



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC
DBN (i.e. 01M001): 10X442
Principal: JERROD MABRY
Principal Email: JMABRY@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: ALAN DICHTER

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
JERROD MABRY	*Principal or Designee	
BRIAN BOGGAN	*UFT Chapter Leader or Designee	
MARTA SANTIAGO	*PA/PTA President or Designated Co-President	
MARANGELIZ VASQUEZ	DC 37 Representative, if applicable	
ELIJAH TORRES	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
VICTORIA MOUSSOT	Member/ STUDENT	
DAVID FINK	Member/ TEACHER (SCHOOL LEADERSHIP CHAIRPERSON)	
EMILY BREWSTER	Member/ TEACHER	
MONIQUE MOUSOTT	Member/ PARENT	
SHARON STAINE	Member/ PARENT	
MICHELE ZAYAS	Member/ PARENT	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve credit accumulation for students in the freshman and junior cohorts:

A. Freshman Cohort-

1. Percentage of students earning 10 or more credits increase from seventy-eight percent to eighty-one percent
2. Percentage of students in the lowest third earning 10 or more credits increase from sixty-seven percent to seventy percent

B. Junior Cohort-

1. Percentage of students earning 10 or more credits increase from seventy-two percent to seventy-five percent
2. Percentage of students in the lowest third earning 10 or more credits increase from sixty-one percent to sixty-four percent

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In reviewing our progress report and internal data on credit accumulation across content areas we recognized that last year the students in the junior and freshman cohorts struggled to earn their targeted 10 or more credits to be on track to graduate. Specifically, students in the lowest-third of those cohorts were ten percent below the rest of the students in their cohort.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **National Honors Society Mentoring and Tutoring:** Student members of national honors society have been assigned students in the freshman class that failed two to three classes after the first quarter to mentor and tutor.
2. **Aventa Credit Recovery:** Students in the junior cohort that have been identified as off track for graduation because of classes they failed in the previous semester will be scheduled to repeat the course online.
3. **Jupiter Grades:** The online grading system used by the school that allows the school to track student attendance and performance in all of their classes.
4. **Case Conferences:** Students in the freshman and junior cohort that have been identified as struggling academically are scheduled to have a conference with their parents to discuss the academic issues they are having in their classes.

B. Key personnel and other resources used to implement each strategy/activity

1. The Assistant Principal of Organization has worked with the freshman cohorts guidance counselor and all freshman teachers to identify students who are struggling academically in their classes by using data on credit accumulation after the first quarter. The guidance counselor with the assistance of the teacher who oversees the national honors society has assigned a student mentor from the national honors society to each targeted freshman student.
2. The Assistant Principal of Organization has worked with the data specialist and the guidance counselor of the junior cohort to identify students who are off track for graduation by reviewing the data available from the progress to graduation report from Aris and each individual student's transcript. The Assistant Principal of Organization has assigned these students to the two teachers who oversee the Aventa Credit Recovery program.
3. All staff members have access to input information that includes attendance, behavior and grades for each student at the school into the online system.
4. The Assistant Principal of Organization has worked with the guidance counselors and teachers to identify students who are struggling academically after the first quarter. The parent coordinator will assist the guidance counselor of each individual student to contact the parent guardian of that student to schedule a conference.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The goal is to improve the credit accumulation of the targeted freshman students by the end of the first semester. The progress of each individual student will be tracked using the school’s online grading system Jupiter grades. After the first semester the program will be evaluated by the Assistant Principal of Organization, freshman guidance counselor and the teacher who oversees the national honors society to determine the parts that worked and the parts that didn’t work. Changes will be made and implemented to the program during the second semester.
2. The two teachers use the online tracking system available through the Aventa Credit Recovery program to track individual student progress. At the end of each month the Assistant Principal of Organization holds a meeting with both teachers responsible for overseeing the program and the junior guidance counselor to review the progress of each student. Changes will be made and implemented throughout the duration of the program depending on the progress of each individual student during the first semester. The entire program itself will be reviewed and new students will be chosen to complete classes online depending on individual student results after the first semester.
3. The online grading system allows the administration, teachers, guidance counselors, parents and students to track individual student grades on a daily basis throughout the school year. Specifically, progress reports are sent home every six weeks to monitor student achievement in each of their courses.
4. The conference will allow the guidance counselor, parent coordinator, teachers, parent and student to create an academic intervention plan to help the student reach their academic potential. The guidance counselor will monitor the students progress in each of their classes and after the next progress report will re-evaluate the academic intervention plan that was created for each individual student. If the plan isn’t working the guidance counselor and parent coordinator will arrange another meeting with the teachers, parents and student to make adjustments to the plan. The entire program will be reviewed after the first semester and new students will be chosen depending on their academic progress throughout the school year.

D. Timeline for implementation and completion including start and end dates

1. The program began after the first quarter in November and will continue till the end of the school year in June.
2. The program began in October and will continue till the end of summer school in August.
3. The program began in September and will continue till the end of summer school in August.
4. The program began in October and will continue till the end of the school year in June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The program will be held twice a week during lunch on Monday and Wednesday.
2. The program will be held four times a week from 3:45 to 5:45 after-school.
3. Jupiter Grades was purchased over the summer and the administration had a pd on Jupiter Grades for the staff in September. It was introduced to the students and parents at the back to school pot luck dinner that occurs each year in September. The parent and student log-ins were mailed to the individual students home after the pot luck dinner. The administration is using the program to pilot a school-wide grading policy that will begin in January. The administration has scheduled pd’s on grading policies that will occur during the weekly departmental team meetings.
4. The conferences will be held daily in the guidance counselor’s office suite.

Strategies to Increase Parental Involvement

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).

1. The guidance counselor discussed the program with each individual freshman student and their parent(s) after the first marking period and prior to the start of the national honors society program during the scheduled case conference.
2. The guidance counselor sent letter home to the parent of each individual junior student to alert them of the program expectations and requirements.
3. The Assistant Principal of Organization has worked with the guidance counselors and parent coordinators to get students and parents signed up for Jupiter Grades. The parent coordinator had a separate room with a laptop cart during parent teachers conferences that allowed parents to sign up. The system allows parents to sign up for daily or weekly alerts to their email or phone concerning their child’s progress in each of their classes. The system also allows teachers, parents and students to communicate with each other by sending messages.
4. The conferences allow the school an opportunity to increase communication between the school’s staff and parents of the individual students. It also allows the school to communicate the different programs and support systems that the school offers to meet the students individual academic needs.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	X	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve regents scores for students enrolled in math and science courses:

A. Math:

1. Percentage of students who pass the Algebra regents will increase from sixty-three percent to sixty-six percent
2. Percentage of students who pass the Geometry regents will increase from sixty percent to sixty-three percent
3. Percentage of students who pass the Algebra2Trigonometry regents will increase from eleven percent to fourteen percent

B. Science:

1. Percentage of students who pass the Earth Science regents will increase from fifty-nine percent to sixty-two percent
2. Percentage of students who pass the Physics regents will increase from eight percent to eleven percent

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In reviewing our progress report and internal data on NYS regents scores our students struggle passing their math exams in Algebra, Geometry and Algebra2-Trigonometry and science exams in Earth Science and Physics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. **After-School Tutoring:** The program has been designed to offer opportunities for students who are struggling or have previously failed a regents exam in math or science to have an opportunity to get one on one help in that subject.
2. **Inquiry Teams:** The school has divided the staff into different teams to allow each department's staff members to work collaboratively together on creating common assessments that are aligned to the Common Core Standards and State assessments in their subject area.
3. **CUNY Math Coach:** The math department meets as team with the CUNY Math Coach to get targeted professional development to improve their instructional practices.

2. Key personnel and other resources used to implement each strategy/activity

1. The Assistant Principal of Organization has worked with guidance counselors, math and science teachers to use data from Aris and Jupiter Grades to identify students who have previously failed a regents exam or are currently struggling in their math and science class. Those students are signed up to attend tutoring sessions twice a week with the math and science teacher who is working with the students after-school.
2. The Assistant Principal of Supervision has worked with the Lead teacher and the data specialist to provide teachers on each department team with professional development on analyzing student performance on previous states assessments using the item analysis tool available on ARIS, constructing an assessment and using student results from an assessment to help plan instruction.
3. The Principal, Assistant Principal of Supervision and Lead teacher have worked with the CUNY Math Coach to review classroom observations and student data to prepare a professional development plan for each teacher in the math department.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4. The goal is to improve regents scores for the students who previously failed the exam in January and improve regents scores for all students enrolled in the course who will be taking the regents in June. The effectiveness of the program will be evaluated after the January NYS regents results and the necessary modifications will be made.
5. The goal is to create one common assessment per subject in each department by January and two common assessments per subject by June. The effectiveness of the professional developments will be evaluated in January by having teachers share their results and fill out a survey. Additional professional developments will be created for the department teams for the second semester based on the results and feedback from the first semester.
6. The goal is to help support each teacher in the Math department in aligning their curriculum with the Common Core Standards and state Assessments. The effectiveness of the professional developments offered to the department will be evaluated in January by reviewing the areas of growth for each teacher in the department and new plan will be create to support instruction in the second semester.

7. Timeline for implementation and completion including start and end dates

1. Tutoring began in October and will continue till the end of the school year in June.
2. Department team meetings began in September and will continue till the end of the school year in June.
3. The math department began working with the CUNY Math Coach in September and will continue working with them till the end of the school year in June.

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The program will be held twice a week from 3:45 to 5:45 after-school on Monday-Thursday. Each subject will be given two days a week to hold their tutoring sessions with their students.
2. Department team meetings are held twice a week during 3rd period on Monday and Wednesday of each week.
3. The math department meetings with the CUNY Math Coach occur twice a month during their regularly scheduled meetings on Monday and Wednesday.

Strategies to Increase Parental Involvement

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).

1. The guidance counselor sent a letter home to the parent of each individual student chosen to participate in the after-school tutoring program to alert them of the program expectations and requirements.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	X	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve the attendance rate for the school from eighty-nine percent to ninety-two percent.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In reviewing the progress report and the internal data for our school, our attendance rate dropped from ninety-three percent to eighty-nine percent last year. The drop in student attendance from the year before affected our student's academic performance in their classes, specifically credit accumulation and lower regents scores.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<p>1. Strategies/activities that encompass the needs of identified subgroups</p> <ol style="list-style-type: none"> Jupiter Grades: The online grading system used by the school that allows the school to track student attendance and performance in all of their classes Case Conferences: Students that have been identified as struggling to attend their classes are scheduled to have a conference with their parents to discuss the attendance issues they are having. Attendance Teacher: Use the assigned attendance teacher to follow up on individual students who have been classified as a 407's and LTA's.
<p>2. Key personnel and other resources used to implement each strategy/activity</p> <ol style="list-style-type: none"> All staff members have access to input information that includes attendance, behavior and grades for each student at the school into the online system. The Assistant Principal of Organization has worked with the guidance counselors and teachers to identify students who are struggling attending their classes. The parent coordinator will assist the guidance counselor of each individual student to contact the parent guardian of that student to schedule a conference. Assistant Principal of Organization works with the guidance counselors and teachers using data taken from ATS to determine which students are 407's and LTA's.
<p>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> The online grading system allows the administration, teachers, guidance counselors, parents and students to track individual student attendance on a daily basis throughout the school year. Specifically, allows the Assistant Principal of Organization to work with the school aides to compare the student attendance on Jupiter Grades with the attendance reports taken from ATS. The conference will allow the guidance counselor, parent coordinator, teachers, parent and student to create an academic intervention plan to help the student attend their classes. The guidance counselor will monitor the students progress towards attending each of their classes with a daily attendance monitor that will be signed by each of their teachers each day. After the next progress report will re-evaluate the academic intervention plan that was created for each individual student. If the plan isn't working the guidance counselor and parent coordinator will arrange another meeting with the teachers, parents and student to make adjustments to the plan. The entire program will be reviewed after the first semester and new students will be chosen depending on their attendance throughout the school year. The Assistant Principal of Organization and guidance counselors meet with the attendance teacher once a week to review the status of each 407 and LTA student. The progress of each case is on going and its effectiveness is evaluated monthly. New cases will be presented whenever necessary during the weekly meetings.
<p>4. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> The program began in September and will continue till the end of summer school in August. The program began in October and will continue till the end of the school year in June. The program began in September and will continue till the end of the school year in June.
<p>8. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <ol style="list-style-type: none"> Jupiter Grades was purchased over the summer and the administration had a pd on Jupiter Grades for the staff in September. It was introduced to the students and parents at the back to school pot luck dinner that occurs each year in September. The parent and student log-ins were mailed to the individual students home after the pot luck dinner. The administration is using the program to help determine which students are cutting classes and are using the data to discipline the students with after-school detention. The conferences will be held daily in the guidance counselor's office suite. The attendance teacher allows the school to follow its procedure for students with attendance issues and have been classified as a 407 or LTA. This allows the school to contact the parent and support the family in identifying the problem that the students has with their attendance.

Strategies to Increase Parental Involvement

<p>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).</p>
<ol style="list-style-type: none"> The Assistant Principal of Organization has worked with the guidance counselors and parent coordinators to get students and parents signed up for Jupiter Grades. The parent coordinator had a separate room with a laptop cart during parent teachers conferences that allowed parents to sign up. The system allows parents to sign up for daily or weekly alerts to their email or phone concerning their child's attendance. The system also allows teachers, parents and students to communicate with each other by sending messages if a student is absent. The conferences allow the school an opportunity to increase communication between the school's staff and parents of the individual students. It also allows the school to communicate the different programs and support systems that the school offers to meet the students individual academic needs. The attendance teacher makes home visits and phone calls to each 407 and LTA student's parent to identify them off the attendance problem that their child is having. When necessary the attendance teacher will set up a meeting at the school with the Assistant Principal of Organization, guidance counselor, teachers, parents and student.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.									
Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.									

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Improve performance of students taking math and English regents exams to meet the college readiness threshold
A. Math-
1. Percentage of students who earn an eighty or higher on the Algebra regents will increase from two percent to five percent
2. Percentage of students who earn an eighty or higher on the Geometry regents will increase from four percent to seven percent
3. Percentage of students who earn an eighty or higher on the Algebra2Trigonometry regents will increase from four percent to seven percent
B. English-
1. Percentage of students who earn an seventy-five or higher on the English regents will increase from forty-six percent to forty-nine percent

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Our school has a very high percentage of our students who graduate from high school but those students struggle to meet the college readiness threshold. This has resulted in only fifty-four percent of our graduates enrolled in a two or four year college six months after high school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. After-School Tutoring: The program has been designed to offer opportunities for students who are struggling or have previously earned a score on a regents exam in math or english that is below the college readiness threshold to have an opportunity to get one on one help in that subject.
2. Inquiry Teams: The school has divided the staff into different teams to allow each department's staff members to work collaboratively together on creating common assessments that are aligned to the Common Core Standards and State assessments in their subject area.
3. CUNY Math Coach: The math department meets as team with the CUNY Math Coach to get targeted professional development to improve their instructional practices.
4. Khan Academy: The Lead Teacher has begun a pilot program that integrates the resources available on the Khan Academy website into the curriculum of the Math department.
5. Celia Cruz Writing Lab: The English department has begun a program in the computer lab at the school that will allow teachers to assist students complete their writing assignments.
2. Key personnel and other resources used to implement each strategy/activity
1. The Assistant Principal of Organization has worked with guidance counselors, math and English teachers to use data from Aris and Jupiter Grades to identify students who have previously earned a regents score below the college readiness threshold or are currently struggling in their math and English class. Those students are signed up to attend tutoring sessions twice a week with the math and English teacher who is working with the students after-school.
2. The Assistant Principal of Supervision has worked with the Lead teacher and the data specialist to provide teachers on each department team with professional development on analyzing student performance on previous states assessments using the item analysis tool available on ARIS, constructing an assessment and using student results from an assessment to help plan instruction.

3. The Principal, Assistant Principal of Supervision and Lead teacher have worked with the CUNY Math Coach to review classroom observations and student data to prepare a professional development plan for each teacher in the math department.
4. The Lead Teacher has been working with the Algebra2-Trigonometry teacher to pilot a program that integrates the Khan Academy into the instructional activities that the teacher uses with his class.
5. The Principal, Lead Teacher and English teachers have volunteered to review, edit and assist any student who needs help completing their writing assignments for any of their classes.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The goal is to improve regents scores for the students who previously failed the exam in January and improve regents scores for all students enrolled in the course who will be taking the regents in June. The effectiveness of the program will be evaluated after the January NYS regents results and the necessary modifications will be made.
2. The goal is to create one common assessment per subject in each department by January and two common assessments per subject by June. The effectiveness of the professional developments will be evaluated in January by having teachers share their results and fill out a survey. Additional professional developments will be created for the department teams for the second semester based on the results and feedback from the first semester.
3. The goal is to help support each teacher in the Math department in aligning their curriculum with the Common Core Standards and state Assessments. The effectiveness of the professional developments offered to the department will be evaluated in January by reviewing the areas of growth for each teacher in the department and new plan will be create to support instruction in the second semester.
4. The goal is to pilot a program with one Algebra2-Trigonometry class during this school year that can be used as a model for the rest of the math department to integrate the Khan Academy into their curriculum. The program will be evaluated by both the Lead Teacher and the Algebra2-Trigonometry after the first semester and again at the end of the school year. Any necessary modifications will be made and implemented during the second semester.
5. The goal is to create an environment in which students feel comfortable asking any adult or their peer for assistance in completing their writing assignments for any of their subjects. The program will be evaluated in January and any necessary changes will be made for the second semester.

4. Timeline for implementation and completion including start and end dates

1. Tutoring began in October and will continue till the end of the school year in June.
2. Department team meetings began in September and will continue till the end of the school year in June.
3. The math department began working with the CUNY Math Coach in September and will continue working with them till the end of the school year in June.
4. The Lead Teacher began working with the Algebra2-Trigonometry teacher in October and will continue working with him until the end of the school year in June.
5. The Celia Cruz Writing Lab began in October and will continue till the end of the school year in June.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. The program will be held twice a week from 3:45 to 5:45 after-school on Monday-Thursday. Each subject will be given two days a week to hold their tutoring sessions with their students.
7. Department team meetings are held twice a week during 3rd period on Monday and Wednesday of each week.
8. The math department meetings with the CUNY Math Coach occur twice a month during their regularly scheduled meetings on Monday and Wednesday.
9. The Lead Teacher will push into the Algebra2-Trigonometry teachers class once a week to assist in implemementing the Khan Academy. The Principal has purchased 30 Ipads that will be used by the class.
10. The Celia Cruz Writing Lab is available for the students during lunch on Tuesday and Thursday or after-school on Monday-Thursday from 3:45-5:45.

Strategies to Increase Parental Involvement

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).

1. The guidance counselor sent a letter home to the parent of each individual student chosen to participate in the after-school tutoring program to alert them of the program expectations and requirements.
5. The English department has worked with the Principal to create poster to advertise the writing lab and a flyer was sent home to notify parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	X	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve the college and career readiness index for the school from twenty-six percent to twenty-nine percent.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In reviewing the progress report and the internal data for our school, the college and career readiness index for our graduating students dropped from seventy-four percent to twenty-six percent last year. The drop in college and career readiness index from the year before occurred because a significant percentage of our graduating seniors didn't earn an Arts Endorsed Diploma.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

5. Strategies/activities that encompass the needs of identified subgroups

1. **After-School Tutoring:** The program has been designed to offer opportunities for students who are struggling or have previously failed a upper-level science or math exam to get help in that subject. The program will also offer an opportunity to graduating seniors to get help before they take the Music regents.
2. **Music Curriculum:** The music department will begin to incorporate music history and music theory into the curriculum of all ensembles.
3. **A.P. Courses:** Increase the number of A.P. courses that the school offers from three to five.

6. Key personnel and other resources used to implement each strategy/activity

1. The Assistant Principal of Organization has worked with guidance counselors, math and science teachers to use data from Aris and Jupiter Grades to identify students who have previously failed an upper-level science or math exam or are currently struggling in their upper-level math and science class. Those students are signed up to attend tutoring sessions twice a week with the math and science teacher who is working with the students after-school. The Assistant Principal of Supervision will be conducting tutoring sessions for graduating seniors taking the Music regents.
2. The Principal and Assistant Principal of Supervision have worked together to review classroom observations and prepare a professional development plan to assist the music teachers in adjusting their curriculum.
3. The Principal, Lead Teacher, spanish teacher, U.S. history teacher and English teacher are all licensed to teach an A.P. course to students in their subject area.

7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The goal is to improve regents scores for the students who previously failed the exam in January and improve regents scores for all students enrolled in the course who will be taking the regents in June. The effectiveness of the program will be evaluated after the January NYS regents results and the necessary modifications will be made by the teachers of the upper-level math and science classes.
2. The goal is to help support each teacher in the music department in aligning their curriculum with the Music Regents. The effectiveness of the professional developments offered to the department will be evaluated in January by reviewing the areas of growth for each teacher in the department and new plan will be created to support instruction in the second semester.
3. The goal is to offer more students an opportunity to take and earn credit of an advanced placement college level course during high school.

8. Timeline for implementation and completion including start and end dates

1. Tutoring began in October and will continue till the end of the school year in June for upper-level math and science courses. Tutoring will begin in May for the Music Regents and will continue till the end of the school year in June.
2. The music department began working on their new curriculum in September and will continue working on it until the end of the school year in June.
3. The A.P. courses begin in September and will continue till the end of the school year in June during the school day.

9. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Tutoring for upper-level math and science courses will be held twice a week from 3:45 to 5:45 after-school on Monday-Thursday. Each subject will be given two days a week to hold their tutoring sessions with their students. Tutoring for the Music Regents will be held on Saturdays mornings from 9:00 to 12:00 each week.

2. The music department meetings are held once a week with the Principal and Assistant Principal of Supervision during 4th period.
3. Each department meets with the Assistant Principal of Organization and guidance counselors to recommend students for A.P. courses for the next school year. The selected students are invited to a dinner with their parents in which the expectations of the course are explained and a contract is handed out.

Strategies to Increase Parental Involvement

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).

1. The guidance counselor sent a letter home to the parent of each individual student chosen to participate in the after-school or Saturday tutoring programs to alert them of the program expectations and requirements.
3. The guidance counselors sent a letter home to the parent of each individual student chosen to participate in an A.P. course to alert them of the program expectations and requirements.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	After school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. English courses during the school day are programmed according to the reading levels of students as identified formative and standardized assessments. “Push in” and “pull out” services are provided by the special education department as well as the ESL department. National Honor Society members conducts peer-tutoring for selected students. Summer Bridge Program is offered to incoming students.	One-on-one tutoring Small group tutoring sessions	After school During the school day Saturday Academy
Mathematics	After school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Math courses are programmed according to the need and skill level of each individual student. “Push in” and “pull out” services are provided by the special education department as well as the ESL department. National Honor Society members conducts peer-tutoring for selected students. Summer Bridge Program is offered to incoming students.	One-on-one tutoring Small group tutoring sessions	After school During the school day Saturday Academy
Science	Regents preparation for students who are identified as “at risk” of not graduating in	One-on-one tutoring Small group tutoring sessions	After school During the school day

	four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Science courses are programmed according to the need and skill level of each individual student. “Push in” and “pull out” services are provided by the special education department as well as the ESL department. National Honor Society members conducts peer-tutoring for selected students.		Saturday Academy
Social Studies	Regents preparation for students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Social Studies courses are programmed according to the need and skill level of each individual student. “Push in” and “pull out” services are provided by the special education department as well as the ESL department. National Honor Society members conducts peer-tutoring for selected students.	One-on-one tutoring Small group tutoring sessions	After school During the school day Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students receive guidance counselor services. Services provided by our guidance counselors, CBO and School Based Support Team.	One on One and Small Group	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To staff vacancies, CCBXHSM representatives attend NYC Hiring Fairs. Unsolicited resumes and Open Market candidates are our primary source of resumes. However, when we need additional candidates we use CUNY HR to assist as well as reaching out to teacher preparation programs such as TFA and graduate schools of education in the NYC metro area (Lehman College, NYU, Teachers College/Columbia). CCBXHSM hires based on assessment of our student needs. Celia Cruz conducts a rigorous and extensive interview process which includes a mock lesson in which the candidates is able to demonstrate content knowledge, teaching skills, and technology usage. Our teachers are offered supports to help them with their professional growth through ongoing professional development within the school and our CFN and PSO.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our PDs are designed to have teachers from different departments come together to share-out their work and ideas around the implementation of the Common Core Learning Standards and performance tasks. This occurs during weekly department team meetings on Monday and Wednesday that is led by the Assistant Principal of Supervision. During this time our teachers receive data presentations from the data specialist, information about the different domains in Danielson from our Principal and best practices presentations from selected teachers. In addition, every Friday, the Lead Teacher runs a professional development called Teacher Talk that allows teachers to collaborate with each other on a variety of topics. These include grade-level conversations, sharing teaching strategies or classroom management strategies and student interventions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds have been setaside and will be used primarily for educational services to ensure homeless children and youth progress academically. Other areas students will receive support: <ol style="list-style-type: none"> 1) Academic Programs & educational support services 2) Transportation 3) Counseling services 4) Parental involvement 5) Outreach efforts to identify the STH population and help them

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet with administration to discuss and evaluate multiple measures of school data to determine the appropriate assessment measures and discuss the professional development needs of the staff that will assist teachers in using assessment to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

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

School Parental Involvement Policy:

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic

quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

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

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

I. School Responsibilities

Celia Cruz Bronx High School of Music will:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

1. Making sure that homework is completed.
2. Monitoring attendance and tardiness.
3. Monitoring music practice
4. Monitoring amount of television their children watch.
5. Volunteering in my child's school as per teacher need.
6. Participating, as appropriate, in decisions relating to my children's education.
7. Promoting positive use of my child's extracurricular time.
8. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

III. Student Responsibilities:

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

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

11) Show your student program and ID card to any adult in authority in the building who requests it.

12) Hats or any headwear are not to be worn in the building.

Signatures:

School

Parent(s)

Student

Date

Date

Date

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 10	Borough Bronx	School Number 442
School Name Celia Cruz Bronx High School of Music		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jerrod Mabry	Assistant Principal Vern Ram
Coach type here	Coach type here
ESL Teacher Jessica Pérez	Guidance Counselor Bianela Colon
Teacher/Subject Area Eliseo Blanco/Math	Parent type here
Teacher/Subject Area Xiomara DeLosSantos/Spanish	Parent Coordinator Yvette Pérez
Related Service Provider Emily Brewster	Other William Gagstetter
Network Leader(Only if working with the LAP team) type here	Other Sarah Arias

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	441	Total number of ELLs	18	ELLs as share of total student population (%)	4.08%
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Part II: 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										1	1	1	1	4
Push-In										2				2
Total	0	0	0	0	0	0	0	0	0	3	1	1	1	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	6

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6	0	0	6	0	1	6	0	2	18
Total	6	0	0	6	0	1	6	0	2	18

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	3	1	1	18
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	13	3	1	1	18								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										3	0	0	0	3
Advanced (A)										10	3	1	1	15
Total	0	13	3	1	1	18								

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	5		3	
Geometry	2		0	
Algebra 2/Trigonometry	0		0	
Math				
Biology				
Chemistry	0		0	
Earth Science	1		0	
Living Environment	3		0	
Physics	0		0	
Global History and Geography	1		1	
US History and Government	2		0	
Foreign Language				
Other <u>RCTWriting</u>	1		1	
Other <u>RCTScience</u>				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Scantron Corporation online Performance Series reading test to assess the early literacy skills of our ELLs. The

test provides an individualized measure of student instructional reading ability. It is a computer-adaptive diagnostic test that is able to pinpoint the proficiency level of students. According to the data collected by the Performance Series diagnostic, 22% of the ELLs are at a 4th grade reading level, 50% fall between a 6th-7th grade reading level, and 28% are at or above a 9th grade level. Of the three students who are Intermediate ELLs, one reads at a 4th grade level and two read between a 5-6th grade level. This means that 72% of the ELLs are below high school reading level. Since 83% of the ELLs at the school have tested at the Advanced level on the NYSESLAT, in order to support these students to score proficient on the exam, there needs to be a focus on improving literacy. In addition to content-area textbooks that are on ELLs' instructional level, the ESL class focuses on building literacy skills. Teaching students strategies for approaching a text through questioning, analysis of details, story mapping, and using context clues, are essential. There is also a focus on teaching academic vocabulary that students will encounter across content areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Historically, 10-15% of the ELLs at the school are at the Intermediate level. The school does not usually have students at the Beginning level. 85-90% are Advanced. Usually a 9th grade student who has entered at the Intermediate level will move up to Advanced by 10th grade. This year there are 13 freshmen ELLs, 3 sophomores, 1 junior and 1 senior. In the last five years, the school has always had more ELLs in 9th grade than in any other grade level. This reflects the increasing proficiency of ELLs as they move from one grade level to the next. The ESL program has had success in improving the proficiency level of its ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our ELLs consistently receive higher scores in the Listening/Speaking modalities than on the Reading/Writing modalities. Therefore, the self-contained ESL curriculum focuses on developing students' academic reading and writing skills. As a result of sharing students' modality patterns with the faculty, teachers have been able to readjust their deliveries of lessons and assessments given to students to focus on the Reading and Writing modalities. Content area teachers have begun to focus more on reading comprehension by teaching students how to annotate texts as they read. ELA and history teachers are more explicitly teaching outlining for essay writing. The ESL teacher leads a PD on integrating vocabulary instruction into the content areas. The school does not qualify for Title III funding because we do not currently have a larger enough ELL population.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The ELL Periodic Assessment is currently being used by the ESL teacher to inform which modality should be focused on during this instructional period. The ELL Periodic Assessment results will be shared next with teachers on the LAP team who will decide how to roll out results to the rest of the staff. The results of the ELL Periodic Assessment show that many of our students are close to reaching English proficiency on the NYSESLAT. The Periodic Assessment suggests that ELLs are struggling on the Reading and Writing modalities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
Although ELLs are offered the opportunity to take Regents exams in the first language, many prefer to take it in English. A copy of the exam in their native language is provided and they occasionally glance but write their short answers and essays in English. While this is true for most Regents exams, it is not the case in History. An increase in student scores has been seen in those students who wrote their essays in Spanish.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The overall success of our program is measured by the quality of instruction delivered by the ESL teacher and other content area teachers, as observed by the school administration. It is also measured by the increase in our parent participation and parent involvement in the school through the SLT and PTA. ELLs' academic progress is measured by student transcripts and credit

accumulation as well as conferencing with ELLs done by the ESL teacher and guidance counselors. We see improvement in our ELLs English proficiency through year-to-year growth in English proficiency levels.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students are interviewed by one of the two school guidance counselors when they arrive at the school for the first time. Since our school requires an audition for one of our music programs, one of the counselors will make arrangements for an audition and simultaneously evaluate if there is a possible entitlement to ESL or Related Services. If the incoming student and his/her parent(s) require native language support during the intake process and the native language is Spanish, our English-Spanish bilingual counselor will conduct the interview in Spanish. The bilingual counselor currently holds a bilingual license. If the student is not new to the New York City public school system, qualification for entitlement will be pre-determined by ATS reports.

If he/she is new to the New York City public school system, a Home Language Identification Survey (HLIS) will be given by the bilingual guidance counselor to his/her parent to fill out. The bilingual guidance counselor will inform the ESL teacher that the HLIS has been given out that same day to ensure that the entire intake process is completed within 10 days of the student's first arriving at the school. The guidance counselor will also inform the Parent Coordinator that a HLIS has been given out. The Parent Coordinator will then follow up with the parent as this process is completed. Based on the parent response, the student will be given the NYSITELL by the ESL Teacher. If the NYSITELL results indicate that the student is entitled to ESL services, the student will be placed in an ESL class based on the results of said exam.

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.

For newly enrolled students in the NYC Department of Education, a meeting between the ESL Teacher/Coordinator, the Parent Coordinator, and the parents will be held for students who are entitled. Parents will be invited to the meeting by a phone call by the Parent Coordinator as well as by a letter sent home with the student. At the meeting parents will view the DVD that explains the various options they may choose from for their child. The ESL Teacher/Coordinator and Parent Coordinator will explain the 3 program options available to parents and students in more detail after the DVD is viewed and answer any questions the parents may have. There will be a meeting held the second week of the Fall semester for parents of Freshmen students and ELLs who have transferred from other schools. There will be a second meeting held the second week of the Spring semester if new students entitled to ESL are enrolled at the school. If an entitled student enrolls mid-semester, plans will be made to hold another meeting between new parents of ELLs, the ESL Coordinator and the Parent Coordinator. This will happen within the first 10 days the student is enrolled in the school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Based on NYSITELL results, entitlement results are given to parents personally if their child is entitled to receive ESL services. If a parent is not available, results will be mailed via certified mail. The Parent Coordinator will also call the parents informing them of the results, explaining to them what it means and that they will be receiving a certified-letter regarding their child's entitlement to ESL services. An appointment will be made for parents to view the DVD of the different programs available for his/her child. After seeing the video, parents will be given the Parent Survey and Program selection forms. A copy of the form will be kept in the student's file and with the ESL Coordinator.

For those students who were in our school's ESL program the previous year, entitlement letters are mailed home within two weeks

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

4. 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.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the spring, students will be given the NYSESLAT exam as required by the state. The ESL Teacher will develop a testing schedule for all four sections of the NYSESLAT. The schedule will be reviewed by the school's test coordinator. The ESL Teacher will use the ATS RLAT report to ensure that all ELLs at the school are scheduled to take the test. The test will be administered and the writing and speaking portion graded by members of the ELA department who do not teach the students' exams they are grading. Since we are a small school with one ESL teacher, the ESL teacher will turnkey the process of grading the speaking and writing portions of the NYSESLAT to the ELA teachers at the school. This will ensure that several readings take place before grades on the speaking and writing portions of the NYSESLAT are determined. ESL placement for students in the fall will be determined by the NYSESLAT scores students received the Spring before.

6. 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.) 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. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

At our school, we have both push-in and self-contained models in place. All ELLs, regardless of proficiency level, receive a self-contained ESL class. The self-contained classes are heterogeneously grouped, with freshmen and sophomore ELLs in one section of self-contained ESL and junior and senior ELLs in another section of self-contained ESL. Beginning and Intermediate student receive additional support via a push-in model. The ESL teacher pushes into students' Social Studies, Math and Science classes, where our ELLs struggle most, for additional support. She will push in to classes according to the number of ESL support hours the student is entitled to in accordance with CR Part 154.

2. 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)?

Teachers work collaboratively with the ESL teacher, at times planning together the lessons in order to provide additional support for the ELLs. Teachers meet once a week in inter-departmental teams and twice a week in departmental teams to complete inquiry work that often supports teachers' work with ELLs. All content area classes are heterogeneous and students are programmed according to their H.S. year and credit completion.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content area classes ELLs take are inclusive general education classes delivered by teachers certified in the content areas. Instruction is given in English. The self-contained ESL program supports student work in the content area classes of English and Social Studies. The ESL teacher provides ELLs with support in their other content area classes during push-in periods and tutoring sessions held during student and teacher free periods. Tutoring is also available after school. Content area teachers use heterogeneous grouping of students during group work to support ELLs. The ESL teacher works with content area teachers to develop word walls in content area classrooms to support vocabulary acquisition. Teachers in social studies classes teach students how to annotate readings by modeling the technique and having students practice using annotation while they read content area texts. Teachers across content areas have begun to teach students vocabulary specific to formal argument and to ask students to identify details in the text that support claims students are making within the context of the content area. This instructional focus is aligned with the school's adoption of the Common Core Learning Standards. These techniques have enriched ELL language development.

Currently the ESL classroom has a library catering to both the general body and ESL students. Books that support ELLs in content areas are available in the ESL classroom library as well. All content area classes offer textbooks in students' native languages, when available, to support the students' native language. In addition, glossaries designed specifically for ELLs are made available by the ESL teacher for individual student use to further support the students' native language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ESL teacher works with one of the Spanish teachers to administer a Spanish-language diagnostic at the beginning of the school year to measure Spanish-speaking ELLs proficiency levels in their native language. Currently there are no ELLs with native languages besides Spanish at the school.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are often heterogeneously grouped for group reading and writing assignments as well as speaking and listening activities. Class discussion emphasizes all students participating to practice listening and speaking with one another. ESL class texts include audio and video recordings that require ELLs to practice their listening skills. The ESL teacher designs summative assessments to evaluate the speaking and listening modalities based on the speaking and listening assessments from the ELL Periodic Assessment and the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We don't currently have students identified as SIFE. An ELL identified as SIFE would be given 2 periods of self-contained ESL per day, as well as received 1-2 periods of push-in ESL daily. SIFEs would be paired with advanced-level ELLs in various content area classes as a way of providing peer-to-peer support in addition to support provided by the teacher. The ESL teacher currently has a collection of graphic novels of texts currently part of the school's ELA curriculum to support instruction in ELA. ELL Newcomers are informally interviewed by the ESL teacher to determine how comfortable the student is with attending school in the US. The NYSESLAT scores are also reviewed to determine English proficiency if the student has been in the US 1 year or longer. If the student appears to be having difficulty adjusting to schooling within the US, the ESL teacher will refer the student to the bilingual guidance counselor, if the student's native language is Spanish. If the newcomer is in his/her junior year of high school and is scheduled to take the ELA Regents exam, the ESL teacher will provide additional practice with the exam during self-contained ESL classes.

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

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

Former ELLs are given the opportunity to continue in an ESL class in addition to the ELA class that corresponds to their grade level. Former ELLs are also given extended time on formal assessments, including state and district mandated testing, as well as the use of glossaries and dictionaries in native languages. The ESL teacher tracks the progress made by ELLs who have reached proficiency on the NYSESLAT, providing academic support when needed.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Curricular flexibility is achieved through co-planning between the ESL teacher, the related services and content area teachers. Teachers are instructionally flexible in designing lessons for ELL-SWDS through differentiating the assessments they assign students. Students identified as ELL-SWD are scheduled into both self-contained ESL classes and SETSS resource room classes. This ensures that students are provided with both mandated services. The ESL and related services teachers review IEPs of ELL-SWDs together to discuss what strategies work best to address student academic needs.

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

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

				Instruction
Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

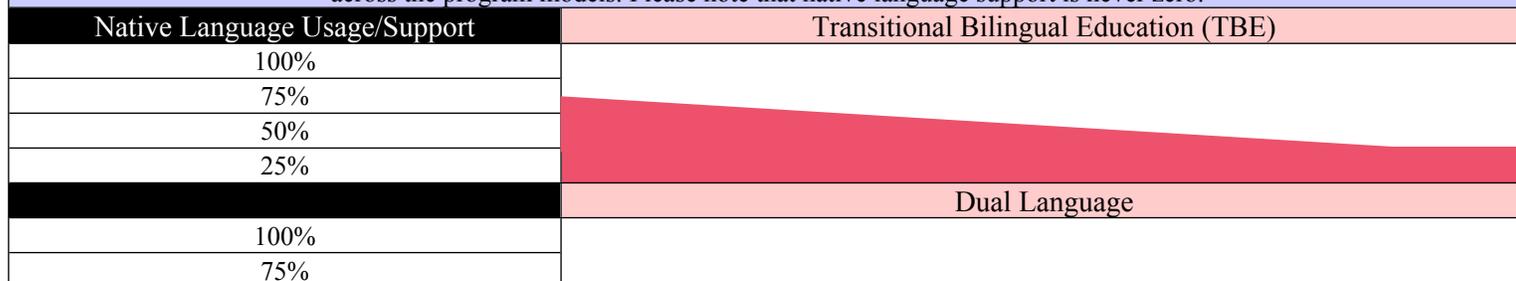
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- Currently, the ESL teacher pushes into freshmen Social Studies classes. Advanced ELLs are programmed for both ESL and ELA classes. Teachers from all departments are available during student lunch two days a week for tutoring. A teacher from the math, social studies, ELA, and science departments provide tutoring for students after school. Materials in students' native language are available, as necessary. The school computer lab is available throughout the school day and after school for students who need extended time to complete projects or for completing online enrichment activities.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL teacher pushing into freshmen Social Studies classes has meant that ELLs in these classes are regularly completing more coursework and earning higher grades in these classes. ELLs are exposed to more rigorous texts in general education ELA classes. Two out of the three sophomore ELLs were recommended for the 10th grade ELA Honors course. In general, a majority of ELLs are passing content area classes and, when the course ends in a Regents exam, are being recommended to take the exams. Ninth grade ELLs have been more likely to seek out content area teachers on their own to get extra assistance with course work. Underclassmen ELLs are more visible to upperclassmen students.
11. What new programs or improvements will be considered for the upcoming school year?
- The National Honors Society is planning to start peer tutoring, with Juniors and Seniors providing tutoring to Sophomores and Freshmen during student lunch two days a week. ELLs will be specifically recruited to participate, as well as students who are struggling in core content area classes.
12. What programs/services for ELLs will be discontinued and why?
- Currently we do not see a need to discontinue any of our services for the upcoming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Student programs are open to all students. Students enroll in school programs via their guidance counselor or by attending meetings the first day the program meets. The ESL teacher offers after-school tutoring for ELLs every Wednesday and Thursday for two hours. More in-depth help with homework, projects, and study skills are offered at that time. There are several music groups that meet after school. Participation in these groups are determined by student performance in their music classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school has concentrated on incorporating current technologies into classrooms for student use. SMART Boards are available in almost every classroom. Teachers have received ongoing training on its use during in-house professional development. This has enabled students to interact with lesson plans teachers have created incorporating the internet, i.e., planet earth, Smithsonian etc. There are several computer carts available for classroom use, as well as a computer lab. These are used for research projects, word processing, testing, among other activities. The self-contained ESL classes have used the computers to access interactive audio files for the ESL literature textbook. The school uses Jupitergrades.com, an online gradebook that gives teachers, students, and parents access to student academic progress, homework assignments, and daily student attendance. It also allows for email correspondence between parents and teachers. This has helped ELLs be more accountable for keeping track of their progress in their classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support for our Spanish-speaking population is offered during free-periods by the Foreign Language department. Spanish-English glossaries are provided to ELLs for use during their content area classes. ELLs are encouraged to use one another to translate concepts difficult to grasp in English. Spanish-language independent reading books are made available to students in the Spanish classroom library, with many popular young adult fiction titles translated from English into Spanish. Spanish language magazines are also available. The school has two Spanish-English bilingual guidance counselors to provide services to students and families whose first language is not English. The LAP team has begun discussion to prepare for a time when the school has ELLs whose native language is not Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All support services and resources we make available to our ELLs are designed for high school students between the ages of 14-19 and in grades 9-12. We make sure to provide services that are developmentally appropriate for our students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

The language classes available at our school are Spanish language classes, from beginning-level classes to Advanced Placement Spanish Language. The upperclassmen ELLs at our school are all encouraged to take the AP course. There are currently 8 former ELLs taking the AP Spanish Language course.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers receive workshops in ESL methodologies throughout the year. At the beginning of the school year, a school-wide workshop is held where a list of current ELLs and the NYSESLAT scores and corresponding proficiency levels are shared with staff. A review of entitled services, including extended time and support materials, is given. There is a follow-up workshop where teachers are given modalities scores and together create appropriate lessons for students in their classes based on their strengths and areas of weakness. The ESL teacher leads PDs during the common planning period on vocabulary instruction. Teachers also receive professional development during Election Day. The ESL teacher is attending sessions throughout the year with the school-support network. At these sessions the ESL teacher is given the opportunity to meet with other ESL teachers to discuss student work and opportunities to lead professional development for other staff members. Teachers receive the minimum 7.5 hours of ELL training during Election Day and then again in June, on Chancellor's Day, of every school year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. We continue to see strong parental involvement in our School Leadership Team (SLT) meetings and Parent-Teacher Association. The school Messenger System is helpful in making mass phone calls home about upcoming school events and student absences. As a result of the online grading system Jupitergrades.com, communication about student academic progress between the school and parents has improved. Many parents are logging on and we have an increase in parent phone calls to the school following up on their student's progress. The two Spanish-English bilingual guidance counselors have also improved contact with parents of ELLs. We are now able to increase the amount of communication between the school and this parent population. Parents are invited to chaperone school field trips and attend student concerts at the end of each semester. There is an annual International Day potluck that brings many students' families to the school.
 2. The school has not partnered with any outside agency or CBO to provide workshops or services to ELL parents. Both the ESL and Parent Coordinator are currently reaching out to different agencies to see how we can work together to service our schools ELL Parents.
 3. Currently there is no structure that formally evaluates our parents' needs. The Parent Coordinator has worked with the PTA to get feedback from parents and workshops are planned accordingly. The Parent Coordinator helps plan and attends all PTA meetings. The Parent Coordinator is bilingual and is able to translate for parents whose native language is Spanish. The results of the school environment survey are reviewed to identify issues that need to be addressed based on parent feedback. All letters mailed home to parents are in both English and Spanish.
 4. The school leadership is currently discussing how to increase parental involvement. Ideas for accurately reflecting our parents' needs and wants that have come out of the SLT and PTA meetings are reviewed and rolled out by school staff in a timely fashion.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Celia Cruz Bronx HS of Music

School DBN: X442

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jerrod Mabry	Principal		11/25/13
Vern Ram	Assistant Principal		11/25/13
Yvette Pérez	Parent Coordinator		11/25/13
Jessica Pérez	ESL Teacher		11/25/13
	Parent		11/25/13
Xiomara DeLosSantos	Teacher/Subject Area		11/25/13
Eliseo Blanco	Teacher/Subject Area		11/25/13
	Coach		11/25/13
	Coach		11/25/13
Bianela Colon	Guidance Counselor		11/25/13
	Network Leader		11/25/13
Emily Brewster	Other <u>Related Service Prov</u>		11/25/13
William Gagstetter	Other <u>Assistant Principal</u>		11/25/13
Sarah Arias	Other <u>Guidance Counselor</u>		11/25/13
	Other		11/25/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: x442 School Name: Celia Cruz Bronx HS of Music

Cluster: DSSI Cluster 5 Network: CUNY

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

Part A: Needs Assessment Findings

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

CCBXHSM uses parent-reported and student-reported data to assess the language needs of our community. This data is accessed online through ARIS and ATS. ATS data is updated by collecting biographical information on the school blue cards and entered in ATS. Information is also accessed when the student biographical reports are printed out through 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.

CCBXHSM has found that we need to offer translation services in Spanish. These findings were reported to the school community through the Parent Teacher Association and the School Leadership Team. About 40% of the parents at our school need translation services from English to Spanish.

Part B: Strategies and Activities

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

CCBXHSM provides materials in Spanish and English to the school community. Translations are provided by the Parent Coordinator, the Guidance Counselors, or one of the school's Spanish teachers, for both school business and individual teachers. All translations are provided and reproduced at the same time as English materials and are mailed out at the same time. For languages besides Spanish, the school uses the Translation and Interpretation unit of the Board of Education.

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

Oral interpretation services are provided by the Parent Coordinator, the Guidance Counselors, the Parent Coordinator, or when necessary the Translation and Interpretation unit of the Board of Education. These services are for both school business and individual teachers' needs. The school-messenger automated phone system also provides English-Spanish translations.

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

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