recommended, the school will provide high quality professional development to increase student progress as indicated on page 1 of the 2010 2011 Progress Report.

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.

 X 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

 X 2.3 Systems and structures for school development

 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- *To provide high quality professional development for all pedagogical staff to improve student outcomes.*

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 to teaching staff based on current research based proven techniques and strategies. Sessions will include Learning by Design, Socratic Seminar, Differentiated Instruction and Formative and Summative Assessment.
 - b) Lead teachers will attend professional development sessions given by New Visions, Teachers College and Central and will turn key to their departments. Additional development sessions will be provided by Roundabout Theatre Company and Educational Leadership Institute.
 - c) Teacher scholarship reports will be used to provide data on student progress in addition to formative assessments. Teaching staff will meet weekly to monitor student progress and develop assessments aligned with instructional goals and state standards.
 - d) Professional Development sessions will begin in September and continue throughout the school year. In addition to Chancellor’s conference days, monthly sessions will be held after school on Wednesdays.

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: Focus /SWP
 Title1_____

Service and program coordination

- Various outside contracted vendors will provide high quality research based proven professional development sessions. Agencies include New Visions, Educational Leadership Institute, ASCD and Teachers College. School will utilize funds placed in Title 1 Priority Focus budget code.

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

Based on the 2010 2011 Progress Report data, since there were no recent SQR data or state interventions recommended, the school will provide common planning time for teachers to analyze student data and plan instruction to increase student performance as indicated on page 1 of the 2010 2011 Progress Report

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
 4.3 Comprehensive plans for teaching

4.4 Classroom environment and culture
 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- *To deepen the use of the Danielson Framework for Teaching to improve teacher effectiveness.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teachers will receive a minimum of three frequent cycles of classroom observations per semester with meaningful feedback through the use of an informal observation feedback form created based on the Danielson model targeting domains 1E, 3B and 3D.
 - b) Teachers will be provided with professional development on the use of the Danielson model as a structure for self-assessment and reflection on teaching. Administrators will be trained in using the Danielson model by New Visions, ELI, ASCD and district resources
 - c) Student data analysis will be reviewed every marking period using HSST and Skedula reports. Teachers will perform intervisitations to observe various techniques leading to higher student engagement.
 - d) Beginning September 2012, teachers will continue training on the Danielson model and will be given professional development throughout the year.

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: Title 1 Focus Funding _____

Service and program coordination

- Danielson materials will be purchased and distributed to all teaching staff. Professional development facilitators from ELI and ASCD will be paid to provide sessions throughout the year using Title 1 Priority Focus school finds.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Based on the 2010 2011 Progress Report data, since there were no recent SQR data or state interventions recommended, the school will provide students with literacy based performances and scripts with support from outside teaching artists to improve literacy and comprehension skills as indicated on page 2 of the 2010 2011 Progress Report

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- 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.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- *To increase engagement in theatre by scaffolding and developing students' artistic and technical skills and capacity for building ensemble throughout all grade levels*

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) Throughout the year, students will work collaboratively to build an ensemble through exposure to dance, theater and performance.
 - b) Partnering agencies including Roundabout Theatre Company and RIOULT Dance Company will utilize teaching artists to provide instruction to all students in theater, dance and script analysis.
 - c) Students in multiple grade levels will work collaboratively to perform at the end of the semester in a culminating project demonstrating skills and techniques learned from teaching artists. Teachers will work closely with teaching artists to align curriculum with theater and dance ensemble.
 - d) Planning and preparation will occur during July and August prior to the school year. Periodic meetings will occur throughout the school year with Roundabout and RIOULT to discuss progress and implement revisions if necessary.

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: Title 1 Focus SWP_____

Service and program coordination

- Title 1 SWP funds will be utilized to secure partnering agencies that will provide services and products to the entire student body. Services provided by partnering agencies will include teaching artists, exposure to actual Broadway performances and an exit project for all students participating in the various programs. Title 1 Focus funds will be used to purchase note books for students, pens, pencils, dance materials and supplies, teacher supplies and any other materials that may be needed for implementation.

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

- Based on the 2010 2011 Learning Environment Survey, since there were no recent SQR data or state interventions recommended, the school will provide parent and community outreach to increase communication between parents and the school community.

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

- *To establish a path of communication between parents and the school in order to inform and involve all parents in their child's academic progress.*

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 retain and train the Parent Coordinator in various aspects of creating and maintaining parent relationships. He will be the bridge between the school and the home and will constantly be the primary vehicle of communication between what is occurring in the school and how parents can actively participate. The various methods of outreach and parent involvement is clearly delineated in sections II and III of the PIP.
 - b) In addition to the Parent Coordinator, all staff members will be responsible for reaching out to parents and maintaining logs of intervention for future reference. Contact logs will be stored in an online database for all staff to view including parents of students actively enrolled in the school. Parent Coordinator has been given his own username and password and has access to all call logs for reference and use when conferencing with parents.
 - c) All staff members have been issued usernames and passwords so they can log any form of parent outreach.
 - d) Professional development will be supplied the first week of September for all staff in the use and uploading process for parent contact. Additional support will be given to staff from data specialist throughout the school year.
 - e) Training will be made available to parents through PTA meetings, guidance interventions and freshman orientation.

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: Title 1 Parent Involvement _____

Service and program coordination

- Parent coordinator will attend various PD sessions and turn key vital information to all parents. Since the school will be utilizing an online database for student progress reports, usernames and passwords will be supplied to parents free of charge by parent coordinator. Funding for Datacation program will be supplied by New Visions PSO. Additional training for parent coordinator and data specialist will be supplied by New Visions at no cost to school. Automated school messenger system will be used to inform parents of absent students and will be paid for with Title 1 money.

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	Small group readings, script analysis, writing workshops.	Small Group Instruction, one to one tutoring, PM school, Saturday school	During the day, after school and Saturdays
Mathematics	Problem solving, analyzing word problems, practical applications of mathematical functions	Small Group Instruction, one to one tutoring, PM school, Saturday school	During the day, after school and Saturdays
Science	Small group lab activities, Blended learning utilizing Aventa online program.	Small Group Instruction, one to one tutoring, PM school, Saturday school	During the day, after school and Saturdays
Social Studies	Group discussions, role playing, trips to topic specific facilities (U.N, museums, banking and financial institutions).	Small Group Instruction, one to one tutoring, PM school, Saturday school	During the day, after school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services will be provided on a case by case basis that will utilize both school social worker and campus clinician.	Small group sessions, one to one sessions	Before school, during the day and after school

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 Theatre high school provides its pedagogical staff with an array of resources to increase teacher effectiveness and maintain a high standard of education. Newly hired teachers are provided a mentor that meets weekly with the teacher and addresses any and all issues that may occur. The principal visits the teachers' classrooms at least once per month and provides meaningful feedback for classroom instruction. Professional development is provided for all new teachers both in house and off site by Roundabout Theatre Company, ELI and ASCD.

Teachers that are new to the school but not new to teaching must perform intervisitations with other department members to share various methodologies of teaching. The principal observes these teachers once per month and has bi-monthly meetings with them for the first semester to ensure a smooth transition from one school to another. Assistant principals assigned to specific academic departments work with them to analyze and develop curriculum, lesson planning and classroom activities.

All teachers take part in Inquiry team work once per week in both a departmental and grade level structure. They are empowered to serve as mentors for at risk students and are supported by both administration and the schools PSO New Visions.

Veteran teachers are empowered with the ability to work with our data specialist to analyze data and help make decisions regarding effective strategies for teaching and learning. Outstanding members of our teaching staff have been recommended to participate in various leadership programs such as SAMS, LEAP and the Leadership Academy. The lead teachers participate in all CCSS development sessions and turn key the information to the teaching staff on a regular basis.

All teaching staff participates in professional development sessions pertaining to Common Core State Standards and our math department actively participates in the New Visions special CCSS math program named A2I. This program provides support for the math department in understanding the common core standards in math and trains teachers in how to develop and deploy these lessons.

Our school has a low vacancy rate for our teachers due to the extensive support systems that have been put in place to train and retain highly effective teachers.

**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.

PARENT INVOLVEMENT POLICY (PIP) 2012-2013

Part A: School Parental Involvement Policy

I. General Expectations

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

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

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

1. Bronx Theatre High School will take the following actions to involve parents in the joint development of its school's parental involvement plan under section 1112 of the ESEA: Discuss directions at the School Leadership Team meeting. The school's Parent Coordinator also attends this meeting. Present the directions to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.
2. Bronx Theatre High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Discuss directions at the School Leadership Team meeting, which counts three parents in its membership, including two members of the Parent Association leadership. The school's Parent Coordinator also attends this meeting. Present the directions to parents at the Parent Association meeting, and receive feedback. Relay ideas back to the entire School Leadership Team.
3. Bronx Theatre High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: letters home informing parents of school events, including report card distribution, attendance and lateness, advisors contacting parents with updates, syllabi and projects posted on the school's Web site, College Night, Senior Awards ceremony, and College Readiness.
4. Bronx Theatre High School will coordinate and integrate Title I parental involvement strategies with the following other programs: College Night, arts events, awards ceremony, holding Parent Meetings in the evening, informing parents about attendance and lateness, notifying parents about report cards and student progress, presenting active parents with incentives.
5. Bronx Theatre High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. *These strategies include mailing home surveys, having the Parent Coordinator contact the homes through phone calls, conducting Parent Association meetings, and having a parent or the Parent Coordinator posted to speak with parents at all school events.*
6. Bronx Theatre High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parent coordinator; educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement activities, such as those listed above, that encourage and support parents in more fully participating in the education of their children.

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

III. Discretionary School Parental Involvement Policy Components

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

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

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.

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during school year 2012-2013

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Bronx Theatre High School will:

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

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

- Hold parent student events that build relationships and encourage shared learning experiences
- Present a variety of theater productions for parents to promote student literacy through exposure to theater and arts productions
- Invite parents to all Parent Association meetings by using automated phone messenger, email and telephone
- Provide student celebrations for academic success by having honor roll ceremonies, perfect attendance awards and Honor Society inductions
- Hold parent-teacher conferences twice per semester to inform parents of their child's academic achievements and goals
- Provide access to staff to answer any questions or concerns they may have regarding their child's environment and academic endeavors
- Inform parents about attendance and lateness
- Send invitations to the home in both English and Spanish for all school related events
- Notify parents of their child's attendance and lateness as it affects their education.
- Invite parents to all open house events to allow them to see what the school is doing and get their recommendations

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

Parent Teacher conferences will be held on Thursday, October 25, 2012 from 6:00 pm to 8:30 pm and on Friday, October 26 from 1:00 pm to 3:00 pm. During the spring semester, conferences will be held on Thursday, March 14, 2013 from 6:00 pm to 8:30 pm and on Friday, March 15, 2013 from 1:00pm to 3:00pm.

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

Specifically, the school will provide reports as follows:

Bronx Theatre High School will provide report cards to parents three times per semester. Report cards will be distributed to all students to bring home to their parents. Any undistributed report cards will be mailed directly to the parents or guardians home address currently on file.

4. Provide parents reasonable access to staff.

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

Staff will be available to parents four times per year during parent teacher conferences as well as throughout the entire school year for in person visits and/or phone conferences. Parents can contact the school's guidance office and may schedule a conference with their child's teacher any time during the school year. Parents are welcome to visit the school at any time.

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

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

Parent Responsibilities

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

- Help monitor their child's attendance to obtain the Chancellor's target rate of 92%
- Take an active role in my child's social progress.
- Log into Skedula and monitor my child's academic progress anecdotal logs.
- Provide a space and environment in the home conducive to the completion of homework and assignments.
- Participate as much as possible in all school related activities especially those that include my child.
- Participate in all school-wide surveys to provide feedback for school improvement.
- Discuss the importance of following the school code of conduct and its designated procedures.
- Set high expectations for my child and support and encourage all academic achievement.
- Assist and chaperone school events including but not limited to trips, performances dances, concerts, etc.
- Report any change of address or telephone number to the Parent Coordinator.
- Attend student arts productions.
- Ensure that their child will come to school appropriately dressed and not distracting to the learning environment.
- Pick up my child during and emergency or illness within a reasonable amount of time.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

- Come to school prepared to do our best in all subject classes.
- Engage in Arts classes and field trip opportunities.
- Engage in ensemble building in academic, arts and physical education.
- Participate in all school related activities and functions.
- Follow the school's code of conduct.
- Provide peer support in arts and academics.
- Complete all assignments and projects for all subject classes.
- Share all academic achievements with parents/guardians.
- Take any scheduled regents or RCT exams when offered.
- Read at home at least sixty minutes per day from any source of informational text and literature.
- Study for all exams, quizzes and other types of assessments.
- Participate in all Instructionally Targeted Assessments and pre-regents activities.
- Attend any mandated after school tutoring, PM School classes or detentions if scheduled.
- Dress in attire that is appropriate for a secondary setting and not revealing or distracting to an educational environment.
- Login and monitor all grades and academic progress

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

The Bronx Theatre High School will:

1. Involve parents in the planning, review, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner regarding Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the state's high academic standards, the Bronx Theatre High school will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

2. Parents of ELLs who are new to the NYC DOE are ensured an introduction to all three available program choices within the NYC DOE through viewing the video provided by the office for English Language Learners in which all three programs are explained. Further explanation and answers to questions are provided by the certified ESL teacher who shows each parent the video or in her absence by a certified bi-lingual pedagogue. The explanation is made known to the parents on the day of registration. The brochures that explain the three programs in their homelanguage are given to parents at the time of enrollment to read over. The parent coordinator is also given the brochures to make them available to parents so they can make a decision that feels right to them about the education of their child. Continuing ELLs students are tested each spring through the NYSESLAT with appropriate accommodations as per the mandates laid out by the state. The scores are then evaluated when we receive them in the Fall of the following year on the ATS system. In accordance with each student's respective score on the NYSESLAT either a letter of "Continued Entitlement" or a letter of "Non-entitlement/Two years of Transitional services" is sent home in the student's home language. The student is given ESL services in accordance with each letter.
3. Our process for collecting parent survey and program selection letters, if not done in person at the time of registration, are scheduled through a home visit with appropriate designated staff of Bronx Theatre High School. If the former was not able to take place then letters are sent home with students or mailed until all letters are successfully returned and kept on file. If translation is needed we make use of NYC DOE Over-the-Phone Interpretation Services or a bi-lingual staff member is made available. Moneys are also set aside to ensure that appropriate translation services can be provided if need be.
4. The protocol for placing ELLs identified by the combination of intake, HLIS and testing procedure culminates in a letter home to the parent after that procedure has happened including an entitlement letter, a parent survey, and a program selection form. The LAB-R has been scored by the certified ESL teacher and the student is deemed an ELL as per their LAB-R scores. The parent is informed via mail and the above listed forms and initial placement letter in their home language. If the placement letter is not returned within a few days the parent is called in by the ESL teacher to meet in person at the school. If the parent has not come in for the meeting and the letter has not returned to the school within 10 days of enrollment the student is placed in a free-standing ESL class. An unreturned letter is considered a Transitional Bilingual Education selection letter as per CR part 154 and kept on file. All initial placement letters are marked returned or unreturned. A copy of each initial placement letter is placed in the student's cumulative file and in the ESL coordinator's compliance file. Since the current ESL teacher has been at Bronx Theatre High School all but one initial placement letter has been returned. All parents/guardians have agreed to their student receiving ESL services. Students are placed in our free-standing ESL classes based on the above intake process, HLIS, LAB-R testing, entitlement letter, program introduction, parent survey and selection letter for all new NYC DOE admits. Each year continued entitlement letters including the level of English language proficiency indicated by the NYSESLAT from the previous spring. If the student is at a beginning, intermediate or advanced level of proficiency the letter indicates that ESL services will continue to be administered for that student. If the student has a proficient level of English language fluency the letter indicates that the student will no longer be in the free-standing ESL class but will be academically supported by the certified ESL teacher for the next two years during the student's transitional period into main stream learning and receive the same accommodations for all ELLs during tests. Each of the aforementioned placement letters are given to the students to take home, signed by a parent, and returned to the ESL teacher. A copy of the signed letter is kept in the student's cumulative file. A copy of the same letter is also kept in the ESL teacher/coordinator's compliance file.
5. Bronx Theatre is in its seventh year of operation as a high school. In the history of our enrollment and placement of newly registered ELLs, we have received no selection letters which show an interest in a Transitional Bilingual program. We failed to see the return of three such letters which are considered to be a default selection of a Transitional Bilingual Education model. We keep selection letters in the ESL coordinator's compliance file and a copy in the student's cumulative file in the event that tallies add up to twenty requests in one grade levels for a Transitional Bilingual program. We are prepared to transition to and fulfill our obligation of providing a Transitional Bilingual Education model if parent requests meet the mandated requirement of twenty in one grade level.
6. We are confident that our Freestanding ESL program is aligned with parent requests. We feel that during the informal interview in showing the video parents get a clear understanding of what is offered within the NYC DOE. We are prepared to change our program if the parent requests meet the requirement of twenty parents who select the Transitional Bilingual Education model across two grade levels.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										1	1			2
										1	1		1	3
Total	0	0	0	0	0	0	0	0	0	2	2	0	1	5

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

A. Programming and Scheduling Information

1. Instructional plan

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

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

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

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

A. Programming and Scheduling Information

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

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

5. Differentiated instruction for all ELL subgroups

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

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

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

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

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

A. Programming and Scheduling Information

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

7. Bronx Theatre High school engages ELL-SWDs in a variety of settings to meet mandated service hour requirements for students who receive both ESL services in addition to their Special Education services . We have an adequate number of CTT courses where ESL students with IEP's are co-taught by a certified ESL teacher and a content teacher with an extension in Special Education where needed. We have a flexible schedule where we schedule students from period 1-10. Therefore, we are able to provide students with additional help on courses where they have not met standards from the previous year, without interfering with their current grade-level courses.

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:				
French	French/English			
Spanish	Spanish/English			
AP Spanish	Spanish			

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

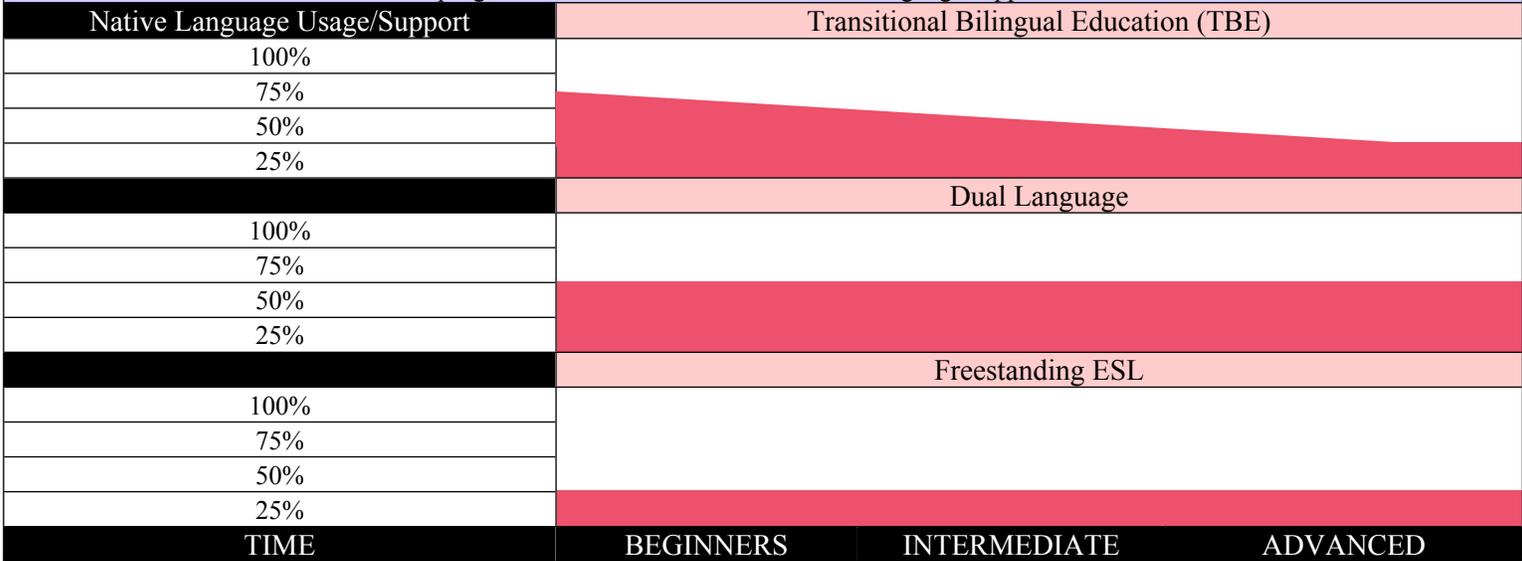
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

Paste response to questions 8-17 here

8. Our target intervention program focuses on our long term ELLs who are not meeting goals of passing regents exams across the curriculum nor advancing NYSESLAT scores. Repeater classes taught by certified teachers in all content areas are offered during regularly scheduled school hours and focus on scaffolding curriculum with graphic organizers, think-pair-share, and backwards analysis (modeling). A connection with real life application for each content area is stressed. These classes are geared to long term ELLs however ELLs with 1-3 years of service across proficiency levels will benefit from these intervention courses as well. We also have tutor sessions offered after school by the National Honor Society. Many of our students are bilingual in Spanish and can offer ELLs added home language support. The Title III moneys are also used to offer intervention services for ELLs who want to meet personal goals or who are struggling with academic language. The science, math and ESL teacher are available for small group tutoring after school through Title III tutoring hours. Museum, college visits and trips to Broadway plays are made available to all ELLs and are used as motivational, hands-on and real world tools that add to our curriculum here at Bronx Theatre.
9. Continuing transitional support is offered in many ways at Bronx Theatre for ELLs who have reached the proficiency level according to the NYSESLAT for two years after they have passed the test with a proficient level of English. Many of our proficient ELLs are now in honors classes. There are advanced placement classes including Spanish which is the home language of all of our ELLs. The ESL teacher makes individual conferences with students and content teachers to monitor how students are advancing. ESL teacher makes herself available for tutoring during lunch and after school to all transitional students. ESL teacher monitors students engagement on class trips and clarifies academic vocabulary as needed.
10. Improvements in our program happen every year. We have implemented common preparation periods this year where the ESL teacher can plan differentiation and ESL strategies to enhance in ELA courses. For the up-coming school year we plan to use the SIOP model throughout the curriculum as we are offering all teachers a professional development course in the SIOP model this year. We also plan on adding Smartboards to additional classrooms this year.
11. We are only adding to ELLs programs and services. We will not be removing any services for ELLs.
12. We offer sports, chorus, guitar club, dance team, National Honor Society after school. All programs are made available to ELLs through translated letters and telephone conversations as needed. At college night there are bilingual staff who make themselves available for translation so that Spanish speaking parents can also learn about college and scholarship opportunities afforded the entire school population. We also offer several repeater courses after school which help students who take ESL during the day to gain all of their credits and to graduate on time.
13. The ESL teacher used Title III money to acquire a small laptop cart, a printer and three PC laptops for the after school Title III program last year. The administration added five laptops to the ELLs cart. It is our goal to have enough laptops for each free standing ESL class by 2011. Rosetta stone is available and used for SIFE and long term ELLs with truancy problems. We are currently looking for more grant money to purchase more technology for ELLs such as "Achieve 3000", "My Accesses", "Rewards" root-word intervention lessons. Laptops are also available to all students in their content classrooms. Up to date texts books in English and in Spanish are available in content courses. English/Spanish glossaries are available for everyday classroom use as well as mandated accomidation during regents testing. Smartboards are available in about half of our classrooms this year. Our schoolwide goal is to pursue grants for technology and have a smart board for every classroom by 2012.
14. Native language support in our free standing ESL program is offered through text books in each content area, Spanish literature in classroom libraries at all levels, NYC DOE glossaries in English and home language for all regents exams, Spanish/English dictonaries for

ELL use in classrooms, bilingual staff (including all school aids), Spanish and AP Spanish courses offered. The ESL teacher and Spanish teacher, who is also certified in ESL, are bilingual and both are able to provide entry points for beginner students through Spanish. The certified Spanish teacher who is certified in ESL provides part of the 25% of native language support in our Freestanding ESL Program, The principal, both assistant principals and about half of the teaching staff speak enough Spanish to help students and their parents access to information when necessary.

15. Required services and resources are age and grade level appropriate as well as being geared toward individual interests such as music, theatre and dance.

16. There is an orientation that students and parents come to for a three day period that culminates in a staged production that family and friends are invited to watch. Students are visited by upper classmen and staff to ensure a smooth and welcoming transition into high school. Newly enrolled ELLs are also assigned a buddy in their own grade and an upper classman during orientation who is responsible for translating and helping the student to adjust to the demands of high school.

17. ELLs are encouraged to take either Spanish or French which are the two language electives offered at Bronx Theatre High School. AP Spanish is also offered at Bronx Theatre. Since the entire ELL's population speaks Spanish at home all are encouraged from freshmen year to take AP Spanish by graduation.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL 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)										16	2	2	1	21
Advanced (A)										10	7	2	2	21
Total	0	0	0	0	0	0	0	0	0	27	9	4	3	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										17	2	3	1
	A										8	6	4	1
	P													
READING/ WRITING	B										1			
	I										1	0	1	0
	A										8	0	3	2
	P										18	7	2	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

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

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
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?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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

2. A. Freshmen:

There are only one students whom the NYSESLAT has designated with a beginner level of English language proficiency. He is a SIFE student. His lack of language skills, self-discipline, and current truancy problem imply that he too has not had a formal education on par with his peers.

Data collected on the overall NYSESLAT Proficiency Results graph, provided above, shows an important trend among 9th grade Long-term ELLs. All 9th graders with an intermediate level of proficiency on last year's NYSESLAT have had six or more years of service. All 9th graders with an advanced level of proficiency are Long-term ELLs as well, with the exception of one student who has had three years of ESL services. The eleven of sixteen, Long-term ELLs, who are at the intermediate proficiency level indicate that more explicate instruction is needed in English language patterns as their education in their home language was not a strong enough base for transference and successful English language acquisition. Studies show that a solid base in a student's home language provides structural transference in grammatical language patterns, cognates, and language concepts to aid in critical thinking and problem solving. However, it appears that these eleven freshmen ELLs would benefit from explicit instruction in English in the alphabet, root-word recognition, parts of speech, sentence/paragraph/essay writing and reading skills such as pre-viewing texts of all genres, annotating and reading for literal and figurative meaning. If the freshmen intermediate ELLs acquire their home language naturally, are never given a solid base nor explicate instruction in their home language and then are thrust into an English only school from a young age, they may never have received explicit instruction in any language. Even if they did receive explicate instruction in English from a young age they may not have been able to access the content vocabulary during such lessons, in which case the structures being taught in the English language were never acquired. Similarly the, seven, freshmen Long-term ELLs may have received more explicit instruction in English language patterns than their intermediate level peers and

have fared a little better but still need practice and reinforcement in the structures. They may need to find a motivation for acquiring more English that others in their community and connect it to a college or career goal. It is a Bronx Theater High School LAP goal that 80% of all advanced level ELLs will pass the NYSESLAT as proficient by next year.

B. Sophomores

There are two intermediate and seven advanced level ELLs in the 10th grade. More than half of these students are Long-term ELLs, which suggests that the explicit instruction by the certified ESL teacher needs to be emphasized in the curriculum this year for sophomores as well. Language patterns and sentence structures such as verb conjugation, verb tenses and their concepts and sentence/paragraph/essay patterns are being explicitly instructed, modeled and repeated across the curriculum. It is a Bronx Theater LAP goal that all Intermediate and advanced level sophomores significantly raise their NYSESLAT scores and show college/regent readiness according to acuity scores and in class essay work by the end of this school year.

C. Juniors

There are two ELLs at the intermediate level in the 11th grade. One of whom is a special needs student. Although their NYSESLAT score may indicate a cognitive problem that inhibits facility for language acquisition, we will strive to provide entry points, for these students into our curriculum. We will also continue to use structure, repetition, positive reinforcement and authentic learning opportunities to enhance second language acquisition. The third junior who has an intermediate level of English language proficiency has repeated the eleventh grade. She fares better in class than she does when she takes test. She knows and understands English grammar rules but has trouble putting them into practice. Although she has been an ELL for nine years, this is a common phase for second language learners within 7-10 years of learning a language. Differentiated instruction for this student will include test taking strategies, practicing written out-put of grammar rules, and appropriate application of parts of speech within sentences. The junior who is at an advanced level of English proficiency has been in the US and an ELL for three years. She has improved steadily over proficiency levels each year and is approaching regents and college readiness. She thrives on visual/special structures and is improving and approaching regents readiness.

D. Seniors

There are two senior ELLs attending Bronx Theatre. One student has only been in the system for one year. special needs student who has been diagnosed as having cognitive issues that hinder the advancement of his English language skills. The two senior-ELLs have not passed ELA regents and will need instruction in test taking skills and backwards analysis and modeling of the MEAL essay structure. Both have been absent on several occasions for various regents exams. Both are offered the regents exams in their native languages.

3. Patterns across NYSESLAT modalities strongly indicate that reading and writing skills are the most challenging for our ELLs to master. Our students' speaking/listening scores are all at an advanced and proficient level with the exception of the two SIFE students, one student with long-term truancy issues and our student who moved to the US second semester last year. This data suggests that the ELLs' listening and speaking skills in English can be used as entry points/access/or introductions into activities that involve the more challenging modalities (reading and writing). Instruction designed in this manner will motivate students to practice reading and writing skills, structures and their accompanying language functions while building self-confidence in ELLs as they will be using modalities for which they already have a moderate amount of mastery. Students will practice reading and writing skills in ESL class in the following manner: Organizational and study skills (Cornell note-taking), explicit grammar instruction 20%, writing process (sentence/paragraph/essay development and building) 20%, reading (all genres) for enjoyment, information, literal and figurative meaning 20%, opportunities for authentic learning and English language acquisition and or cross cultural understanding 20%.

4. A. The regents scores do not, of course, include the ELLs who just graduated last year. However, the regents scores reveal that less than a third of our current ELLs who have attempted the regents tests have passed the test with a 65 or higher. The SUNY system now views a score of 75 or higher to be college ready. The regents success of our ELLs is being addressed school-wide this year. As mentioned before, The Lander Center for Educational Research and the Equity Assistance Center for Region II, which is funded through Title IV, is being enlisted by the administration and the LAP team to train all content and the ESL teacher in the SIOP method. The SIOP model is highly respected and is sought out by Bronx Theater LAP team with the intent to provide differentiated, sheltered instruction for ELLs, to achieve college readiness and to pass regents exams with a 75 or higher. Students always have preferred to take tests in English although some students use the native language version of each regents exam as a reference only.

b. The periodic assessment for the NYSESLAT is going to happen this year. Students' scores will be used to review trends across modalities in the different grade levels. Weak areas will be pointed out in LAP meetings and relayed to the rest of the staff in meeting minutes via email. Strong areas will be used as points of access to lessons focusing on remediation of weak skills. The acuity test results are also reviewed for trends across grade levels and shared in grade level and inquiry team meetings. Teachers can also make anecdotal logs on New Visions Skedula website as to how students are fairing with remediation lessons focused on weak areas in acuity. Administration is using the results of the periodic assessments to dictate topics in new technology, materials and professional development scheduled throughout the year.

c. The school is learning from periodic testing that ELLs could be better met across grade and proficiency levels. Research shows that it

takes 7-10 years to become fluent in a second language add academic language and high stakes testing to the mix and ELLs will be challenged daily. The staff and administration at Bronx Theatre use the periodic testing as a way to relay success and challenges of each language learner to one another. We know that creating a process for this kind of dialogue through team meetings, LAP meetings, Skedula anecdotal logs and publishing test results for all staff will dramatically increase targeted intervention for each individual ELL throughout their high school career at Bronx Theatre High School.

5. Bronx Theatre does not have a Dual Language program.

6. We measure the success of our ELLs program to the extent that intervention is data-driven, that all of our teachers are incorporating the latest (research-based) differentiated strategies for ELLs in daily lessons, ELLs' culture is represented in the curriculum, there is a balanced between explicit and student-driven instruction, ELLs intellectual and emotional needs are being met in order to reach their highest potential, to graduate on-time and to achieve college readiness.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: Bronx Theatre High School

School DBN: 10x546

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Gambino	Network Leader		10/26/11
	Other		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 10x546 School Name: Bronx Theatre High School

Cluster: 562 Network: 1

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

Oral interpretation services are provided by school staff. Currently, one or more of our staff speak Italian, Spanish, French, Creole, Cambodian and English. Our PTA meetings are conducted in both English and Spanish. During parent teacher conferences, staff is easily accessible in several languages previously mentioned.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Theatre High School	DBN: 10X546
Cluster Leader: Ms. Zucker	Network Leader: Ms. Deville-Hughes
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Bronx Theatre High School has a free-standing ESL program which provides support for our 43 LEP students grades 9-12. We have one certified ESL teacher who teaches three free-standing ESL classes per day. All three classes have a heterogeneous mixture of ELL students with beginning, intermediate and advanced levels of English proficiency. This schedule satisfies the state's mandated minutes of classroom instruction for each level of ESL instruction. The ultimate goal for our Free-standing ESL program is to promote proficiency in academic English (CALPS) in ESL student's core classes so that they succeed both in their core classes and the corresponding regents exams. We also prepare students for college readiness through instruction using Common Core State Standards. Most LEP students at 10x546 have a home language of Spanish with the exception of two students who speak Fulani at home and one student who speaks Tigrinya. Our free-standing ESL instruction focuses on advancing critical thinking skills (Bloom's Taxonomy), vocabulary acquisition (TPR and language experience, synonym word spectrums), reading skills and strategies for varied genres, grammar patterns through language experience and authentic activities and MEAL paragraph and essay writing.

Our Title III after-school program will consist of focused, after-school supplementary instruction in Global History and Living Environment to help our ELLs population pass regents exams. The rationale for supplementary instruction to be administered during our after-school Title III program are the low passing rates among ELLs on the Global History regents and the Living Environment regents test. Furthermore, there is only one ESL teacher who administers instruction during the day in free-standing ESL classes. Therefore students could benefit greatly from additional, supplemental instruction by their content teachers that has also been scaffolded by the ESL teacher. Out of the nine students in the current ELL population who have taken the Global History regents exam, only one ELL student has passed the exam. Out of the twelve students in the current ELL population who have taken the Living Environment regents exam, only two ELL students have passed the exam. Since the rate is very low we expect that freshmen ELLs who have not yet taken the Global History and Living Environment regents will also benefit from specialized and supplementary instruction provided in our after-school Title III program. All 43 ELLs will be invited to attend the after-school program. An official school letter will be sent home in order to record proper parent consent for children to attend the Title III after-school program.

The ESL after-school Title III program will meet two days per week from November 13 through May 28. The Title III ESL after-school program will consist of supplemental instruction in Living Environment on Tuesdays from 3:45- 5:45pm and supplemental instruction in Global History on Thursdays from 3:45- 5:45pm for all ESL students. The Tuesday Title III after-school program will be taught jointly by a certified science teacher who teaches at Bronx Theatre High School during the day and Bronx Theatre's certified ESL teacher/coordinator. The Tuesday after-school Title III program will account for 96 hours of direct

Part B: Direct Instruction Supplemental Program Information

instruction by two teachers, certified in their respective fields. The Thursday instruction in the same Title III after-school program will be taught by a dual-certified teacher who also teaches at Bronx Theatre during the day. This teacher is certified as bilingual-special education and global history teacher. Since the bilingual special education teacher will use similar ELL strategies with our target population, the Thursday after-school Title III program will be taught solely by this teacher. The Thursday Title III after-school program will account for 48 hours of direct instruction for our target ELL population. The entire after-school Title III program accounts for 144 hours of direct supplemental instruction for our target ELL population. We have met the minimum requirement to use at least 60% of our total Title III budget on direct instruction. Material will be purchased with Title III funds that are more accessible and appropriate for our ELLs population than current books in these core classrooms. We will order books that are rich in graphic organizers, photos and other forms of scaffolding for ELLs: the Explorer series published by Pearson, for Living Environment, and A Quick Review of Global History published by Jarrett, for Global History.

No other school staff will need to be included in the budget as other after-school programs and the YABC program require school administration to be present until after our Title III program is over. [REDACTED]

Part C: Professional Development

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

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

Begin description here: The rationale for our professional development for this program is a strong need to incorporate more scaffolding for ELLs that deal directly with Common Core State Standards in our mainstream core classes. Our ELL population is taught the core curriculum in main stream classes without the advantage of an ESL teacher pushing-in to the classroom. Therefore, there is a strong need for ESL teachers to turn-key ELL strategies to core curriculum teachers. Bronx Theatre High School's certified ESL teacher attended a series of professional development meetings, lead by Maria Cucchiarra, that addressed vocabulary building and boosting ELL's reading comprehension in non-fiction reading as per the newly acquired CCSS adopted by New York State. For the Title III after-school program, the certified ESL teacher, Ms. Conn will plan a series of three, one and a half hour professional development training sessions with the two teachers involved with the Title III after-school supplemental instruction program. The two teachers receiving this instruction will be Enrique Sanabria, social studies teacher, and Eleanor Park, science teacher. This will account for 13.5 more per session hours from the budget. The ESL teacher will discuss the ELL scaffolding techniques as they pertain to CCSS strategies for ELLs within the units of study for the Title III after-school program. [REDACTED]

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: The parent engagement activities for the Title III after school program will consist of three meetings with parents and students at the local library. These meetings will take place three times between November and May and will last for two hours each. This will account for six per session ours from the overall budget and will be counted as direct instruction. The certified ESL teacher, Ms. Conn, will help parents and students apply for a library card, will discuss independent reading strategies and will discuss how to start a book club. The ESL teacher will suggest books, help parents and students evaluate their own independent reading level and encourage making a habit of reading in both English and their native language. The rationale behind this parent involvement activity is that we do not have a working library in the school. The students are expected to read independently every night for homework and there is a new public library two blocks from the school that the students do not use. Reading in both English and their native language on a regular basis will increase student and parent literacy and English proficiency. These three-three hour meetings at the library will take place on Saturday's between November and May. Students and parents will be provided metro cards.

Translation service needs for these three meetings at the public library will be minimal. The home language for forty of our ELLs students is Spanish. The ESL teacher is bilingual in English and Spanish and can provide translation during the Title III parent activities outlined above. Two of our ELLs speak French at home. The six hours of per session needed to provide translation services will come out of our translation budget for CR part 154 and can be provided by our in-house French teacher. We have one student whose home language is Tigrinya at home. We have a neighboring international school who can provide us with access to a translator fluent in English and Tigrinya for the remaining six hours of translation services that will come out of our CR part 154 budget. The total number of hours to come out of our translation budget from CR part 154 is twelve hours. Since our budget for translation services is \$1009 in CR part 154 the translation services for the above outline, Title III, activities should not have to come out of the Title III budget.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		