

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BRONX DANCE ACADEMY
DBN (i.e. 01M001): 10X308
Principal: MS. SANDRA SANCHEZ
Principal Email: SSANCHE3@SCHOOLS.NYC.GOV
Superintendent: MS. MELODY MASHEL
Network Leader: MS. DOTI ELYSE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sandra Sanchez	*Principal or Designee	
Stuart Cadenhead	*UFT Chapter Leader or Designee	
Trisha Reyes	*PA/PTA President or Designated Co-President	
Stan Shields	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Shonte Armstrong	CBO Representative, if applicable	
Clarissa Fuller	Member/ Parent	
Gabriel Santiago	Member/ Parent	
Cermen Lugo	Member/ Parent	
Ray Latorre	Member/ Teacher	
Sharon Bentil	Member/ Parent	
Palmira Torres	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	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.

By August 2015, to increase teachers' effectiveness, 75% of teachers will be rated effective in Danielson's domain 3, component 3b (Using Questioning and Discussion Techniques).

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.

After reviewing teachers' performance through ADVANCE ratings from year 2013-14, it was determined that one way to increase student skill in critical thinking and ability to converse was to focus on improving teachers' skill in questioning and engaging students in meaningful conversations. By ensuring that every teacher is mastering the skill of questioning and promoting meaningful classroom conversations, we'll best prepare our students for high school graduation, college and career.

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. Teachers were presented with a menu of professional development options (June 2014)
2. UFT Chapter leader endorsed professional development on questioning in 2014.
3. Principal purchased books on essential questions "Essential Questions" by McTighe and Wiggins.
4. Books were disseminated in June 2014
5. Assistant Principal Pappas worked with selected teachers including SS teacher Mr. Vigo and UFT Chapter leader Mr. Cadenhead on developing agendas for the review of literature (Socratic Seminars) throughout the summer and during the first half of school year 2014-2015.
6. Teachers were formally observed.
7. ADVANCE data confirmed the need for work on developing better questions that promote student conversation.
8. QR review confirmed that the school is in need of improving teachers' skill in questioning and discussion techniques (Danielson 3b).
9. Professional development on questions will start on January 2015.
10. Growth in the area of using questioning and discussion techniques will be determined from new data from teacher observations (formal and informal)

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

1. *Administrative team: Ms. Sanchez, Mr. Pappas*
2. *Achievement Coach: Ms. Kristen Breen*
3. *MOSL Support: Ms. Bina Clifford*
4. *Network Leader: Ms. Doti Elyse*

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

1. Teacher observations
2. Teacher reflections
3. Review of lesson plans
4. Teacher team meetings will apply the "Tuning Protocol" and evaluate each other's questions as essential questions according to literature reviewed.

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

1. June 2014 through May 2015

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

1. Scheduling teachers to meet weekly in content areas and grades
2. Provide all teachers with additional literature relevant to their study (source: ASCD)
3. Train teachers to use the Socratic seminar approach to reviewing research based literature.
4. Train teacher to use the Tuning Protocol

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).

Organize a workshop on questioning, how can parents promote conversation at home through inquiry

Budget and Resource Alignment

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

✓	Tax Levy	✓	Title IA		Title IIA		Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	--	-----------	--	-----------	--	--------

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.

By June 2015, 75% of our students will move at least one year in reading as measured by the running records.

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.

With the implementation of the CCLS and the new and more rigorous state assessments to be administered yearly, administration felt that it was extremely important to further increase the instructional rigor in every classroom, every day, for every lesson for ELA.

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

- School will set a strong instructional focus: Developing strong readers and writers. Improve student progress in literacy by increasing the opportunities for students to read and respond to a multitude of literary and informational texts in ELA, Science, and Social Studies classes. Goal attainment will be evident by student progress through reviewing running records assessment result: Portfolios, Unit Assessment, Unit Projects, Student Goals, Writing (Baseline, Mid, End Lines), CCLS Performance Task*
- School instructional focus will be communicated to all teachers and all content areas.*
- All units of study will be uploaded to Google Docs for team teacher and administrative review*
- ELA and Social Studies departments will meet together three times per week (MWF) and plan for instruction that emphasizes CCLS and teaches social studies grade content.*
- Classroom teachers will engage in professional development around the selected literacy instructional unit and performance task to address the needs of students with IEPs, ELLs, and students with varying reading levels.*
- SETTS and ESL teachers will reinforce the non-fiction units and provide more opportunities to subgroups for learning through differentiation.*
- Science department will get training from the Urban Advantage program to develop several investigations and projects from which students will write and publish rubric based lab reports in support of the school's instructional focus.*
- Funds will be allocated for the purchase of instructional materials for after school tutoring – Math and ELA (Ready NY CCLS – Curriculum Associates)*
- Time will be provided for teacher inter-visitations within the grades, across the grades and the disciplines (i.e. Science).*
- Supervisors and network support staff will provide group and individualized professional support for each teacher as well as support in classrooms.*
- Supervisors will provide individualized support for each teacher as well as collegial support.*
- Supervisors will conduct ongoing, frequent classroom visits, informal observations (entered to ADVANCE) and formal observations (entered to ADVANCE) and provide actionable, timely specific, evidence-based feedback to teachers.*
- Teachers will meet weekly to plan, discuss student work, and use the results from assessments to make classroom level curricular and instructional decisions*
- Teacher teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Literacy. Administration will provide staff with on-going professional development opportunities such as lunch and learn demonstration lessons, and inter-visitations to improve teacher practice.*
- Monitor school wide initiative and program with school to assess performance and growth. Conference binders(T/S goals).*
- AIS goals for students.*
- Afterschool and Saturday Program.*
- Achieve 3000 (6th grade)*
- Review student work (Portfolios/student notebooks)*

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

- Administrative team: Ms. Sanchez, Mr. Pappas*
- Achievement Coach: Ms. Kristen Breen*
- MOSL Support: Ms. Bina Clifford*
- Network Leader: Ms. Doti Elyse*

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

- ELA - Monitoring Running Records and set targets for growth attainment*
- ELA state exam simulation*
- Achieve 3000 data*

4. *LightSale for ELL/SWDs*
5. *Social Studies – Monitoring unit pre- and post-assessment data and set targets for growth attainment*
6. *Math – Monitor reading and writing skills through math problem journal writing (assessed on rubric)*
7. *Science – Monitor reading and writing skills through lab report writing (assessed on rubric)*

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

1. September 2014-May 2015

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

1. *Schedule will allow for teacher team meetings take place twice weekly in support of the above listed activities.*

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. Parent coordinator will organize parent workshops and explain to the families the importance and meaning reading fluency and good writing skills for their children's chances to succeed in college and career.
2. Teachers will be in touch with parents in an on-going basis and inform families on student progress.
3. Parents will be trained to use the ENGRADE student progress report system
4. The school will create and distribute a parent handbook that is translated in all the dominant languages.

Budget and Resource Alignment

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

✓	Tax Levy	✓	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

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.

By August 2015, 75% of students will successfully complete at least two CCLS aligned math tasks at 85% attainment rate.

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.

With the implementation of the CCLS and the new and more rigorous state assessments to be administered yearly, administration felt that it was extremely important to further increase the instructional rigor in every classroom, every day, for every math lesson.

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. A math journal rubric that addresses the school's instructional focus was developed in year 2013-2015.*
- 2. Rigorous and CCLS aligned tasks were built around the use of this rubric.*
- 3. All math teachers were engaged in the development of this rubric (a product of collaboration).*
- 4. Supervisors and network support staff and teachers will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics in regards to increasing assessment complexity.*
- 5. Supervisors, data specialist, and teachers will analyze classroom data and assessment results to make grade level and classroom level curricular and instructional decisions.*
- 6. Supervisors will conduct ongoing, frequent classroom visits and observations (entered to ADVANCE) and provide actionable, timely specific, evidence-based feedback to teachers*
- 7. Supervisors will utilize the Danielson **Framework for Teaching** for conducting classroom observations and for conducting pre-observations and post observation conferences with teachers*
- 8. Teachers will meet weekly to plan, discuss student work, and use the results from assessments to support on-going mastery of learning.*
- 9. Supervisors will provide staff with on-going professional development opportunities such as Lunch and Learns, demonstration lessons, and inter-visitations to improve teacher practice.*
- 10. Teachers will have the opportunity to plan and collaborate to identify, develop, and analyze effective practices to implement the CCLS in Mathematics during common planning time.*
- 11. More work will take place to improve the math journal rubric to be student friendly (students can monitor their own learning and have meaningful discussion about the importance of concept and or content).*
- 12. Reviewing portfolio in POD meetings to discuss progress performance and areas of needs. To set SMART goals for all students. As well as reflection practice to adjust.*
- 13. Struggle "Wednesday" where students are given a task and allow to discuss what /and why the task is challenging.*

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

- 1. Administrative team: Ms. Sanchez, Mr. Pappas*
- 2. Achievement Coach: Ms. Kristen Breen*
- 3. MOSL Support: Ms. Bina Clifford*
- 4. Network Leader: Ms. Doti Elyse*

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

- 1. A rubric developed by the Math department will be used to assess the success of this goal*
- 2. The rubric is CCLS aligned*

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

- 1. September 2014-May 2015*

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

- 1. Schedule will allow for teacher team meetings take place twice weekly in support of the above listed activities.*

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. Teachers will be in touch with parents in an on-going basis and inform families on student progress.
2. Parents will be trained to use the ENGRADE student progress report system
3. The school will create and distribute a parent handbook that is translated in all the dominant languages.

Budget and Resource Alignment

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

✓	Tax Levy	✓	Title IA		Title IIA		Title III		Set Aside		Grants
---	-----------------	---	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000 LightSale	Skills Lab	Daily during the school day Saturday/ Afterschool Program
Mathematics	IXL	Extended Day After School Saturday Academy	Extended Day (three days/week) After School (Mondays and Fridays) Saturday Academy
Science	Urban Advantage	Professional Development meeting at the Museum of Natural History	During the school day
Social Studies	Essay writing and self-assessing through the use of student friendly rubrics	Class instruction, small groups, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	CCLS, Word Generation, Social Studies, Framework (Engage NY) (Supplement of content that poses everything as an argument to respond and write argumentative essays	One-to-one	During the school day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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.
<ol style="list-style-type: none"> 1. <i>Contacting teaching Fellows Program and Teach For America</i> 2. <i>Schedule group, pre-screening interviews.</i> 3. <i>Assess candidates on their ability to collaborate.</i> 4. <i>Assess candidates' command of content (administration of a PRAXIS-like assessment).</i> 5. <i>Accept student teachers from Lehman College</i> 6. <i>Post BDA's openings to Teachers College's electronic bulletin for teaching vacancies.</i> 7. <i>Pair new teachers with a teacher mentor.</i> 8. <i>Meet new teacher's college mentor and discuss progress and needs for improvement.</i> 9. <i>Provide individualized support meeting with the new teachers often and ensuring they feel accomplished and supported.</i> 10. <i>Provide clear expectation of what is expected organizationally and instructionally through a brilliantly done school handbook</i>

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).
<ol style="list-style-type: none"> 1. <i>All teachers: on-going teacher team meetings observed by administration on student work, student data (inquiry)</i> 2. <i>ELA/Social Studies Teachers: weekly meetings with Network's ELA coach</i> 3. <i>Math teachers: On-going guidance and support by Assistant Principal Pappas and Network math coach</i> 4. <i>Science teachers: On-going guidance and support by Assistant Principal Pappas</i> 5. <i>Science teachers: Professional development offered by the Urban Advantage program</i>

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.).
<ol style="list-style-type: none"> 1. <i>Professional development for Teachers including the Arts</i> 2. <i>Special academic subscriptions for select staff members (ASCD publications)</i> 3. <i>Science materials for hands-on units (project: end of the year "super" unit)</i> 4. <i>After school programs</i> 5. <i>Saturday Academy</i> 6. <i>Chorus program</i> 7. <i>Funds for the testing coordinator and data specialist</i>

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.).

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.
<i>In the Spring of 2014 a Measures of Student Learning (MOSL) committee was formed, with members from all departments and grade levels. The MOSL committee recommended the assessments that would be used at the school for SY 2014-2015. Each department decided to administer the performance task for their content area. Following the administration of the MOSL assessments, departments meet weekly to score the assessments and to plan future instruction based upon the student results.</i>

TA Schools Only

Use of Program Resources

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

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).

**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:

- *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 by training the parents to use ARIS parent link and ENGRADE.*
- *providing assistance to parents in understanding City, State and Federal standards and assessments by organizing parent workshops, delivering citywide standards of intervention and discipline measures.*
- *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

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:

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

III. Student Responsibilities:

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

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.

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;

V. Parent/Guardian Responsibilities:

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

VI. Student Responsibilities:

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$194,221.17	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,440,599.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 308
School Name Bronx Dance Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Sandra Sanchez	Assistant Principal Antonios Pappas
Coach type here	Coach type here
ESL Teacher Katalin Harsaczki	Guidance Counselor Mike Corona
Teacher/Subject Area Ray Latorre	Parent Yvonne Giboyeaux
Teacher/Subject Area Tara O'Reilly	Parent Coordinator Michael James
Related Service Provider Melissa Golio	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers 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)	238	Total number of ELLs	19	ELLs as share of total student population (%)	7.98%
--	------------	----------------------	-----------	---	--------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out														0
Push-In							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	4

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	2	9	0	4	4	0	2	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	6	0	2	9	0	4	4	0	2	19
Number of ELLs who have an alternate placement paraprofessional: _____										

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
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	
	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	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							9	3	5					17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other								1						1
TOTAL	0	0	0	0	0	0	9	5	5	0	0	0	0	19

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)							2	0	1					3
Intermediate(I)							2	0	3					5
Advanced (A)							5	5	1					11
Total	0	0	0	0	0	0	9	5	5	0	0	0	0	19

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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	6	1			7
7	4	2			6
8	4	1			5
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	9								9
7	3		2		1				6
8	5								5
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		8		4				16
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
When a newly arrived ELL is admitted to our school, the student will take the LAB-R. If the student is Spanish-speaking and does not pass the LAB-R, s/he will also take the Spanish LAB. However, the vast majority of our ELLs were identified as ELLs before coming to our school. As the data suggest, the support they need is in reading and writing in English. Therefore, most assessment is in the target

language. To assess the early literacy skills of ELLS, our school has been using the Teacher College Reading and Writing Project Reading Level Assessments. Based on this assessment we are not just able to show the reading level of a student, we are able to show how students progress from one level to another. The school has also purchased the program Achieve3000, that administers an automatic level set test at the beginning of the program and which adjusts the instruction to the student's independent reading level. In addition, this program allows newcomer ELLs to work and be assessed in Spanish. Running records are then compiled in the ESL teacher's conference binder for reference. Reading level assessments are repeated at least 3 times in a school year to indicate growth in reading accuracy, fluency and comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In the past, the large majority of our students across grades performed at a higher level in listening and speaking than reading and writing on the NYSESLAT. We find that ELLs are generally reading at a lower level than their English-dominant peers and they take much longer to attain the same level of achievement in reading and writing. This necessitates that we focus intently on building reading and writing proficiency in our ELLs. Currently, the 2013 NYSESLAT modalities data is unavailable for analysis.

Student Name	NYSESLAT Spring 2013 Perf. Level	NYSESLAT Spring 2013 Total Scale Score	CC ELA April 12-13
Angelina, Fraylin	Adv.	848	Level 2
Bido, Lesly	Adv.	820	Level 1
Cabrera, Josephine	Beg.	796	
Fuel, Jaden	Adv.	833	Level 1
Jimenez, Destenee	Inter.	803	Level 1
Perez, Kiarelines	Inter.	798	Level 1
Rodriguez, Gael	Adv.	839	Level 1
Suarez-Roque, Willian	Beg.	758	
Valdez, Cindy	Adv.	830	Level 1
Hernandez, Genesis	Adv.	853	Level 2
Maria, Adrian	Adv.	844	Level 1
Mucaj, Herbert	Adv.	831	Level 1
Sakib, Shadman	Adv.	858	Level 2
Vazquez, Cinthia	Adv.	827	Level 1
Marchena, Yadira	Adv.	835	Level 2
Mendoza, Joana	Inter.	824	Level 1
Pabon, Barbara	Inter.	825	Level 1
Rodriguez, Yasmin	Inter.	827	Level 1
Rojas, Raniel	Beg.	799	Level 1

We have data about all exam history including the LAB-R scores, but in our school we haven't had a student who would have needed to take it since we have literally no newcomers.

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 [AMAO tool](#))

The state didn't release the spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. In our school we didn't have any student who would have taken a test in his/her native language. All students took their tests in English.

b. Last year's Fall and Spring Periodic ELL Assessments to be able to measure ELLs' levels on different modalities similar to the NYSESLAT test. This year, administration chose not to administer the Periodic Assessment. In the future, administration and teachers will work together to share and analyze this data in order to be able to differentiate their instruction and tailor it to the needs of ELLs if needed.

c. Students with low English proficiency are integrated into the class with students of higher English proficiency and work on the same standards and objectives. However, beginner students are paired with advanced students and are provided with bilingual scaffolds, organizers and other reference material to be able to keep up. The native language is used by the teachers if necessary and helpers and buddies at the same table are also encouraged to support the beginners in the native language. With independent reading, these students are given the choice of reading in the language they feel most comfortable with, let that be English or their native language, and they their

language choice which is used to complete certain assignments is also optional.

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
We take students' native language as identifies in the home language survey, Aris or from the students' biographical screen on ATS. All ELLs' language development is taken into consideration when making instructional decisions. ELLs NYSESLAT levels are considered first at the beginning of the school year in order to create small groups where each proficiency level within each grade receives differentiated instruction. Later, based on students' reading level and overall performance, they may be moved to a higher level class/group to accelerate their progress. All content area teacher teach in a way that they are building the students' English language skills. For instance, the content is always represented both visually and audibly, bilingual resources are always available, content vocabulary teaching is helped by routines, drills and word walls and translation can take place using bilingual dictionaries or google translate.
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.).
Our evaluation of success is based on whether ELLs were able to show growth primarily in reading, writing and math and if more students end up testing out of ESL based on the results o the NYSESLAT.

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](#).)
When any child, who is newly arrived to New York public schools, registers at Bronx Dance Academy MS 308, a parent or guardian must complete the Home Language Identification Survey (HLIS) with Ms. Katalin Harsaczki, the ESL teacher. Ms. Harsaczki interviews each parent/guardian and child to determine their dominant language and helps them complete the HLIS. She ensures that the survey is filled out correctly and is an accurate reflection of the families' linguistic abilities and needs. If translation is necessary, a Spanish language translator is available. When necessary, Ms. Harsaczki administers the LAB-R to eligible students according to the HLFS immediately following registration. Ms. Harsaczki compiles a list of newly admitted students, cross checks the HLIS with their linguistic code in ATS to ensure accuracy, and reads each child's test history. When a student's primary language is not English and s/he has no prior LAB-R history, she administers the exam. If the child does not pass and natively speaks Spanish, Ramon Cabrera tests the child with the Spanish LAB-R. In this way, we are able to ensure that LAB-R eligible students are tested within ten days of admittance. Ms. Harsaczki regularly maintains a database of LAB-R and Spanish LAB-R score.
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.
When parents or guardians register their ELL eligible students, they have the opportunity to speak with the registration team, an ESL teacher, the parent coordinator, or administrator in order to make an informed decision. All staff members provide parents with the information regarding the qualities of each ELL program available in New York City. It is the same information that is presented in the parent orientation video. After this, they also fill out the Parent Selection Form. We also will host an ELL Parent Orientation when we have newly arrived ELLs. If a parent chooses or has previously chosen TBE/DL and we did not have enough students to open a program, we will inform the parents in writing when we do have enough interest to open the program.
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 [\[see tool kit\]](#).)

Once parents are informed of all three program options at the parent orientation, schools must provide parents with a Parent Survey and Program Selection Form, on which parents indicate their program choice. The ESL teacher enters parent choice as indicated on the Parent Survey and Program Selection Form in the ELPC screen on ATS. The Parent Survey and Program Selection Form is retained in the student's permanent record. Entitlement letters are distributed via backpack and mail. Parent Selection Forms are distributed at registration and the Parent Orientation; they are also sent home by classroom teachers when necessary. In all cases, when a parent/guardian does not return these forms, the school sends reminder notices and calls the home. The ESL teacher is responsible for maintaining these records, including collecting and sorting Parent Surveys and Program Selection Forms.

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.

Placement letters and entitlement letters are distributed in English and Spanish, collected, and maintained by the ESL teacher. The teacher updates the record with each incoming class at the beginning of the year. Continued entitlement letters are also distributed among students who continue their entitlement for ESL support services. ELL students are placed in the ESL program because it is the only program we offer at this point. If more parents request TBE or DL, we will open a program when necessary.

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.

Each spring, a team of administrators and teachers review ELL data to determine who will take the NYSESLAT. The team is comprised of Antonios Pappas, AP and testing coordinator, Mr. Latorre, Mr. Stuart Cadenhead, data specialist, and Ms. Harsaczki, ESL teacher. This is a careful data verification process that ensures we test each eligible child. They print the Revised LAB/ NYSESLAT Eligibility Roster (RLER) and the entire school's test history. They then cross-reference the two documents with each other and with the informal LAB-R results to create the most up-to-date and comprehensive list of students who will be tested. They then print a school-wide Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled "speaking, listening, reading, or writing". As the proctor completes each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out on answer documents, including those whose LAB-R scores do not yet show in the test history.

The tests take place within the testing window. The test sessions are designed so that 6th grade ELLs are tested separately from 7th and 8th grade ELLs. One session is planned for the reading and listening tests, and a separate session for the writing test. The speaking test takes place on an individual basis over the course of another day. The students are pulled out from their regular classes for the time of the test. A well-lit, comfortable and spacious room free of disturbance is selected for the test administration and the students are seated with dividers. The test directions are read out loud by the ESL teacher and the students work with their own pace as it is not a timed test.

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.  BDA is a school of choice that has an established selection process based on auditions, academic merit, and attendance. 100% of our students are in ESL and are designated as such from their elementary schools. The school is prepared to accept any student that meet those criteria regardless of level of language proficiency. Parent Survey and Program Selection forms indicate that ESL is the preferred program. The ESL teacher monitors these trends. We anticipate that future programming will continue to include ESL because the vast majority of our ELL population from year to year are not new arrivals and were not in Dual Language or bilingual programs in the past. We know that it is important to maintain continuity of programs for ELLs.

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])?

ELLs receive instruction in both a pull-out model and push in services when appropriate. ESL groups are mostly heterogeneously mixed according to academic and linguistic proficiency except for 7th graders who are all have an advanced level of proficiency. The ESL teacher pushes in 7th and 8th grade ELA classes with a mix of non-ELLs and ELLs, collaborates with the content-area teacher and provides small group instruction to a small group of ELLs. The ESL teacher also provides ELA instruction and an additional period of skills support (Skills Lab) to all 6th grade ELLs with mixed proficiency levels in an ICT setting.

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)?

The ESL program includes 19 students across three grade levels and one certified ESL teacher. This ratio, along with flexible schedules and heterogeneous grouping, allows for ELLs to receive the mandated number of instructional minutes. The ESL teacher provides ELA instruction and an additional period of skills support (Skills Lab) to all 6th grade ELLs with mixed proficiency levels in an ICT setting every day. Since our 7th grade ELLs all have an advanced proficiency level, the ESL teacher pushes in their ELA class three times a week, one 60-minute period per day. The ESL teacher also pushes in an 8th grade ELA class every day where there is a heterogeneous group of beginners, intermediates and advanced ELLs. Besides the 60 minutes support, the beginner and intermediate students receive additional support three times a week for 50 minutes a day.

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.

In all content areas instructional methodology includes whole group, small, group, and one-on-one instruction within the workshop model. All content areas include a hands-on approach to learning and utilization of technology. Native language support is provided by pairing students together who speak the same native language. The ESL teacher plans with content area teachers to support their work in push-in or pull-out classes.

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

When a newly arrived ELL is admitted to our school, the student will take the LAB-R. If the student is Spanish-speaking and does not pass the LAB-R, s/he will also take the Spanish LAB. Also, Achieve 3000 allows for students to work and be assessed in Spanish. However, the vast majority of our ELLs were identified as ELLs before coming to our school. As the data suggest, the support they need is in reading and writing in English. Therefore, most assessment is in the target language. If and when our population and its needs change, we will consider additional methods of assessing in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In all content areas instructional methodology includes whole group, small, group, and one-on-one instruction within the workshop

model. All content areas include a hands-on approach to learning and utilization of technology using all 4 skills: listening, speaking, reading and writing for rich and continuous interaction. The ESL teacher collaborates with content area teachers and work together on the same goal to support ELLs' work in push-in or pull-out classes. Also, during Skills Lab (once per day) the students have ample opportunities to develop and perfect a variety of their skills while they engage in critical thinking tasks, respond to thought questions or listen to and read articles on current issues.

Reading level assessments are repeated at least 3 times in a school year to indicate growth in reading accuracy, fluency and comprehension. These level tests are administered by the ESL teacher in the case of ELLs, and the records are shared with other content area teachers. The test entails a short read-aloud done by the student, where the teacher is able to assess reading accuracy by counting the number of miscues and self-corrections in the first 100 words, and reading fluency, the pace with which the student is reading. This is followed by silent reading done by the student and 4 oral comprehension questions that enable the teacher to check for both listening and speaking and of course reading comprehension. Writing skills are assessed by a beginning-of-the-year baseline, midterm and end-term assessments. Unit tests and projects can also indicate growth and skills attained. By using the CodeX Program by Scholastic, we can make sure that the end of unit assessment are aligned and are comparable to show improvement and growth.

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).

a. We currently do not have any SIFE students. If we enroll SIFE students in the future, our goals would be to introduce or reintroduce SIFE students into a school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We would differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level. We would also stream students to classrooms where they can engage in learning foundations of reading and pairing up with buddies who speak their native language. Finally, we would offer students the opportunity to spend their lunch periods in Lunch Bunch with a guidance counselor and other students so that they could develop social and linguistic skills in a small and nurturing environment.

b. These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support and more small-group instruction in an ESL setting. The classroom teachers focus heavily on reading, writing, listening, and speaking through the use of technology because we have found that it invokes a high student interest. They engage in interactive work online, including Achieve 3000, and build linguistic skills in that manner. These students are also targeted for Extended Day, After School, and Saturday Academy. In our school we tend not have newcomers, but there are exceptions. This year, one of our ELLs came to the US only last December and is still in his silent period. Using pictures and other visuals, gestures and movements helps their comprehension. A lot of repetition of English and the benefit of a learning buddy who speaks his language also help. Other strategies involve using graphic organizers, asking yes/no and either/or questions, accepting one or two word responses and providing plenty of opportunities for him to participate in activities.

c. We know that these students are traditionally very strong in listening and speaking, but they struggle to gain proficiency in reading, writing, and the content areas. Therefore, in conjunction with their teacher, each of these students create personal goals for each unit of study. These goals address their specific areas of need and motivate students to work beyond their former expectations. Teachers and students assess and realign goals in one-on-one conferences based on data from ITAs and Predictive Assessments. This individual attention and progress monitoring is key to preventing students from becoming long-term ELLs. Another plan is to create a more effective learning environment for English language learners by implementing ELL teaching strategies school-wide in all content areas and mainstream classrooms and making content area teacher more aware of what it means to be an ELL.

d. Long-term ELLs are students who have not benefitted enough from the traditional classroom experience including differentiated instruction and individual goal setting. Therefore, their needs necessitate a more aggressive form of academic intervention. This involves additional tutoring in both English and their native language, if possible. Additionally, these long-term ELLs may be struggling due to other learning problems that may need to be assessed and addressed in order to show improvement.

e. ELLs who scored proficient no longer require ELL services, but will continue to be entitled to ELL services. Also, they will continue to receive testing accommodations for up to two years.

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?

ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com and Achieve 3000. These

websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills. ELL-SWDs will receive literacy instruction through the Wilson reading program, and teachers meet regularly to discuss students' IEPs and ensure that each student is receiving his/her mandated services.

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?

All ELL-SWD students are in their least restrictive environment. ESL classes and groupings include both general education and special education populations. Flexible scheduling is used to maximize time spent with non-disabled peers when possible and appropriate. For example, 6th grade ELLs and their special education peers receive the same content instruction with the same teacher in the same setting every day.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

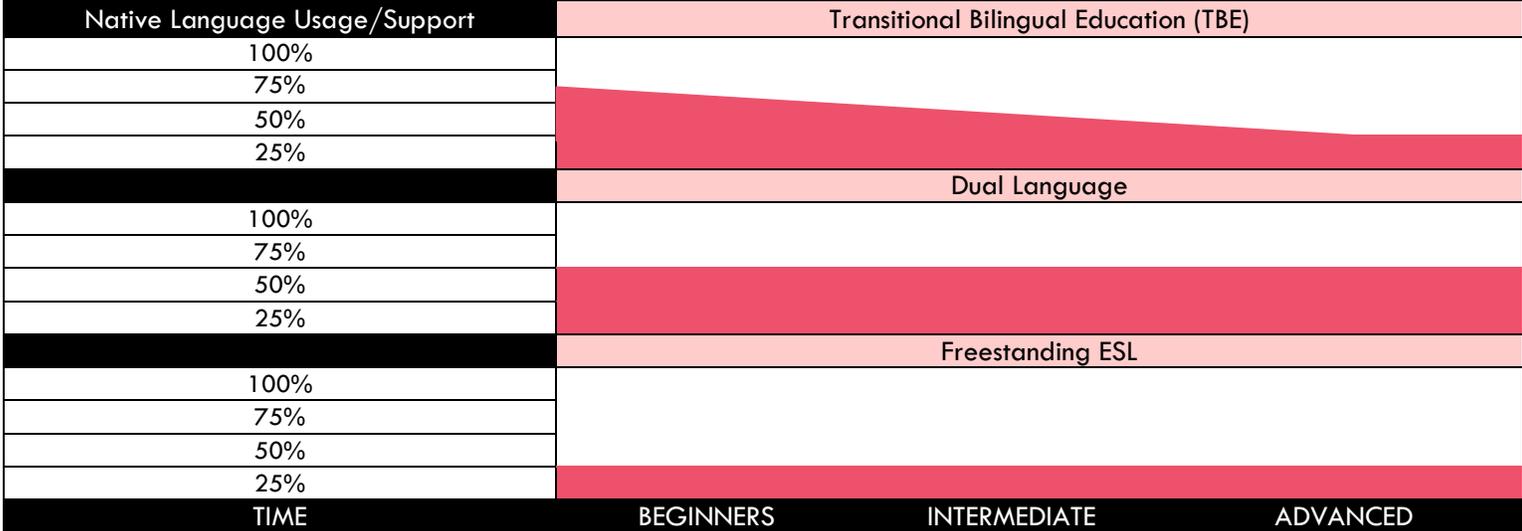
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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.
- Over the past few years, data has shown that intervention is most needed in ELA for all students, including ELLs. For that reason, we have purchased Achieve 3000 to supplement Readers and Writers Workshop. The 5-Step Literacy Routine specialized for ELL needs, equipped with special scaffolds, through Lexile- and language-based differentiation, integrating reading, writing, listening and speaking, focuses on vocabulary development and teaches language through content and themes strategically to improve literacy and content proficiency. We are planning to also implement an after school program and Saturday Academy focusing largely on literacy and math. Math intervention programs also include IXL, a computer-based program.
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 current program (Achieve3000) offers a differentiated online literacy solution for grades 6-8 because it reaches every student at his or her individualized reading level. It closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. Due to the new standards, an objective assessment of the effectiveness of our program is pending, but we have kept records of every child's performance since last year. As measures to use we have report cards and state exam results as well as running records and from next year we'll be able to assess the effectiveness of our program.
11. What new programs or improvements will be considered for the upcoming school year?
- We are using Achieve 3000 for all 6th graders, which supports students in reading and writing as well as English language acquisition. We are also continuing our Extended day program for targeted, small group literacy intervention. In addition, our Afterschool program and Saturday Academy will focus largely on literacy and math intervention and include IXL, a computer-based program. The ESL teacher will also focus on vocabulary acquisition and use by teaching dictionary skills, words study skills and extend students' vocabulary by teaching them sight words, content vocabulary words, and high-utility academic vocabulary.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have the same access to school programs, if not more. They are included in Extended Day, after school, and Saturday Academy. During Extended Day, each general education class has one period of Extended Day per week while special ed classes and ELLs receive 3 periods of Extended Day per week. Overall, we believe that whenever students are not performing at grade level, intervention must be provided. Besides Saturday Programs, Extended Day, After School Programs, Pull-Out/Push-in Programs are also provided during the school day (SETTS, ESL, small group, individual instruction). It is extremely important for teachers to meet on a regular basis to discuss students' progress, including areas of need and strengths so that the efforts of all teachers are aligned and congruent.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language or both languages are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, unitedstreaming.com, teachervision.com, educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In ESL, native language support is more subtle than in dual language or bilingual programs and includes books in the native language. ELLs may choose from a library of a variety of books on various levels including those from Spanish authors, those that are both in English and Spanish and those that are only in Spanish for Independent Reading. Assigning a learning-buddy or cross-subject tutor is also helpful because they are allowed to communicate in their native language providing support and gaining self-esteem. The ESL teacher besides providing some native language support embedded in the daily instruction, can also use strategies that will allow ELLs to interact and participate despite having limited proficiency. These include learning simple instructions in the student's native language, using questioning that allows students to answer yes or no, this or that, using basic syntax, using lots of visuals, routines and having a co teacher or paraprofessional provide one on one support to students with LEP.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly

positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide support and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age.

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.

At the start of this school year, we did not have newly enrolled ELLs. If and when we do welcome these students to Bronx Dance Academy in September, they and their families will be invited to a summer orientation and will be set up with a buddy student in each class once school starts. The initial transition into our school community is important, and we want to be sure that we are meeting social and emotional needs of ELLs in addition to their academic and linguistic needs. All ELLs with beginner levels of proficiency are supported to gradually transition into using English while using the necessary primary language support.

18. What language electives are offered to ELLs?

We currently do not have language electives.

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.

1. ELL personnel and all other staff (assistant principals, classroom teachers, paraprofessionals, related services providers, dance and art teachers, and school support staff) receive professional development during the monthly faculty conferences, during grade and content meetings, learning walks or walk throughs, meetings with administrators, Network Professional development Events and outsourced professional development events of teachers' choice. Also, all staff is required to write their own professional development plan.

Sept 18 – All teachers in the school received a Pd on instructional effectiveness.

Oct 4 - Our ESL teacher visited the ELL department that was offering a Nuts and Bolts PD for ELL Coordinators and school secretaries. This full-day workshop provided an introduction to ELL topics including the regulations that govern ELL education, demographic and performance information, the ELL identification process, and ATS reports for ELLs. It also included a brief introduction to the Language Allocation Policy and Title III Plans.

Oct 18 - The ESL teacher and all special education teachers received a Pd on utilizing Learning Contracts.

Nov 5 - In the school our ESL teacher along with all the other teachers received Pd on lesson planning focusing on the differentiation component to address our special education and ELL population.

2. Bronx Dance Academy is much focused on data-driven instruction, and we start the school year doing professional development around identifying subgroups. Each teacher then chooses a small group of students for inquiry and close study. Teams of teachers meet with the school leadership to discuss their students and ensure that ELLs are included in these groups. With this targeted focus on ELL students, teachers are better able to assist ELLs in the transition from elementary to middle schools. The guidance counselor provides support in the social and emotional development of students as they transition to middle school. The Professional Development offered in last year to teachers of ELLs included topics such as Argumentative Writing, Helping ELLs meet the Common Core Standards, Text Complexity and the Common Core, Socratic Seminar on Making the Most of Small Groups, Achieve3000 Training, New Question Types on the NYSESLAT, Demystifying ELL data, or Nuts and Bolts on ELL specific topics.

3. Firstly, the school makes sure that all teachers are aware of all students with an ELL status and their levels by uploading all information on spreadsheets accessible for all. Secondly, the ESL teacher will give a professional development presentation on ELL strategies utilized in all classrooms. All staff will receive the same professional development that is described above. We believe that all of us are teachers of ELLs, regardless of the program in which they teach. This PD will occur during the monthly faculty conferences, during grade and content meetings, during lab sites, and following learning walks or walk throughs. Finally, all staff is required to write their own professional development plan. Assistant principals maintain records of these meetings and professional development sessions, including agendas and sign-in sheets.

4. The minimum 7.5 hours ELL training and 10 hours of training for non-ELL teachers and special education teachers take the form of regular staff meetings, some of which are listed below that count towards satisfying the Jose P. mandate.

BDA Special Education Meetings

09.09 SESIS, student IEPs, student annual goals

09.11 Discussed key students that are showing either behavior or academic concern

Discussed strategies to use with these students in order for them to be successful in the classroom

09.13 How do we develop high level readers and writers?

09.23 Discuss teacher's preparedness for the day. Discuss teacher concerns for the day and week. Provide teachers feedback and focus points for the week.

09.25 Infuse literacy into Math using current events, reading math word problems, journaling in Math, create a Math word wall, and differentiate instruction.

11.04 Infuse literacy into Math using current events, reading math word problems, journaling in Math, create a Math word wall, and differentiate instruction.

BDA Literacy Meeting

09.11 Baseline Rubrics

09.13 How do we develop high level readers and writers?

09.24 What trends are we noticing in the baselines?

10.02 What is the purpose of annotation?

10.07 Looking at student work from ELLs - the difference between special ed and ELL

11.04 What is the difference between a language difficulty and a learning disability
11.13 Scholastic Book Fair
12.02 Appropriate text needed for writing baselines
12.04 Humanities team created drafts of midline exams

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 have a Parent Teacher Association with growing membership each year. The school also provides parent workshops on topics including ARIS or Engrade training, using assessment data, and how to support academic growth at home. Workshops are presented in English and Spanish; parent volunteers are recruited to translate into other languages as needed. As this was the second year we have hosted a Curriculum Night at the beginning of the school year, we have noticed that only a small percentage of parents attended and almost no parents of ELLs. We realize the need for an outreach program where we can establish some kind of relationship that would be based on mutual responsibility for the success of our ELLs. We do realize, however, that parent of ELLs do need more support than usual when it comes to homework help, access to technology or financial contributions. Parents are always invited and their help much appreciated on field trips as chaperons, social events like dances or the Thanksgiving Feast, special performances like the End of the Year Dance or fundraising events like the one for St. Jude Research Children's Hospital. Parents of ELLs can attend any workshop geared towards providing information and training in issues like technology used in education and communication between the school and the families and finding the appropriate resources for tutoring at home. Translators are always present at these events to make sure all parents get the necessary translation.
 2. The school does not yet partner with Community Based Organizations to provide workshops specifically geared toward ELLs parents; however, ELL parents are invited to and attend workshops that the school provides internally. In addition, the school has proudly established a collaboration with Urban Advantage (UA), which organization assists science teachers with teaching science content through inspiring investigations aligned to the Common Core Learning Standards. Those investigations take into consideration the needs of our ELL students when using differentiation and a multientry approach.
 3. The parent coordinator formally and informally evaluates the needs of parents. Parents are polled during earlier parent meetings to determine their interest for upcoming workshops and meetings. The teachers of ELLs also reach out to the parents by phone to discuss their children's performance or find out about the parents' needs.
 4. Written notices and school messenger service (phone system) are translated in Spanish to make parents aware of activities.

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: **Bronx Dance Academy**

School DBN: **10X308**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Sanchez	Principal		10/1/13
Antonios Pappas	Assistant Principal		10/1/13
Michael James	Parent Coordinator		10/1/13
Katalin Harsaczki	ESL Teacher		10/1/13
Yvonne Giboyeaux	Parent		10/1/13
Ray Latorre	Teacher/Subject Area		10/1/13
Tara O'Reilly	Teacher/Subject Area		10/1/13
	Coach		
	Coach		
Mike Corona	Guidance Counselor		10/1/13
	Network Leader		
Melissa Golio	Other <u>Related Services</u>		10/1/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X308** School Name: **Ms 308 Bronx Dance Academy**

Cluster: **4** Network: **411**

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.

According to the Adult Preferred Language Report (RAPL), our parent population's written translation and oral interpretation needs are as follows:

69.9% = English

27.7% = Spanish

Each 1% or less = Albanian, Bengali, Mandinka, and French

The vast majority of written and oral interpretation needs come from our Spanish-speaking families. The findings of this need assessment can be shared with the school community in a school newsletter.

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.

The major findings are that the vast majority of our school's written translation and oral interpretation needs are for Spanish-speakers in addition to the fact that there is a very small group of parents who prefer written communication in Albanian, Bengali, Mandinka or French (less than 3%). These findings can be reported to the school community in the school newsletter.

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.

We send DOE notices home in English and Spanish. Internal documents are translated in-house by Spanish-speaking staff when appropriate. Documents in other languages are translated using Google Translate.

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.

Whenever we have events that include parents, we strategically place Spanish-speaking teachers around the building to provide interpretation services because the vast majority of our translation and interpretation needs are from English to Spanish and vice versa. These interpreters are in-house school staff. We also send out messages via a phone system in English and Spanish.

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>.

We will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. We will send these copies home with students and have them available at events when parents are in the building. We will also post translated signs indicating the availability of interpretation services at the main entrance of the building. Procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers will be included in the School Safety Plan.

