



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **10x442**

School Name: **Celia Cruz Bronx High School of Music**

Principal: **Jerrod Mabry**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 10X442
School Type: Public Magnet of Music Grades Served: 9-12
School Address: 2780 Reservoir Avenue Bronx, NY 10468
Phone Number: 718-329-8550 Fax: 718-329-8559
School Contact Person: Jerrod Mabry Email Address: JMabry@schools.nyc.gov
Principal: Jerrod Mabry
UFT Chapter Leader: Brian Boggan
Parents' Association President: Marta Santiago
SLT Chairperson: David Fink
Student Representative(s): Victoria Moussot and Zachary Page

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CUNY SSO Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jerrod Mabry	*Principal or Designee	
Brian Boggan	*UFT Chapter Leader or Designee	
Marta Santiago	*PA/PTA President or Designated Co-President	
Marangeliz Vasquez	DC 37 Representative, if applicable	
Victoria Mousot	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Zachary Page	Student Member	
Donna Dhalia	Parent Member	
Gloria Lopez	Parent Member	
Monique Mousot	Parent Member	
David Fink	SLT Chairperson	
David West	UFT Member	
	Member/	
	Member/	
	Member/	

	Member/	
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**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
●	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
●	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
●	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
●	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
●	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
●	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Contextual Information:

The Celia Cruz Bronx High School of Music pairs an award winning music program with a demanding college preparatory experience. Our community of motivated students, dedicated teachers and dynamic partners create a personalized approach to learning.

Mission statement:

Celia Cruz Bronx High School of Music students will use their mind, hands, heart and soul to respond to an ever changing, complex world. With the integration of music into areas of the curriculum, students will utilize their unique creative skills to develop varied approaches to successful learning on their way to becoming well-rounded educated adults.

Our lead partner, Lehman College, City University of New York, along with The Bronx Arts Ensemble, Exploring the Arts and other partners, will share in the commitment to assist in the enhancement of educational instruction and musical training. All members of the faculty and staff will commit to personal and professional growth. Parents, partners and the community will join to preserve the future of the Celia Cruz Bronx High School of Music with support of its mission and vision.

Collaborations / Partnerships / Initiatives:

Exploring the Arts (ETA)

Exploring the Arts (ETA) is a 501c3 nonprofit organization founded in 1999 by Tony Bennett and Susan Benedetto. ETA's mission is to strengthen the role of the arts in public high school education. ETA's programs connect private funders, individual artists, and cultural institutions to Partner Schools to achieve greater equality of resources and opportunity for youth of all means and backgrounds. ETA currently serves 17 Partner Schools throughout New York City's five boroughs and in East Los Angeles.

STOKED Mentoring

Stoked Mentoring is a unique organization that develops innovative programs exposing "at risk" youth and their mentors to action sports as a means to develop and foster resiliency, determination and success. Responsible for developing the curriculum for each mentoring program/ season, Stoked recruits and trains program mentors and teachers/coaches, hand-matches mentor and mentee, manages the mentoring relationship for optimal results and oversees follow up post-season. The current programs are targeted towards teens 13 - 17 years old. Stoked Mentoring began during a snowboard trip in April 2004 when Founder and Executive Director, Steve Larosiliere, was inspired to create opportunities to expose "at-risk" youth to nature and the challenging sport of snowboarding, through a unique mentoring program. The first freshman cohort of 20 students will learn to skateboard, surf, and snowboard and will do so four-six times per year per activity. Our partnership with STOKED began in 2014-2015.

Achieve Now Academy

Celia Cruz was awarded a \$75,000 grant after applying for NYCDOE Achieve Now Academy funding, the highest grant awarded. Celia Cruz received top funding due to data that established a track record of success based on past credit recovery, tutoring, and Saturday School programs. Curriculum Achieve Now Academies are designed by the applying school

to have four (4) cycles over the course of the academic year instead of the regular two semesters. These 4 cycles allow for quick credit accumulation and greater flexibility to meet the course needs of the students in the program. The program allows a school to run for a full school day =an alternate schedule; usually from 1:00 – 7:00 pm. The school’s application was awarded based on the quality of the proposed training, technical assistance, student enrollment process, curriculum, and guidance and school based supports.

Teacher Leadership Team (TLT) / Distributive Leadership Model:

Teachers who have obtained leadership positions within the school, either through the Lead Teacher Program or through the Chancellor’s new Leadership Roles, are a part of the TLT, take on new responsibilities within the school, and use the distributive leadership model as a framework within this context to implement the mission and goals of their respective programs. A system for peer observation and intervisitation for members of the teacher leadership team and all faculty members was designed to foster growth of teachers, learners and school community towards these specific school goals. Teachers will observe and model methods for strengthening practice in alignment with these goals. The plan includes rollout, a marketing strategy to maximize teacher participation, pre and post observation feedback protocols and rubrics/criteria for use during observation.

Team Members:

Master Teacher: Tom Hall

Model Teachers: Jonathan Abikzer, Emily Brewster and Eric Dinowitz

Lead Teacher: Jessica Perez

The lenses through which the team works are the Chancellor's Pillars, the NYCDOE Citywide Instructional Expectations, and the school’s instructional planning goals, PARC (Purpose, Alignment, Rigor, and Challenge).

Instructional Planning Goals:

Purpose- Strengthening understanding and implementation of the “Why?” “How?” and “So What?” in our daily lessons and classroom routines

Alignment- strengthening cohesion between AIMS, warm ups, mini lessons, class activities, individual practice and common core standards

Rigor- Strengthening students’ use of critical thinking, problem solving, collaboration, leadership, adaptability and imagination in solving complex problems and engaging in complex analysis

Challenge- Development of strategies that are cognitively challenging and accessible with opportunity for independent practice in order to build individual student stamina and persistence in new or challenging tasks

School Strengths, Accomplishments, and Challenges:

The 2013-2014 Principal Performance Review (PPR) and Quality Review revealed the following strengths, challenges, and accomplishments:

Strengths:

Resource Allocation: The principal uses resources efficiently to strengthen instructional programs and makes effective hiring and programming decisions to support learning and improve instruction across disciplines. (PPR) Resources are strategically aligned to support the school’s goals and engage students in meaningful artistic and academic learning opportunities that lead to college and career readiness. (QR 1.3)

Learning Environment: Principal has created a culture that exemplifies building relationships, fosters mutual respect and establishes a peaceful and productive learning environment that contributes to the academic and personal growth of

students and staff. (PPR) The school ensures a safe and supportive environment for students and staff that fosters positive social and academic behaviors for all students. (QR 1.4)

High Expectations: The principal has established a culture for learning that communicates high expectations to staff and students, and has developed systems to support and ensure that all learners demonstrate achievement at these high levels. (PPR)

Teacher pedagogy aligns to the school's beliefs about learning, ensuring teaching strategies that promote discussions so that all students have frequent opportunities to engage in rigorous learning experiences. (QR 1.2)

Teacher Observation: School leaders prioritize the observation of teaching practice to provide targeted feedback and identify professional development needs, resulting in improvements in pedagogical practice across the school. (QR 4.1)

Areas for Improvement:

Curriculum: Refine the curricula across content areas to reflect rigorous performance tasks that are aligned with CCLS, leading to college and career readiness for all learners. (PPR) Align curricula and academic tasks across all departments to the Common Core Learning Standards and the instructional shifts, so that students are consistently engaged in rigorous learning experiences. (QR 1.1)

Assessment: Improve the use of ongoing checks for understanding, student self-assessment practices and common assessments, so teachers consistently make effective adjustments to meet the needs of all learners. (PPR) Extend strong assessment models and use of standards-aligned trait rubrics across all departments so that all teachers consistently provide students with actionable and accurate feedback to accelerate their progress. (QR 2.2)

Teacher Teams: Improve the level of teacher team meetings to ensure teachers consistently engage in inquiry based collaborations to reflect on student work, improve instruction and develop leadership skills to improve student achievement. (PPR)

Accomplishments:

2014-2015 Mr. Holland's Opus/ WQXR New York Public Radio Instrument Drive Recipient

2014-2015 Achieve Now Academy Grant (\$75,000)

School Growth:

- Significant growth was observed in many areas of the School Learning Environment, especially in parent and teacher feedback during the 2013-2014 Survey.
- The piano program has fully returned to Celia Cruz
- The Special Education Department has gained two new teachers for the new ICT Model
- Please see PARC above for information regarding an area of need in school growth

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Quality Review report and PPR feedback, verbal as well as written, noted that instructional observations and lesson plans indicated a lack of rigor and challenge within lessons, that curricula and lesson plans showed evidence of “falling out of alignment” with the targeted standards, and that the purpose of activities was often questionable and the purpose stated learning objectives. Based on 2013-2014 school year teachers’ evaluative observations, overall strengths were identified as 2A and 2D (Creating an Environment of Respect and Rapport and Managing Student Behavior). Additionally, teachers’ evaluative revealed areas in need of improvement in 3B & 3C (Questioning & Techniques and Engaging Students in Learning).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

School Instructional Focus will be PARC (Purpose, Alignment, Rigor, and Challenge). Growth will be measured using both individual and school wide data from the Danielson Framework and will measure growth from the 2013-2014 school year as individuals, departments, and school wide using the BloomBoard online tracking tool. **By the end of June 2015, 80% of teachers will increase their Danielson Evaluative Rating by .2 points.**

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
PARC Rollout and PD	All teachers	9/14-6/15	Mabry, Gagstetter
Ongoing professional development	All teachers	9/14-6/15	Mabry, Gagstetter

Targeted individual, group, departmental, and school wide PD based on aggregated indicators. These activities are in place to support the professional growth of teachers who received a developing rating for 2013-14 school year, as well as teachers who are anticipated to receive a developing rating for the 2014-2015 school year based on current data.	All teachers	9/14-6/15	Mabry, Gagstetter
To increase parent involvement and family engagement, we have established an open door policy in which parents/guardians are able to frequently visit teachers, guidance counselors, parent coordinator, administrators and/or sit in their children's classes to observe teaching and learning. For example, parents/guardians are able to chaperone trips, attend conferences, concerts, and decision making forums.	All Parents/guardians	9/14 – 6/15	Administration Teachers, Guidance Counselors, Parent Coordinator
Based on 2013-14 school year, student data and incoming freshmen who are students with disabilities, STH, and ELLs, we have implemented instructional programs such as ICT classes, Wilson Reading Program, Professional Development led by CUNY PSO, administrators, and lead teachers. Achieve Now Grant was also received to support over aged and under credited, ELLS, STH and ELLs Population. Title I funding has been set-aside to support STH.	Targeted Students, ICT Teachers, Parents	9/14 – 6/15	Administration, Lead Staff, CUNY PSO

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PARC rollout took place during teacher development PD on September 2nd and 3rd. Based on feedback from the PD, teachers struggled to define and identify examples of rigor and challenge and had an especially difficult time noting how they were different. PD was provided to come to a common definition as a staff. All PD is completed during 3rd period and no schedule adjustments are required. Planning for targeted PD will be based on an analysis of trends within the staff as identified by Mr. Gagstetter using BloomBoard aggregated, group, and department data.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Achieve Now Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2nd, teachers mid-year observation will reflect progress in areas related to PARC as identified in BloomBoard and Advance documented observations with 80% of staff measuring and average of **.1** point higher than their first observation.

Part 6b. Complete in February 2015.

● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

- This benchmark was not met due to teachers rating at higher levels than expected on their first observation. This occurred from many non-evaluative observations to give teachers feedback prior to evaluative feedback. Although the .5 increase goal was not met, 88% of teachers did rate at the same score, or improved on their score, in their second observation.

- Teachers will continue to practice peer inter-visitations, with a focus on the lowest rated components. Model and Master teachers will provide staff with an opportunity to observe their classes.

- Administration will continue to give actionable feedback in post-observation meetings with teachers, with a focus on lowest scored components.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Using the Learning Environment survey as a guide, the school will address areas of need targeting low scores with interventions. In our learning environment survey, the average student result was less than the parent/teacher in the same areas. For example, in the instructional core, 93% of parents were satisfied and 95% of teachers compared to 77% of students’ response. In addition, systems for improvement, 95% of the parents were satisfied, and 92% of teachers were satisfied compared to 75% of student satisfaction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school’s goal for improving upon a supportive environment is to raise the student satisfaction response rates year over year again by 3% in each category. Satisfaction with the instructional core will reach 80%, systems for improvement will reach 78%, and school culture will reach 80%. DELETE

Upon receiving the Learning Environment Survey results, student satisfaction was increase by 3% in all three categories (Instructional Core up from 77% to 80%, Systems for Improvement up from 75% to 78%, and School Culture up from 77% to 80%).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Student academic performance incentives for high achievement, notable improvement in attendance and GPA, and other areas such as attendance will be publically celebrated. Incentive events such as movie night will continue to be a positive outlet for student performance and will further engage students in activities that are positive and rewarding within the school.	Higher achieving students and students who are improving	9/14-6/15	All administration

The social and diverse needs of students who need emotional growth will be supported by the development of groups that support the identity, interests, and opportunities to grow and develop social skills and capacity. The school will sponsor a campus-wide GSA to support the needs of the school's growing and notably visible LGBTQQ population. Research shows that GSAs contribute to positive academic outcomes, healthy social and emotional development of LGBTQQ youth, and safety while providing a safe-haven for students to feel welcome, accepted, and at ease in the company of their allies.	LGBTQQ youth and their allies	9/14-6/15	All administration Abby Tyndale, Community Assistant and Jennifer Golden, teacher.
The recent partnership with STOKED Mentoring will provide a new and exciting way for students to become involved in action sports, community volunteer work, and build social capacity while providing more variety to extra-curricular activities which were previously dominated by the school's focus, music. Combined with a new cohort of Recycle a Bicycle mechanics-in-training, moving just 20 of the 35 students into the "agree" category would result in nearly a 5% increase in satisfaction. Finally, the School Environment Survey showed that for school culture, 94% of parents were satisfied, 95% teachers satisfied, and 77% student satisfaction. The school will also offer additional incentives (such as movie nights), opportunities (GSA), and instructional focus to further develop the school's environment.	Students seeking new opportunities for extra-curricular activities	9/14-6/15	All administration, Jon Abikzer, STOKED teacher facilitator
The guidance counselor sent a letter home to the parent of each individual student informing them of the after-school tutoring programs, academic incentives, and extra-curricular programs to alert them of the program expectations and requirements.	All students and parents	9/14-6/15	Administration, Guidance Counselors, Parent Coordinator, PTA.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session for Community Assistant and teachers. The cost of supervision during after school is absorbed by the ACA grant as supervision is required of all programs and administrators may supervise multiple after-school activities simultaneously. GLSEN provides GSA training and materials free of charge; per diem will be required to release Golden. STOKED Mentoring costs \$10,000 for the first year with \$19,600 in services provided to the school.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Per session and teacher per diem costs will be funded with tax levy funding, OTPS costs will use Title I funds, and ACA grant money will pay for the cost of supervision.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> ● Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ● Specify a timeframe for mid-point progress monitoring activities.

An informal survey of students modeled after the learning environment survey will be performed in February and responses will be tracked to see if positive progress has been made in all categories. An expected gain would be 1.5% to 2.0% in all three categories (Instructional Core up from 77% to 79%, Systems for Improvement up from 75% to 77%, and School Culture up from 77% to 79%).

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has set up a structure in which all teachers participate in teacher teams during the school-wide lunch period. Last year, teachers worked collaboratively on revamping curricula to reflect the Common Core Learning Standards, creating common assessments, and developing strategies for the lowest third achieving students. This led to an increase in passing rates on Regents exams in U.S. History, English, Algebra, Geometry, Algebra 2, Living Environment, and Physics, with some of these gains showing vast improvement (Physics with 59% increase, Living Environment with 24% increase, Algebra 2 with 45% increase). However, the number of students demonstrating college readiness has remained stagnant, with all math courses in the single digits, and English around 50%.

While these numbers show a great deal of improvement, the school still has work to do in order to align all courses to the Common Core Learning Standards and engage students in rigorous learning experiences (*QR and PPR*). This not only includes classroom activities and discussions, but it also sets clear expectations through the use of rubrics and actionable feedback (*QR*). In addition, not all teachers have been using itemized analysis as a means to target areas of student weakness (*QR*).

With a growing special education population at Celia Cruz, we have implemented ICT (Integrated Co-Teaching) classrooms starting with the freshman cohort. This required us to hire two new special education teachers and implement professional development and training for these teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school’s goal for improving collaborative teachers is to improve the level of teacher team meetings to ensure teachers consistently engage in inquiry based collaborations to reflect on student work, improve instruction and develop leadership skills to improve student achievement by completing teacher team work every day during third period by most teachers (22 of 28 teachers). All teacher teams are grouped by department, grade level, and inter-visitation availability. Special Education has a separate secondary team focused on the needs of students and staff participating in the new ICT program. Those not participating teach a 6th period class or have other assigned duties or responsibilities that prevent them from participation.

By June, 2015, regents examination overall results will see an increase of 4% (see below for course specific goals)

- ELA increase from 91% to 93%
- Global history increase from 73% to 78%
- US History increase from 95% to 96%

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers will all need to be relieved of their C6 period in order to participate in Teacher P.D. during period 3. CUNY Special Education Coach will be needed to work with the special education department.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

No budgetary resources required as goals are met through work performed during teachers’ professional period.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The midterm exams, which are given during mid-January, will be aligned to the state exam for each course, and will be collaboratively designed by all teachers who are instructors of that course. The results should reflect an increase of 2% of last June’s state exam grades.

Part 6b. Complete in February 2015.

● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

- There was not a 2% increase in passing rates in Global History (11% decrease), and Living Environment (35% decrease). Global History decreased due to the students’ low reading and writing skills, as seen on the midterm itemized analysis. Finally, Living Environment decreased because the students’ low reading levels impacted their part 2 question responses, as seen on the midterm itemized analysis.

- Teachers used an itemized analysis of their midterm exams to determine where the students were struggling, and have developed an action plan which they will implement in the second semester to focus on these skills/areas of need.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Principal will establish a model of accountable conversations, and establish/adopt a team of Teacher Leaders in a variety of roles.

In order to drive student achievement, teachers need to clarify expectations as well as provide the students with actionable and accurate feedback (QR, 2014). While all teachers record overall exam results in Jupiter Grades, the use of itemized analysis has been uneven across all teachers (QR, 2014).

As the Common Core Learning Standards continue to be rolled out, teachers need to align their curricula more closely to the CCLS. Although this has been coherent in the English Department, other departments have been less diligent in integrating the CCLS in their curricula (QR, 2014).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Effective leadership will be modeled through Mabry’s accountable conversations that leadership has with school staff, and the leadership model the school has adopted.

After receiving his principal performance observation rating (PPO), the principal’s measure of leadership practice score will increase from 46 points to 48 points.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 			
Model accountable conversations for first semester before rolling out and implementing in staff	All staff	9/14-6/15	Mabry

Renew Lead Teacher work by absorbing cost and accept and implement Chancellor’s vision of Model and Master teachers	Teachers	9/14-6/15	Mabry, Leadership Team
Teacher teams will collaboratively develop rubrics that are aligned to the CCLS. After using these rubrics, teachers will give actionable feedback based on the rubric criteria, and share student work with one another in teacher teams.	All teachers	9/14-6/15	Mabry, Gagstetter, Leadership Team
Teachers will use the itemized analysis results from the June 2014 Regents exams, the itemized analysis results from the regents-based midterms, and itemized analysis results from two other summative assessments, and use these results to guide their planning and instruction.	All teachers	9/14-6/15	Mabry, Gagstetter, Leadership Team
Teachers will implement CCLS expectations in their unit and lesson plans, using EngageNY as a resource. Summative assessments for each unit will also be CCLS aligned.	All teachers	9/14-6/15	Mabry, Gagstetter, Leadership Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers will all need to be relieved of their C6 period in order to participate in Teacher P.D. during period 3. A coach from Teacher Career Pathways will be needed to work with the Teacher Leadership team.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Teachers will collaboratively develop a minimum of two rubrics which align to the CCLS by January 2015.

The midterm exams, which are given during mid-January, will be aligned to the state exam for each course, and will be collaboratively designed by all teachers who are instructors of that course. The results should reflect an increase of 2% of last June’s state exam grades.

Principal will take feedback received from the first 2014-2015 PPO visit, and make the appropriate adjustments to school wide systems, teacher professional development, and teacher inquiry teams.

Part 6b. Complete in February 2015.

● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The only goal not met was a 2% increase in Regents results on the midterm exams in two subject areas (Global History and Living Environment). Teachers used an itemized analysis of their midterm exams to determine where the students were struggling, and have developed an action plan which they will implement in the second semester to focus on these skills/areas of need.

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Approximately 286 (68%) parents/guardians logged on and/or created their Jupiter Grades Account to monitor their child’s academic progress on line. Despite planning various parent conferences, workshops, cultural events, concerts, trips, and celebrations, 341 (81%) parents/guardians attended and/or participated in these events.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- 1) Increase the number of parents who attend at least one school sponsored event from 81% to 85%.
- 2) By February 2015, 316 (75%) parents/guardians will log on and/or create their Jupiter Grades Account to monitor their child’s academic progress on line.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Action Plan: <ul style="list-style-type: none"> ● Open door policy in which parents are able to visit when they feel the need to speak with the Administration, 	Parents/ Guardians	9/14- 6/2015	Parent Coordinator, administration, teachers

teachers, counselors and/or Parent Coordinator regarding their children's progress in school.			
<ul style="list-style-type: none"> Parent coordinator collaborates with elected parent members to hold monthly parent association meetings 	Parents/ Guardians	9/14- 6/2015	Parent Coordinator, administration, teachers
<ul style="list-style-type: none"> We offer workshops on a variety of topics to help parents through the high school years from coping with student changes to the college process. 	Parents/ Guardians	9/14- 6/2015	Parent Coordinator, administration, teachers
<ul style="list-style-type: none"> We invite families to student performances and award ceremonies in which their child is honored throughout the school year 	Parents/ Guardians	9/14- 6/2015	Parent Coordinator, administration, teachers
<ul style="list-style-type: none"> Our parent coordinator collaborates with other PCs in the building to plan various Campus –Wide activities in regards to school concerns and home life. 	Parents/ Guardians	9/14- 6/2015	Parent Coordinator, administration, teachers
<ul style="list-style-type: none"> Parent communication systems to invite our parents to participate in numerous school functions. Our methods of communication include telephone, emails, Jupiter Grades, postage mail, school newsletter and backpack. 	Parents/ Guardians	9/14- 6/2015	Parent Coordinator, administration, teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> Jupiter Grades was purchased over the summer and the administration had a Professional Development on Jupiter Grades for the staff in September. It was introduced to the students and parents at the back to school pot luck dinner that occurs each year in September. The parent and student log-ins were mailed to individual student's home after the pot luck dinner. Lehman College (CBO) was made available to host Concerts and other school related events.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. <ol style="list-style-type: none"> By January 2015, the number of parents who attend at least one school sponsored event will be 83%. By January 2015, (72%) parents/guardians will log on and/or create their Jupiter Grades Account to
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monitor their child's academic progress on line.

Part 6b. Complete in February 2015.

● Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students who are reading below grade level, at risk of not passing their English course, and juniors/seniors who have not passed the ELA Regents	After school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. English courses during the school day are programmed according to the reading levels of students as identified formative and standardized assessments. “Push in” and “pull out” services are provided by the special education department as well as the ESL department. Summer Bridge Program is offered to incoming students.	One-to-one instruction, group and classroom instruction, tutoring	During school hours, after school, and weekends
Mathematics	Middle School results for incoming students for those who are performing below grade level. Students who are struggling in their Mathematics courses and those	After school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents	One-to-one instruction, group and classroom instruction, tutoring	During school hours, after school, and weekends

	<p>who have previously failed the Math Regents</p>	<p>multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Math courses are programmed according to the need and skill level of each individual student. "Push in" and "pull out" services are provided by the special education department as well as the ESL department. Summer Bridge Program is offered to incoming students.</p>		
<p>Science</p>	<p>Students who are struggling in their science courses and those who have previously failed the Science Regents</p>	<p>Regents preparation for students who are identified as "at risk" of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Science courses are programmed according to the need and skill level of each individual student. "Push in" and "pull out" services are provided by the special education department as well as the ESL department. National Honor Society members conduct peer-tutoring for selected students.</p>	<p>One-to-one instruction, group and classroom instruction, tutoring</p>	<p>During school hours, after school, and weekends</p>

<p>Social Studies</p>	<p>Low performing and students who have not passed the Global and/or US History Regents</p>	<p>Regents preparation for students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Social Studies courses are programmed according to the need and skill level of each individual student. “Push in” and “pull out” services are provided by the special education department as well as the ESL department.</p>	<p>One-to-one instruction, group and classroom instruction, tutoring</p>	<p>During school hours, after school, and weekends</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who are mandated for counseling, low attendance, low performing, and failed courses. Over-aged and under credited. Promotion and graduation in doubt students</p>	<p>Case Conferences: Students in the freshman and junior cohort that have been identified as struggling academically are scheduled to have a conference with their parents to discuss the academic issues they are having in their 3. PM School for both credit recover and Regents Preparation. Building-wide YABC Program for overaged and under credited students, Individual, group, and classroom developmental lessons to address goal-setting, decision-making, social skills, and post-secondary</p>	<p>Conduct Individual, group, and classroom developmental lessons to address the needs of the student population</p>	<p>During school hours, after school</p>

		<p>planning strategies.</p> <ul style="list-style-type: none"> ● struggling academically/ personally/ ● Help students identify short and long term goals ● Helps students explore postsecondary options including college and career choices ● assist and engages parents in educational and career planning for their children ● assist students to connect career goals to educational goals ● establish support for students in Temporary Housing ● Note and study skills lessons ● Make Referrals for Students and Their Families, as needed 		
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All SchoolWide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Professional development teacher team work includes the creation of common assessments including midterms and finals that are developed by teachers so that an item analysis, also part of the PD, yields data that allows for gaps in student understanding to be identified so appropriate re-teaching and review strategies may be implemented to improve instruction and student performance.

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 (CEP) 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	\$332,703		13
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	n/a		
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	\$2,633,591		13

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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. Celia Cruz Bronx High School of Music 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 the school and the families. The 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 the school community. Celia Cruz Bronx High School of Music will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

Celia Cruz Bronx High School of Music, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

1. Making sure that homework is completed.
2. Monitoring attendance and tardiness. Document any excused absences.
3. Monitoring music practice.
4. Volunteering in my child's school.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Encouraging and supporting positive use of my child's extracurricular activities.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Assist in keeping your child organized by helping them complete their daily responsibilities by managing their time and materials in an appropriate manner.

9. Review Jupiter Ed.com weekly.
10. Help students develop healthy habits regarding television, Internet and cell phone usage.

III. Student Responsibilities:

We, as students, will support our own learning in the following ways:

1. Being able to advocate for myself and ask for help when I need to.
2. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
3. Follow the Thirteen Non-Negotiable Rules and Regulations:
 - 1) Attend school daily and come on time. If you are absent or late make sure it is documented.
 - 2) Follow school dress code
 - 3) Move quickly from class to class. Enter the room quietly, take your assigned seat, and begin work immediately.
 - 4) Be prepared to work every day by bringing the necessary materials to class.
 - 5) Do homework nightly and practice music nightly.
 - 6) Eat only in the cafeteria or when permitted in a classroom if the student cleans up when finished eating.
 - 7) Do not bring any items that are banned items to school (including iPods, cell phones or cameras)
 - 8) Keep your desk area clean – above and below.
 - 9) Do not engage in physical or verbal violence. Learn to agree to disagree. Do not fight.
 - 10) Respect the building. Do not graffiti or deface any part of the building.
 - 11) Show your student program and ID card to any adult in authority in the building who requests it.
 - 12) Students follow all rules regarding attending classes/performing @ Lehman College.
 - 13) Make sure you are responsible for your instrument at all times. When not in class it should be in your locker and bring it home nightly.

**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 442
School Name Celia Cruz Bronx High School of Music		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	441	Total number of ELLs	18	ELLs as share of total student population (%)	4.08%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										1	1	1	1	4
Push-In										2				2
Total	0	0	0	0	0	0	0	0	0	3	1	1	1	6

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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
Dual Language										0
ESL	6	0	0	6	0	1	6	0	2	18

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
Total	6	0	0	6	0	1	6	0	2	18
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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										13	3	1	1	18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	13	3	1	1	18								

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Scantron Corporation online Performance Series reading test to assess the early literacy skills of our ELLs. The test

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Historically, 10-15% of the ELLs at the school are at the Intermediate level. The school does not usually have students at the Beginning level. 85-90% are Advanced. Usually a 9th grade student who has entered at the Intermediate level will move up to Advanced by 10th grade. This year there are 13 freshmen ELLs, 3 sophomores, 1 junior and 1 senior. In the last five years, the school has always had more ELLs in 9th grade than in any other grade level. This reflects the increasing proficiency of ELLs as they move from one grade level to the next. The ESL program has had success in improving the proficiency level of its ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our ELLs consistently receive higher scores in the Listening/Speaking modalities than on the Reading/Writing modalities. Therefore, the self-contained ESL curriculum focuses on developing students' academic reading and writing skills. As a result of sharing students' modality patterns with the faculty, teachers have been able to readjust their deliveries of lessons and assessments given to students to focus on the Reading and Writing modalities. Content area teachers have begun to focus more on reading comprehension by teaching students how to annotate texts as they read. ELA and history teachers are more explicitly teaching outlining for essay writing. The ESL teacher leads a PD on integrating vocabulary instruction into the content areas. The school does not qualify for Title III funding because we do not currently have a larger enough ELL population.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The ELL Periodic Assessment is currently being used by the ESL teacher to inform which modality should be focused on during this instructional period. The ELL Periodic Assessment results will be shared next with teachers on the LAP team who will decide how to roll out results to the rest of the staff. The results of the ELL Periodic Assessment show that many of our students are close to reaching English proficiency on the NYSESLAT. The Periodic Assessment suggests that ELLs are struggling on the Reading and Writing modalities.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Although ELLs are offered the opportunity to take Regents exams in the first language, many prefer to take it in English. A copy of the exam in their native language is provided and they occasionally glance but write their short answers and essays in English. While this is true for most Regents exams, it is not the case in History. An increase in student scores has been seen in those students who wrote their essays in Spanish.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The overall success of our program is measured by the quality of instruction delivered by the ESL teacher and other content area teachers, as observed by the school administration. It is also measured by the increase in our parent participation and parent involvement in the school through the SLT and PTA. ELLs' academic progress is measured by student transcripts and credit accumulation as well as conferencing with ELLs done by the ESL teacher and guidance counselors. We see improvement in our ELLs English proficiency through year-to-year growth in English proficiency levels.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students are interviewed by one of the two school guidance counselors when they arrive at the school for the first time. Since our school requires an audition for one of our music programs, one of the counselors will make arrangements for an audition and simultaneously evaluate if there is a possible entitlement to ESL or Related Services. If the incoming student and his/her parent(s) require native language support during the intake process and the native language is Spanish, our English-Spanish bilingual counselor will conduct the interview in Spanish. The bilingual counselor currently holds a bilingual license. If the student is not new to the New York City public school system, qualification for entitlement will be pre-determined by ATS reports. If he/she is new to the New York City public school system, a Home Language Identification Survey (HLIS) will be given by the bilingual guidance counselor to his/her parent to fill out. The bilingual guidance counselor will inform the ESL teacher that the HLIS has been given out that same day to ensure that the entire intake process is completed within 10 days of the student's first arriving at the school. The guidance counselor will also inform the Parent Coordinator that a HLIS has been given out. The Parent Coordinator will then follow up with the parent as this process is completed. Based on the parent response, the student will be given the NYSITELL by the ESL Teacher. If the NYSITELL results indicate that the student is entitled to ESL services, the student will be placed in an ESL class based on the results of said exam.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
For newly enrolled students in the NYC Department of Education, a meeting between the ESL Teacher/Coordinator, the Parent Coordinator, and the parents will be held for students who are entitled. Parents will be invited to the meeting by a phone call by the Parent Coordinator as well as by a letter sent home with the student. At the meeting parents will view the DVD that explains the various options they may choose from for their child. The ESL Teacher/Coordinator and Parent Coordinator will explain the 3 program options available to parents and students in more detail after the DVD is viewed and answer any questions the parents may have. There will be a meeting held the second week of the Fall semester for parents of Freshmen students and ELLs who have transferred from other schools. There will be a second meeting held the second week of the Spring semester if new students entitled to ESL are enrolled at the school. If an entitled student enrolls mid-semester, plans will be made to hold another meeting between new parents of ELLs, the ESL Coordinator and the Parent Coordinator. This will happen within the first 10 days the student is enrolled in the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

For those students who were in our school's ESL program the previous year, entitlement letters are mailed home within two weeks of receiving the spring NYSESLAT results. If a student scored proficient on the exam, the letter will inform the parent that the student will be given transitional ESL services that school year. If a student scored below proficient on the exam, the letter will inform the parent that the student will continue to receive ESL services. Copies of the entitlement letters sent home are kept in ELL student files in the main office along with Parent Survey and Program Selection Forms, as well other documents related to the ESL services provided by the school. The ESL Teacher/Coordinator checks to be sure that Parent Survey and Program Selection Forms are on file for each student at the beginning of the school year. If there is a survey missing for a student, the ESL Teacher/Coordinator

contacts the student's previous schools to locate the documents. Another Parent Survey and Program Selection Form is mailed home if the previous completed survey can not be located.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The school offers a Free Standing ESL program. We do not have enough students or parent requests to offer a bilingual program. It will be the responsibility of the ESL Coordinator to monitor such requests and inform the LAP Committee and Administration when we reach the amount of requests needed to offer a Bilingual Program.
The school will make available all materials to parents in their home languages. Mailings and phone calls via School Messengers will be made in the student's home language, when available.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the spring, students will be given the NYSESLAT exam as required by the state. The ESL Teacher will develop a testing schedule for all four sections of the NYSESLAT. The schedule will be reviewed by the school's test coordinator. The ESL Teacher will use the ATS RLAT report to ensure that all ELLs at the school are scheduled to take the test. The test will be administered and the writing and speaking portion graded by members of the ELA department who do not teach the students' exams they are grading. Since we are a small school with one ESL teacher, the ESL teacher will turnkey the process of grading the speaking and writing portions of the NYSESLAT to the ELA teachers at the school. This will ensure that several readings take place before grades on the speaking and writing portions of the NYSESLAT are determined. ESL placement for students in the fall will be determined by the NYSESLAT scores students received the Spring before.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①
After reviewing the data since the opening of our school in 2003, we have had 0 parental requests for a Bilingual Program at our school. We have only had five over the counter students, and all have requested an ESL program. Based on this trend, the plan for future programming is to maintain the ESL program the school currently has.

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

The ESL teacher works with one of the Spanish teachers to administer a Spanish-language diagnostic at the beginning of the school year to measure Spanish-speaking ELLs proficiency levels in their native language. Currently there are no ELLs with native languages besides Spanish at the school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are often heterogeneously grouped for group reading and writing assignments as well as speaking and listening activities. Class discussion emphasizes all students participating to practice listening and speaking with one another. ESL class texts include audio and video recordings that require ELLs to practice their listening skills. The ESL teacher designs summative assessments to evaluate the speaking and listening modalities based on the speaking and listening assessments from the ELL Periodic Assessment and the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

ELLs who have completed 6 years of ESL services will be given targeted instruction in the modality in which their NYSESLAT scores are the lowest. They will also be given a reading diagnostic, such as the Bader, to give the ESL teacher additional information about their reading level. These students will be given additional vocabulary and reading comprehension instruction as necessary. Former ELLs are given the opportunity to continue in an ESL class in addition to the ELA class that corresponds to their grade level. Former ELLs are also given extended time on formal assessments, including state and district mandated testing, as well as the use of glossaries and dictionaries in native languages. The ESL teacher tracks the progress made by ELLs who have reached proficiency on the NYSESLAT, providing academic support when needed.

- 7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

Math:	0			
Science:	0			

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

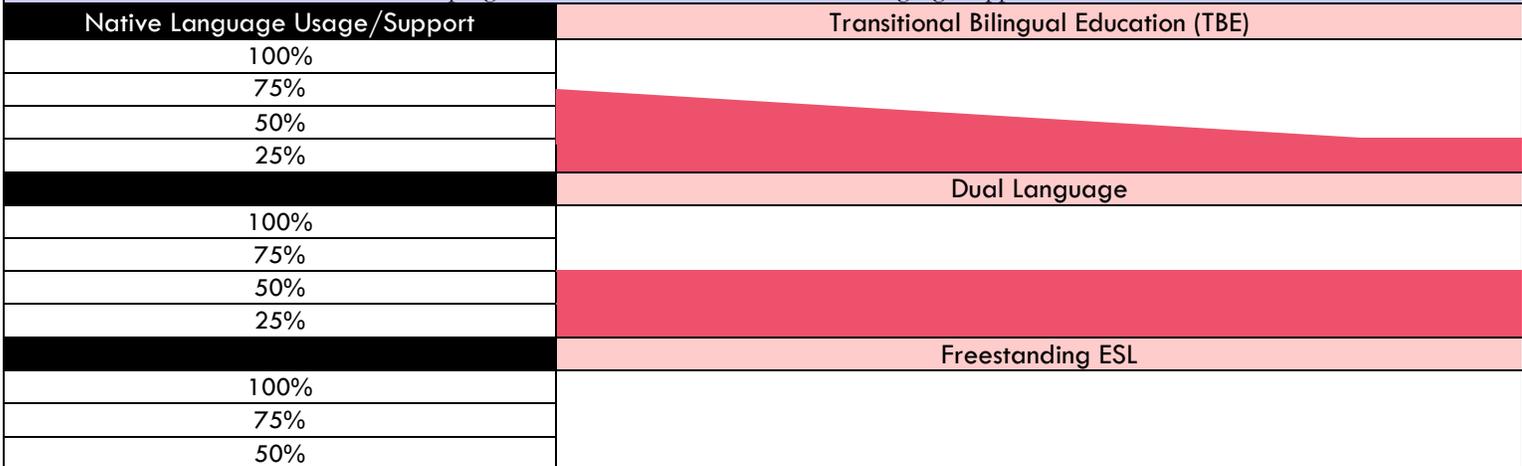
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

E. Additional Information

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

Part VI: LAP Assurances

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

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: DSSI Cluster 5 Network: CUNY

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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