



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>10x546</b>
<b>School Name:</b>	<b>BRONX THEATRE HIGH SCHOOL</b>
<b>Principal:</b>	<b>CHARLES GALLO</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Theatre High School School Number (DBN): 10x546  
School Level: Secondary Grades Served: 9-12  
School Address: 99 Terrace View Ave Bronx NY 10463  
Phone Number: 718-329-2902 Fax: 718-329-0433  
School Contact Person: Charles Gallo Email Address: Cgallo4@schools.nyc.gov  
Principal: Charles Gallo  
UFT Chapter Leader: Dan Rodriguez  
Parents' Association President: Brenda Lopez  
School Leadership Team  
Chairperson: Alexandria Janceski  
Student Representative(s): Natalie Jimenez, Yodelsi Marte, Michelle Morales, Lena Smith

**District Information**

District: 10 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Bronx New York 10458  
Superintendent's Email Address: Elindsey@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-5853

**Cluster and Network Information**

Cluster Number: CFN562 Cluster Leader: Caresse Deville Hughes  
Network Number: 718-741-8796 Network Leader: Barbara Gambino

## 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 School Comprehensive Educational Plan (SCEP) 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)
Charles Gallo	*Principal or Designee	
Dan Rodriguez	*UFT Chapter Leader or Designee	
Brenda Lopez	*PA/PTA President or Designated Co-President	
Freddy Prensa	DC 37 Representative, if applicable	
Natalie Jimenez Yodelsi Marti Lena Smith Michelle Morales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Roundabout Theatre Co	CBO Representative, if applicable	
Yorkiy Dominguez	Member/Parent	
Myrna Oliveras	Member/Parent	
Joy Ralph Judah	Member/Parent	
Alex Janceski	Member/Elected Teacher	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> 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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> 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.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

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.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The academic program at Bronx Theatre High School will accommodate the intellectual, social, emotional and physical needs of creative high school students. Our vision is to provide students with a dynamic learning environment where respect is mutual, ideas are shared and learning is not limited to the classroom. Our school is a safe and nurturing environment where learning takes place in the classroom, in the theatre studios, in our community.

Our concept of a successful school is one built collaboratively by its staff, students, parents, community members and our partner organizations. We prepare students for higher education and provide them with the skills needed to be college and career ready.

The key objectives of Bronx Theatre High School are to:

- engage students in an exploration of the universal themes of theatre, dance and the Performing Arts
- foster academic achievement by engaging students in activities that promote critical thinking, build cognitive skills and provide exposure to the arts
- facilitate professional development for teachers and school administrators to enhance their ability to provide students with effective instruction and engage them in teacher led discussions both in and out of the classroom
- provide students with the technology utilized in the production of theatre related elements such as costume, set design, lighting and sound
- engage students in a rich opportunity to achieve the state mandated requirements for a Regents Diploma so that they may be college and career ready

Bronx Theatre High School has partnered with Roundabout Theatre Company since its inception in 2003 and continues to provide students with experiences both inside and outside the classroom. Teaching artists work with students in pre-show workshops to provide students with the analytical skills needed to determine plot, theme, predictions and a thorough analysis of the performance. Students take these skills back to the classroom and apply them to the various content areas in order to build critical thinking skills and develop college readiness. This year, RIOULT, a professional dance company has joined Bronx Theatre in providing all freshman students with a variety of dance instruction in order to expose new students to the art of dance.

Bronx Theatre has increased substantially the amount of students graduating college and career ready from 38.1% in 2013 to 47.3% in 2014. The school continues to encourage students to achieve the college ready indicators on both English and math regents exams so that graduating students will not be in remedial courses their freshman year in college.

Bronx Theatre has achieved high scores in moving students with special needs into the least restrictive environment including its ELL population. A full time social worker is assigned to staff and addresses the socio emotional needs of students in order to break down barriers to student success.

The school continues to struggle with available physical resources since it is housed in a campus that has 6 other high schools. Securing common space is a constant issue and student programming is sometimes compromised by a lack of space.

Last year's most successful tenet was 3.4, curriculum development and support. New Visions has worked extensively with Bronx Theatre and has developed curriculum for the school in Integrated Algebra and Geometry. This year the school has access to Global History and US History through partnership with New

## Visions.

Key areas of focus this year for the school are credit accumulation, higher regents test scores and writing with emphasis on citing evidence from the text. These 3 key areas have been identified from previous school progress reports, school wide data systems including STARS and Skedula and NYS report cards. MOSL baseline assessments have revealed the need to stress writing, particularly citing evidence from the text. Examination of previous US History and Global History regents exams revealed that students lack writing skills to address the written essays of the exams and this further identified the need for this initiative.

## 10X546 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	434	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	6	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	15
# Foreign Language	15	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.9%	% Attendance Rate			82.4%
% Free Lunch	80.5%	% Reduced Lunch			4.8%
% Limited English Proficient	8.3%	% Students with Disabilities			22.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			30.6%
% Hispanic or Latino	65.7%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	3.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.6%	% Teaching Out of Certification (2013-14)			4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	73.5%	Mathematics Performance at levels 3 & 4			58.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	60.2%	% of 2nd year students who earned 10+ credits			52.6%
% of 3rd year students who earned 10+ credits	52.1%	4 Year Graduation Rate			71.4%
6 Year Graduation Rate	77.4%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

<b>Part 1b. Needs/Areas for Improvement:</b>	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The school has a variety of course offerings for diverse learners and to foster college and career readiness. Currently there are AP classes in English, Spanish and French. Students can take Epidemiology, which is a NYCDOE CPCC (College Preparatory Certified Course). CUNY at Home courses in Math and English offer instructional support so that students are prepared for CUNY admissions exams as well as preparation for learners who have not yet earned the college readiness benchmark of 75 in English or 80 in Math.</li> <li>• Arts courses are designed to equip students with pivotal oral and written presentation skills. Arts courses were expanded to include a Hip Hop class as well as 9<sup>th</sup> grade advisory via the Arts.</li> <li>• Junior/Senior courses have incorporated various types of writing formats such as APA, MLA and Chicago style in order to prepare students for college writing.</li> <li>• All courses are aligned to the Common core via Atlas.</li> </ul> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• More inclusion of rigorous college writing formats/tasks in the lower grades.</li> <li>• More instructional writing tasks requiring students to cite evidence from text.</li> <li>• More instruction utilizing questioning and discussion strategies that foster increased student-to-student interaction.</li> <li>•</li> </ul>
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**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will maintain an instructional focus on writing, utilizing evidence from the text across all content areas in order to increase student scores by 5% on Global and US History Regents Exams by August 2015

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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"> <li>➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>➤ 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).</li> <li>➤ Strategies to increase parent involvement and engagement</li> <li>➤ Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Incorporate formative and summative writing assessments requiring citing evidence from text via the macro level of planning and preparation of instruction (unit planning) as well the micro level of planning and instruction (daily lesson plans).	All learners	September 2014 to June 2015	All administrators and teachers
Tier students utilizing aggregated data from NYC performance assessments (Global and English) as well as DYO’s such as baseline assessments Mid-term assessments, Mock Regents etc. in order to target the specific needs of the diverse learners	All learners	September 2014 to June 2015	Teachers, administrators and guidance counselors
Plan and deliver professional development workshops in writing/literacy strategies as well as questioning/discussion techniques that engage all learners to support teachers in classroom instruction	Teachers	September 2014 to June 2015	Administrators and teachers who are a part of the Professional Development Committee
Plan and deliver English immersion classes for parents and students who are ELLs in a Saturday Enrichment program	Parents and ELL students	January 2015 to June 2015	AP Barron, ESL teacher, Parent Coordinator and support staff

**Part 4 – Resources Needed**

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

Funding for course materials and salary for personnel for Saturday academy, recruitment plan to identify parent participants, allotted time for professional development workshops, teacher volunteers to facilitate workshops in best practices, funding for potential external facilitators of workshops

**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.												
Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	X	Title III	X	P/F Set-aside	Grants				
List below any additional funding sources that will be utilized to support achievement of the goal.												

Title III and Priority Focus funding will be utilized to fund this initiative.

**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:

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

- AP of Humanities will share NYC performance assessments results with the entire faculty
- Results/findings of DYOs from general education teachers should be shared with the Resource room teacher as well as all special education teachers so that they can include targeted instructional supports for students with disabilities
- January Regents results

**Part 6b.** Complete in **February 2015**.

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

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## 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

**Strengths:**

- The school effectively uses support systems including guidance counselors, social workers, New York Presbyterian Health Clinic, RAPP Coordinator, PPT and SIT teams to provide social and emotional support.
- The SIT and PPT teams meet consistently to share information, trends and design interventions to support struggling students and students with IEPs. These teams systematically reflect and revise on practices and turn key vital information to staff via email, school meetings and professional developments.
- The Dean’s office has made strides in aggregating data on discipline infractions and is working on utilizing more complex data systems to identify, isolate and target high leverage areas of improvement in student behavior.

**Needs:**

- More comprehensive data on patterns of student infraction.

More behavioral support for IEP students (they represent the majority of suspensions) in terms of PD.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Reduce the suspensions for IEP students by 5% through the identification of trends and patterns in behavior, design and implementation of interventions and professional development by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Identify a computer program that allows for the aggregation of behavior infraction data and use consistently throughout the dean’s office and school staff.	Students with multiple behavior infractions	December 2014 through June 2015	Dean
Learning style assessments will be administered to determine if kinesthetic learners have a higher rate of infraction	IEP Students	November & December 2014	AP and Special Ed Team
Identify high frequency locations and setting events that contribute to infractions and off task behavior	Students with multiple behavior infractions	January through February 2015	Dean
Develop interventions and instructional practices that will be proactive in supporting students and preventing setting events from triggering behaviors. Turnkey through PD.	Students with multiple behavior infractions and school wide population	December 2014 through June 2015	Dean, Special Ed Teachers and support staff

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PD on behavior management, behavior tracking system, social worker implementing group sessions for students, teacher common planning time

### 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.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority Focus funding will be utilized to fund this initiative													

### Part 6 – Progress Monitoring

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

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

The frequency of suspension of IEP students will be re-assessed in February in order to identify any reduction in behavior infractions. The Dean will also share suspension data with PPT team during monthly meetings.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

4.2 – Effective – Teachers utilize ATLAS curriculum mapping to organize CCLS aligned units that promote student engagement and inquiry. Practices and strategies include a focus on skills designed to promote student writing while using specific evidence from primary and secondary sources. Additionally, teachers participate in professional development activities that support curriculum and assessment development. They utilize the Tri-State Rubric to examine curriculum and ensure alignment of assessments and key CCLS shifts.

4.3 – Effective – Teachers align instruction to carefully selected Common Core Learning Standards that address skills needed to complete assessment tasks within each unit of study. Students are provided with instruction that addresses multiple skill levels, and CCLS aligned goals are articulated through feedback that targets student reading and writing needs and supports specific points of entry based on formative writing assessments such as NYC Performance Task or Regents based base-lines.

4.4 – Effective – Teachers create a safe environment to support student learning and needs through CCLS aligned and arts based instruction that provides opportunities to explore content through multiple modes of engagement.

4.5 – Effective – Teachers use a variety of formative and summative data to monitor student learning and inform targeted changes within curriculum to address specific student needs. Teachers administered baseline assessments early in the school-year and they continue to monitor student progress with formative assessments designed to track student understanding of content and reading & writing skills.

School's strengths and needs:

1. Teachers are successfully administering baselines and using data to inform instruction that is designed to support student writing skills. However, the time needed to complete the grading of the NYC Performance and Regents tasks takes time away from planning in September and October. Additional assessments also take long periods of time to rate since they rely on essay writing tasks to assess student content understandings and reading and writing skills.
2. Teachers are successfully using ATLAS to develop curriculum maps and align their assessments to CCLS, but common planning time for all teachers remains an issue. Most teachers are able to meet and plan with grade level or content teams, but some collaborative team teachers have difficulty meeting and planning due to program issues. Note that teachers have access to curriculum through ATLAS and can make adjustments to curriculum on-line and review the adjustments without a team teacher being present.

**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To create systems & structures for teacher teams that will foster collaborative learning to support both teacher and student growth to Increase the 4 year graduation rate 3% by June 2015

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
New Visions History Pilot to address writing in social studies classes with a focus on US History	Grade 11 students	October 2014 to June 2015	Mr. Meade, Mr. Garcia, Mr. Trangucci
Professional development and teacher led inquiry centered around writing to support responses with specific evidence from text	All grades	September 2014 to June 2015	All teachers
Teachers target lowest third and black/ Hispanic male subgroup identify trends in writing/ MOSL assessment and utilize data collected from the assessments to inform next steps in literacy instruction in relation to specific content area.	All grades, Black/Hispanic males subgroup as selected by MOSL committee for local measure		

**Part 4 – Resources Needed**

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

Teaching staff, classrooms, flexible programming, computer access with Internet, paper and consumable supplies.

**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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority Focus funding will be utilized to fund this initiative

**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:

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

January student senior data will be reviewed for estimated June graduation. Student tracker from New Visions will be used including data from multiple sources such as STARS, ATS and Skedula.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

School leaders have a clear vision of leading teachers to higher levels of teacher effectiveness for higher student outcomes. Teachers have come on board and are beginning to work together to make this vision a reality. The principal has created an environment of a professional learning community by providing teachers with

- Effective programming allowing teachers a common planning period 5 days per week
- Access to resources such as Atlas online curriculum mapping software and Skedula online electronic grade book
- Professional development schedule aligned with increased teacher effectiveness, student questioning and discussion techniques and the Danielson Framework for Teaching
- Formed partnerships with Teachers College(CPET) and Dr. Marie Alcock from the Heidi Hayes Jacobs Foundation to facilitate professional development sessions addressing the immediate needs of the teachers

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school leader has created systems and structures for teacher teams that will foster collaborative learning to support both teacher and student growth so that student credit accumulation increases by 5% in all grade levels by June 2015.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Program content teachers with common planning time period to enable collaborative planning time in both grade level and content areas	Entire school population	September 2014 to June 2015	Principal & Programmer
During teacher collaborative planning time, special ed and ESL teachers will meet within their department and in the content area of instruction so that multiple entry points and Universal Design for Learning can be implemented in all unit and lesson plans.	SWD's and ELL population	September 2014 to June 2015	AP Gismervik All Special Ed Teachers & ESL teachers
Parent Coordinator will schedule parent workshops and plan activities for parent engagement with school community	All parents	September 2014 to June 2015	Parent Coordinator PTA President
Teachers will receive surveys to determine high need areas for development so that administration can address teacher needs in a timely fashion	All pedagogical staff	September 2014 through June 2015	Programmer C. Ferrell Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common planning time, flexible programming, Professional Development Facilitators, Partnerships and supplies

**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.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority Focus funding will be utilized to fund this initiative													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol> <p>At the end of the semester in January 2015, student credit accumulation will be downloaded and reviewed for progress towards meeting goal.</p> <p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>
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1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. 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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	HE

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 created a community environment for parents, students and community members by utilizing various methods of communication, parent coordinator outreach and partnerships with outside organizations.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, there will be increased opportunities for parent engagement within the school so that parents and families are engaged in a community that will allow collaboration, trust and partnerships resulting in increased student success as measured by credit accumulation, attendance rate and regents scores by June 2015.

### 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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with</li> </ul>			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Parents will receive monthly sessions at PTA meetings addressing current issues affecting their children. Issues such as prescription drug abuse, gang awareness, college readiness and blended learning have been scheduled for the school year.	Parents and guardians	September 16 through June 16, 2015	Parent Coordinator, Principal, PTA President
Since high needs students are the at risk population, all activities will address both gen ed, SWD's and ELL's.	Gen ed, SWD's and ELL's	September 16 through June 16, 2015	Parent Coordinator, Principal, PTA President
School has created a schedule of workshops in advance and distributed to all parents and guardians at the beginning of the school year and each time a parent visits the school. School Messenger is set to send automated advance notifications to all parents for upcoming meetings.	All parents and guardians	September 16 through June 16, 2015	Parent Coordinator, Principal, PTA President, Attendance Coordinator
Parent outreach has promoted a positive environment for students and transparency is key for all issues or events affecting students. Parent workshops have been designed based on a survey given to parents from the PTA identifying what they would like to be done this year.	App parents and guardians	September 16 through June 16, 2015	Parent Coordinator, Principal, PTA President

**Part 4 – Resources Needed**

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

School Messenger, PTA, Parent Coordinator, consumable supplies, parent workshop facilitators

**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.

Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority Focus funding will be utilized to fund this initiative

**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:

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

A midpoint benchmark will be the attendance sheets from PTA meetings and feedback given by parent/guardians

**Part 6b.** Complete in **February 2015.**

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

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**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy</b> (e.g. repeated readings, interactive writings, etc.)	<b>Method for delivery of service</b> (e.g. small group, one-to-one, tutoring, etc.)	<b>When the service is provided</b> (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Level 1 or 2 student, failing 1 or more classes, teacher recommendation	Small group reading sessions, script analysis, writing workshops	Small group Instruction, one to one tutoring, PM school, Saturday Academy, Blended Learning online	During school day, before and after school, Saturdays
<b>Mathematics</b>	Level 1 or 2 student, failing 1 or more classes, teacher recommendation	Small group problem solving sessions, analyzing word problems, practical application of math functions, identification/explanation of incorrect solutions	Small group Instruction, one to one tutoring, PM school, Saturday Academy, Blended Learning online	During school day, before and after school, Saturdays
<b>Science</b>	Level 1 or 2 student, failing 1 or more classes, teacher recommendation	Small group lab activities, online programs from Discovery.com, science projects.	Small group instruction, one to one tutoring, PM school, Saturday Academy, Blended Learning online	During school day, before and after school, Saturdays
<b>Social Studies</b>	Level 1 or 2 student, failing 1 or more classes, teacher recommendation	Small group reading sessions, writing workshops, analysis of current trends and policies.	Small group instruction, one to one tutoring, PM school, Saturday Academy, Blended Learning online	During school day, before and after school, Saturdays
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Constant removal from classroom, 2 or more referrals, students with Behavioral Intervention Plan( BIP	Services will be provided to eligible students and as need arises by school social worker and clinician	Small group session, one to one sessions, guest speakers	During the school day and before and after school

## 10X546 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	434      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	6      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	2	# Music	N/A      # Drama
# Foreign Language	15	# Dance	1      # CTE
School Composition (2013-14)			
% Title I Population	76.9%	% Attendance Rate	82.4%
% Free Lunch	80.5%	% Reduced Lunch	4.8%
% Limited English Proficient	8.3%	% Students with Disabilities	22.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	30.6%
% Hispanic or Latino	65.7%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White	3.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	3.6%	% Teaching Out of Certification (2013-14)	4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	8.11
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	73.5%	Mathematics Performance at levels 3 & 4	58.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	60.2%	% of 2nd year students who earned 10+ credits	52.6%
% of 3rd year students who earned 10+ credits	52.1%	4 Year Graduation Rate	71.4%
6 Year Graduation Rate	77.4%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

## 10X546 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	434	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	4	# SETSS	6	# Integrated Collaborative Teaching
				25
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
				15
# Foreign Language	15	# Dance	1	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.9%	% Attendance Rate	82.4%	
% Free Lunch	80.5%	% Reduced Lunch	4.8%	
% Limited English Proficient	8.3%	% Students with Disabilities	22.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	30.6%	
% Hispanic or Latino	65.7%	% Asian or Native Hawaiian/Pacific Islander	0.5%	
% White	3.0%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.6%	% Teaching Out of Certification (2013-14)	4.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	8.11	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	73.5%	Mathematics Performance at levels 3 & 4	58.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.2%	% of 2nd year students who earned 10+ credits	52.6%	
% of 3rd year students who earned 10+ credits	52.1%	4 Year Graduation Rate	71.4%	
6 Year Graduation Rate	77.4%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**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.

Bronx Theatre high school provides its pedagogical staff with a wide variety of resources to increase teacher effectiveness and improve student outcomes. Newly hired teachers are provided a mentor that meets weekly with the teacher and addresses any and all questions that may arise. The principal visits the teachers’ classrooms at least once per month and provides meaningful feedback and next steps for improved classroom instruction. Professional development is provided for all new teachers both in house and off site by Teachers College, ELI and Lead On.

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

**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).

Since the citywide instructional expectations have changed along with the instructional shifts, professional development is provided by various outside sources. Teachers College (CPET) has provided professional development in using the Danielson Framework for Teaching. A private company, Lead On has been utilized to prepare the staff for higher teacher effectiveness and aligning curriculum and instruction. Since the school has assistant principals for the various academic subjects, they too will provide PD sessions in house during the teacher’s common planning time. The school’s PD plan will evolve as the needs of the staff change. Principal and assistant principals will attend various PD sessions throughout the year as provided by New Visions, ELI, Lead ON and Datacation.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**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.).

N/A

**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.

This year a MOSL committee was formed to research the various assessments available and professional development was provided to provide a clear and thorough knowledge of the assessments available. Administration participated with the staff in the selection of assessments and the development of ongoing assessment. PSO New Visions has provided the school with the A2I and G2I curriculum for Integrated Algebra and Geometry and this contains both the pre and post assessments. Since the school has selected an instructional focus of writing with a sub focus on citing evidence from the text, it aligns with the NYC MOSL of argument essay writing. All academic subject areas are focusing on writing and citing evidence. The school continues to use Atlas Rubicon for curriculum mapping and the development of units aligned to common core.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	\$0.00		
Title I School Improvement 1003(a)	Federal	\$0.00		
Title I Priority and Focus School Improvement Funds	Federal	\$79,000		X Page 11
Title II, Part A	Federal	\$0.00	X	

Title III, Part A	Federal	\$22,400		X Page 11
Title III, Immigrant	Federal	\$0.00	X	
Tax Levy (FSF)	Local	\$2,706,669	X	

<sup>1</sup>**Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 9: 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 SCEP 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.

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### 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. Bronx Theatre High School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. Bronx Theatre High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- 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-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 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 1<sup>st</sup> 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)**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>546</b>
School Name <b>Bronx Theatre High School</b>		

### 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 <b>Charles Gallo</b>	Assistant Principal <b>Jean Gismervik</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Amanda Colon</b>	Guidance Counselor <b>Ms. Rivera</b>
Teacher/Subject Area <b>Mr. Zanabria/History</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. Joseph/Special Education</b>	Parent Coordinator <b>Mr. Melendez</b>
Related Service Provider <b>type here</b>	Other <b>Oswaldo Montas</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Ms. Scanga/Guidance</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>442</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>8.14%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										2	2	2	2	8
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	2	2	8

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	17
SIFE	7	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4	3	1	10	3	2	22	1	16	36

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	
<b>Total</b>	4	3	1	10	3	2	22	1	16	36
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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	
<b>TOTAL</b>	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										18	13			31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	2	2		5
<b>TOTAL</b>	<b>0</b>	<b>19</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>36</b>								

## 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
Intermediate(I)										6	3	1	0	10
Advanced (A)										13	12	1	0	26
Total	<b>0</b>	<b>19</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>36</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	6		4	
Integrated Algebra	25		10	
Geometry	5		3	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	9		2	
Physics				
Global History and Geography	9		2	
US History and Government	3		1	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - The data our school uses to assess the early literacy skills of our ELLs includes data from the NYS Performance Assessment, ELA mock regents, mock NYSELSAT exams as well as the exam itself, Regents data, and teacher portfolios. This data has revealed that students need special help with content vocabulary in science and social studies, have difficulty with grammar and syntax in their

writing, as well as with word problems in math. This data has informed our instructional plan through a special focus on sentence frames in ELA classes, with a focus on the use of analytical verbs and evidence to support argument writing, Part C on the LE Regents and having students write out their explanations underneath LE Regents MC questions, an increased focus on math literacy with students writing out steps alongside their problems as well as explaining their solutions at the end of a problem. We have increased the use of word walls in order to support content vocabulary as well as role play and student centered learning in order to provide students opportunities to support each other's learning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns revealed that all seventeen SWDs are long term Ls in the 9<sup>th</sup> and 10<sup>th</sup> grade. Sife students population has increased. This year we have seven SIFE students(four 9<sup>th</sup> grade, two 10<sup>th</sup> graders and one eleventh grader.
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](#))  
3. AMO data has historically revealed that ELLs scored lower on ELA Regents than their peers. The use of sentence frames in the class room, the introduction of Cornell notes to support the listening section and the At Home in College curriculum designed to scaffold meta-cognitive reading strategies have all helped to close that gap.
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?
    - A. The pattern at Bronx Theatre High School has been that students continuously prefer to complete the exam in English. However, the data shows that many of our students need more support with the Living Environment and U.S. History Regents. A reason for this might be the need in these students to continue developing their reading and writing skills. It is for this reason that all subject teachers are provided with a copy of the NYSESLAT modality report in order to further help students in their weak areas.
    - b.To create flexible programing schedules for each individual student. The ESL teacher has been meeting with individual content area teams to share data and support strategies across the curriculum school wide. e response to questions here:
    - C. The school is learning from periodic testing that ELLs could be better met across grade and proficiency levels. Research shows that it takes 7-10 years to become fluent in a second language add academic language and high stakes testing to the mix and ELLs will be challenged daily. The staff and administration at Bronx Theatre use the periodic testing as a way to relay success and challenges of each language learner to one another. We know that creating a process for this kind of dialogue through team meetings, LAP meetings, Skedula anecdotal logs and publishing test results for all staff will dramatically increase targeted intervention for each individual ELL throughout their high school career at Bronx Theatre High School.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (Rtl) framework (for grades K-5). (see [Rtl Guide for Teachers of ELLs](#).)  
5. N/A:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Bronx Theatre High school makes sure that the students native language is supported by having different text levels, extra time for testing and bilingual resources. We measure the success of our ELLs program to the extent that intevention is data-driven, that all of our teachers are incorporating the lastest (research-based) differentiated strategies for ELLs in daily lessons, ELLs' culture is represented in the curriculum, there is a balanced between explicit and student-driven instruction, ELLs intellectual and emotional needs are being met in order to reach their highest potential, to graduate on-time and to acheive college readiness.
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?
    7. N/A we do not have a bilingual program. te response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
8. We evaluate the success of our programs for ELLs by measuring the ELL success rate on all Regents exams, meeting AYP, college readiness data such as SAT scores, performance on AP exams and college level classes, school scholarship data and student credit accrual rate, attendance and student feedback. e response to question here:

## 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](#).)
  1. Initial identification of possible ELLs are identified through the following process. When students register as a new student to Bronx Theatre High School, parents are given the HLIS and an informal interview by the certified ESL teacher, Ms. Colon, in English and in their home language. The certified ESL teacher is bi-lingual in Spanish and English and has been awarded her professional teaching certificate in ESL by the NYC DOE. Most of our new admits and current ELLs have had a home language of Spanish. In the event that parents speak another language than Spanish we are aware of and prepared to call the Over-the-Phone Interpretation Services provided by NYC DOE. to transmit important information to parents of prospective ELLs. If the ESL teacher is unavailable on a registration day to conduct the intake interview a bilingual pedagogue performs the same duties in her stead. The new admits are also cross referenced in the ATS system within the first wk of classes to ensure that all new admits can be met and LAB-R administered, if eligible, within the first 10 days from the day the student registers from school. If the parent does not come in with the student to register we have a protocol in place so that the appropriate staff (the attendance specialist, Mr. Baez/Ms. Valentine) conducts a home visit in which the informal interview, the HLIS and the explanation of all three programs and or viewing of the video is administered using a laptop. The informal interview is conducted at school by the certified ESL teacher, Ms. Colon, at school a video explaining all models available (Transitional Bilingual, Dual Language, Freestanding ESL program) in the NYC DOE for ELLs. The parents are told that Bronx Theater High School offers an ESL model. If enough parents request the bi-lingual model we are prepared to change our program to a bi-lingual model. However the required number of parents, twenty, have not as of yet requested a bi-ligual model across two consecutive grade levels. Parents who do request the bi-lingual model, at the time of the informal interview, are kept on file. If the parent requests in the future reaches twenty for a bi-lingual model for ELLs currently attending Bronx Theatre High School we are aware that the program needs to be changed, for that very same school year, from an ESL model to a bi-lingual model. If the students are deemed eligible for the LAB-R by the parent's informal interview and the HLIS then a the certified ESL coordinator administers that LAB-R test to the newly admitted student to the NYC DOE within ten days of registration. If the certified ESL teacher deems a Spanish LAB test necessary for that student the student is also administered the Spanish LAB. The LAB-R and the Spanish LAB are both administered within ten days of the students' registration to NYC DOE, by the certified ESL teacher Ms. Colon, if the HLIS deems the new student eligible. The LAB-R is then scored by the certified ESL teacher. If the student does not pass the LAB-R, the ESL teacher sends home a letter to the parent stating that their student has scored a Begginer, Intermediate, or Advanced level of English language proficiency on the LAB-R. Thusly that student is entitled to ESL services as per the number of minutes outlined by the NYS CR Part 154 that varies for each proficiency level.
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.
  2. Parents of ELLs who are new to the NYC DOE are ensured an introduction to all three available program choices within the NYC DOE through viewing the video provided by the office for English Language Learners in which all three programs are explained. Further explanation and answers to questions are provide by the certified ESL teacher who shows each parent the video or in her absense by a certified bi-lingual pedagogue. The explanation is made known to the parents on the day of registration. The brochures that explains the three programs in their homelanguage are given to parents at the time of enrollment to read over. The parent coordinator is also given the brochures to make them available to parents so they can make a decision that feels right to them about the education of their child. Continuing ELLs students are tested each spring through the NYSESLAT with appropriate accomidations as per the mandates laid out by the state. The scores are then evaluated when we receive them in the Fall of the following year on the ATS system. In accordance with each students respective score on the NYSESLAT either a letter of "Continued Entitlement" or a letter of "Non-entitlement/Two years of Transitional services" is sent home in the students home language. The student is the given ESL services in accordance with each letterste response to question here:
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 [\[see tool kit\]](#).)

3. Our process for collecting parent survey and program selection letters, if not done in person at the time of registration, are scheduled through a home visit with appropriate designated staff of Bronx Theatre High School. If the former was not able to take place then letters are sent home with students or mailed until all letters are successfully returned and kept on file. If translation is needed we make use of NYC DOE Over-the-Phone Interpretation Services or a bi-lingual staff member is made available. Moneys are also set aside to ensure that appropriate translation services can be provided if need be. se to question here:
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.
4. The protocol for placing ELLs identified by the combination of intake, HLIS and testing procedure culminates in a letter home to the parent after that procedure has happened including an entitlement letter, a parent survey, and a program selection form. The LAB-R has been scored by the certified ESL teacher and the student is deemed an ELL as per their LAB-R scores. The parent is informed via mail and the above listed forms and letters in their home language. If letter is not returned within a few days the parent is called in by the ESL teacher to meet in person at the school. If the parent has not come in for the meeting and the letter has not returned to the school within 10 days of enrollment the student is placed in a free-standing ESL class. An unreturned letter is considered a Transitional Bilingual Education selection letter as per CR part 154 and kept on file. Students are placed in our free-standing ESL classes based on the above intake process, HLIS, LAB-R testing, entitlement letter, program introduction, parent survey and selection letter for all new NYC DOE admits. The parent choice information is entered on the ELPC screen within 20 business days of the student's enrollment.
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.
- The school administers the NYSESLAT to annually evaluate all identified ELLs. ESL teachers and administrators closely monitor the list of ELLs students through ATS that are admitted and discharged throughout the school year in order to ensure that all ELLs are identified and tested accordingly. Two weeks before the test begins a letter including the schedule for testing is sent to parents informing them that attendance through all parts of this state test is mandatory. Posters are placed around the school including the students schedule for taking the NYSESLAT. Since there are approximately forty students who take the test each modality, besides speaking, is administered in groups of about twenty students. The schedule is cleared with administration so that it does not interfere with other school wide testing toward the end of the school year. The NYSESLAT is administered to all ELLs in grades testing band 9-12 following the standard testing protocol, taking into account any special modifications that students with IEPs may require. The speaking portion is administered to each ELL individually by certified pedagogues. ESL teachers do not administer the test to their own students to ensure the new rule that a party of non-interest should administer the test to avoid bias in the scoring. The teachers who administer the speaking portion of the NYSESLAT are trained in the proper testing procedures and rubrics prior to administering the NYSESLAT. The other three portions (listening, reading, and writing) are administered in group settings by the ESL teacher, adhering to all testing procedures. A quiet and adequate test taking environment is ensured throughout administration of all the modalities of the NYSESLAT test. All documents are kept in a locked and secured closet to retain the integrity of the test.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
6. Bronx Theatre is in its 9th year of operation as a high school. In the history of our enrollment and placement of newly registered ELLs, we have received no selection letters which show an interest in a Transitional Bilingual program. We keep selection letters on file in the event that tallies add up to twenty requests across two grade levels for a Transitional Bilingual program. We are prepared to transition to and fulfill our obligation of providing a Transitional Bilingual Education model if parent requests meet the mandated requirement of twenty. We are confident that our Freestanding ESL program is aligned with parent requests. We feel that during the informal interview in showing the video parents get a clear understanding of what is offered within the NYC DOE. We are prepared to change our program if the parent requests meet the requirement of twenty parents who select the Transitional Bilingual Education model across two grade levels.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

B. Self-contained classes are heterogeneously mix across proficiency and grade levels to fit the schedule of individual student and to provide a more student centered dynamic learning environment. ELA classes are by grade level but a heterogenous mix of ELLs' English language proficiency levels as we only have one ELA content course per grade set aside for ELLs per day. We have a small population of 36 ELLs and therefore have one ESL teacher.
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)?
  2. ELLs are served by a certified ESL teacher for all of their mandated minutes. Beginning ELLs see the ESL teacher for in a self-contained ESL class five times a week and also are served in their ELA class with the certified ESL teacher pushing-in to the class. Each beginner student receives 540 minutes of specialized instruction per week by a certified ESL teacher. I. Intermediate students are served by an ESL teacher in a self-contained classroom for five periods a week and also seen by the same ESL instructor for explicit ESL instruction and differentiation in their content ELA classes for five periods a week. Each intermediate ELL student receives more than the mandated number of service minutes, 360 per week, deliver by a certified ESL teacher. There are 10 intermediate level ELLs at Bronx Theatre High School. Each advanced ELL is seen by the ESL teacher for the mandated number of service minutes. Advanced ELLs are seen by the certified ESL teacher per week for 360 minutes in a combination of 180 minutes in a self-contained class and 180 minutes in their ELA content course. Home language support is also provided, as per the graph below, 25 percent of the time by the certified Spanish teacher who is also a Certified ESL teacher.

3. Content area courses are delivered by certified content course teachers in our free standing ESL program. The certified ESL teacher provides counciltation with content area teacher as to best ELLs instructional practices. The ESL teacher turn keys strategies such as use of sponse to questions here:

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.

All ESL curricula are CCLS aligned and focus on both fiction and non-fiction texts. Our current ELL data reveals that ELL students struggle most with science and social studies. Due to this need the amount of non-fiction science and social studies based texts has been increased in the ESL curricula. Instructional approaches used to scaffold the curricula includes think-pair-share, backwards analysis, graphic organizers, task analysis, vocabulary building strategies, annotation and Cornell note-taking.

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

4. The ESL coordinator evaluates the level of literacy in the students' home language by administering the Spanish LAB if students are newly matriculated into the NYC DOE and scores are then recorded. If students are not new to the NYC DOE, the Spanish LAB is administered for reference only and to evaluate the student's home language literacy skills against the correct answers on the test.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We do a baseline assessment, mid year assessment plus a series of formative and summative assessments throughout the year in all modalities in order to drive instruction with data and be able to focus on target focus areas. Also the assessment are aligned to skills need to be successful in the common core and their core subject areas.
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).

#### 6. Differentiated instruction for all ELL subgroups

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

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

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

instruction such as prereading, wordstudy and analysis in order to be more active and influential participants in their learning community.

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

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?

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

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?

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

### Courses Taught in Languages Other than English

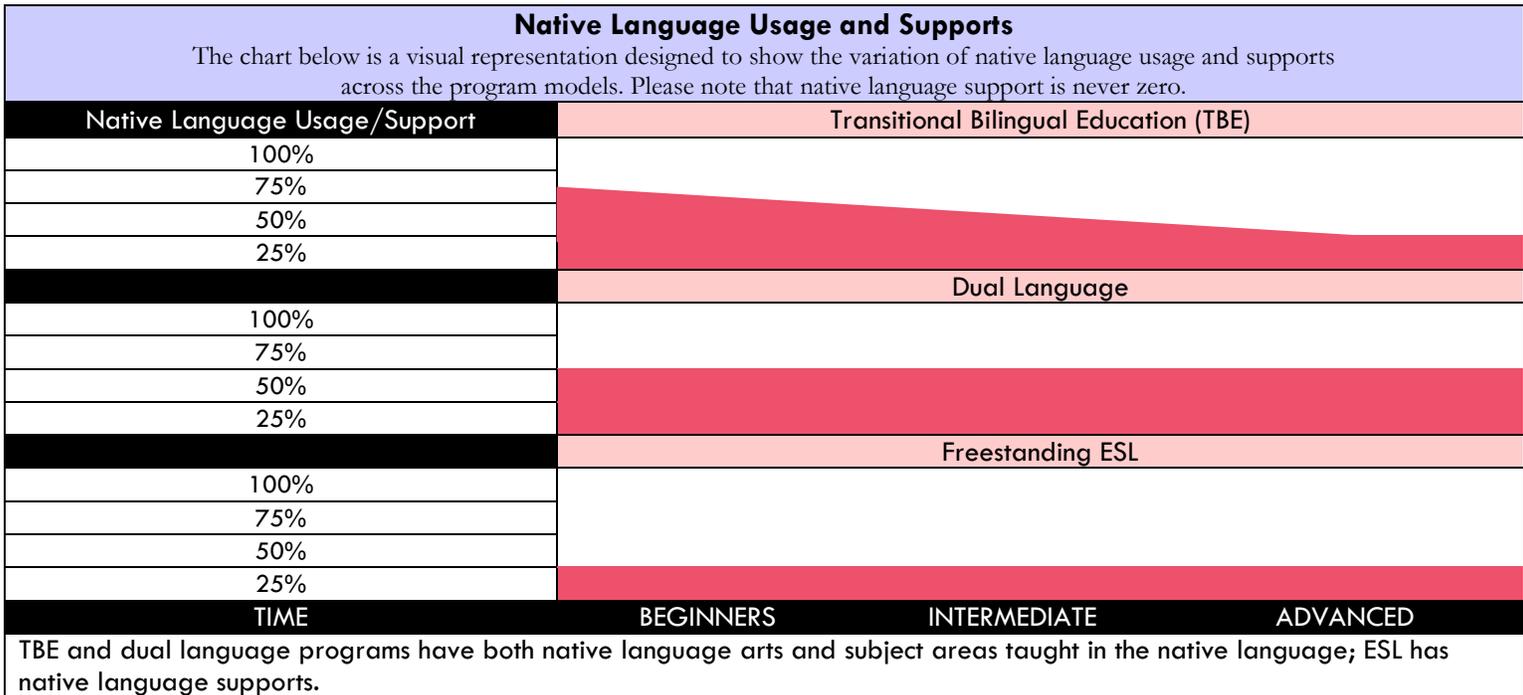
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction				
Native Language Arts:					
Social Studies:					
Math:					
Science:					
French	French/English				
Spanish	Spanish/English				
AP Spanish	Spanish				
AP French	French				

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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.
9. Our target intervention program focuses on our long term ELLs who are not meeting goals of passing regents exams across the curriculum nor advancing NYSESLAT scores. Repeater classes taught by certified teachers in all content areas are offered during regularly scheduled school hours and focus on scaffolding curriculum with graphic organizers, think-pair-share, and backwards analysis (modeling). A connection with real life application for each content area is stressed. These classes are geared to long term ELLs however ELLs with 1-3 years of service across proficiency levels will benefit from these intervention courses as well. Many of our students are bilingual in Spanish and can offer ELLs added home language support. The Title III moneys are also used to offer intervention services for ELLs who want to meet personal goals or who are struggling with academic language. The science, math and ESL teacher are available for small group tutoring after school through Title III tutoring hours. Museum, college visits and trips to Broadway plays are made available to all ELLs and are used as motivational, hands-on and real world tools that add to our curriculum here at Bronx Theatre. :
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. We measure the success of our ELLs program to the extent that intervention is data-driven, that all of our teachers are incorporating the latest (research-based) differentiated strategies for ELLs in daily lessons, ELLs' culture is represented in the curriculum, there is a balance between explicit and student-driven instruction, ELLs intellectual and emotional needs are being met in order to reach their highest potential, to graduate on-time and to achieve college readiness.
11. What new programs or improvements will be considered for the upcoming school year?
11. Improvements in our program happen every year. We have implemented common preparation periods this year where the ESL teacher can plan differentiation and ESL strategies to enhance in ELA courses.
12. What programs/services for ELLs will be discontinued and why?
12. We are only adding to ELLs programs and services. We will not be removing any services for ELLs.:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. We offer sports, chorus, guitar club, dance team, after school. All programs are made available to ELLs through translated letters and telephone conversations as needed. At college night there are bilingual staff who make themselves available for translation so that Spanish speaking parents can also learn about college and scholarship opportunities afforded the entire school population. We also offer several repeater courses after school which help students who take ESL during the day to gain all of their credits and to graduate on time.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Rosetta stone is available and used for all ELLs. Laptops are also available to all students in their content classrooms. Up to date texts books in English and in Spanish are available in content courses. English/Spanish glossaries are available for everyday classroom use as well as mandated accommodation during regents testing. Smartboards are available in all the classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native language support in our free standing ESL program is offered through text books in each content area, Spanish literature in classroom libraries at all levels, NYC DOE glossaries in English and home language for all regents exams, Spanish/English dictionaries for ELL use in classrooms, bilingual staff (including all school aids), Spanish and AP Spanish courses offered. The ESL teacher/Spanish teacher, is certified in ESL, is bilingual and is able to provide entry points for beginner students through Spanish. The certified Spanish teacher who is certified in ESL provides part of the 25% of native language support in our Freestanding ESL Program, The principal, assistant principals and about half of the teaching staff speak enough Spanish to help students and their parents access to information when necessary. e to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. Required services and resources are age and grade level appropriate as well as being geared toward individual interests such as music, theatre and dance.:
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.
17. There is an orientation that students and parents come to for a three day period that culminates in a staged production that family and friends are invited to watch. Students are visited by upper classmen and staff to ensure a smooth and welcoming transition into high school. Newly enrolled ELLs are also assigned a buddy in their own grade and an upper classman during

orientation who is responsible for translating and helping the student to adjust to the demands of high school. response to question here:

18. What language electives are offered to ELLs?

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

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)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

1. Ms. Goldman, ESL Coordinator, regularly meets with Ms. Colon, ESL teacher, for professional development. Strategies and skills for listening, speaking, reading and writing are discussed at their meetings. They discuss how to prepare students for the NYSESLAT and also the implications for instruction. Professional Development for all teachers, as well as guidance, psychologists, occupation/physical therapists, speech therapists, secretaries and administrative staff is provided throughout the school year by Ms. Colon on staff development days and on an individual request basis. PD such as differentiated instruction, legal obligations and Regents test prep are some of the topics discussed. PD is conducted for the entire faculty on PD days and in individual and small group formats. The ESL Coordinator offers the parent Coordinator PD opportunities on compliance and intake and explanations of Part 154 as needed. The assistant principals, who regularly offer PD, always include an ESL component to all instructional PD. Teachers have been sent to various outside PDs that covered topics such as writing the LAP and Nuts and Bolts of ESL administration. The PD plan also includes topics such as ELAND procedures, the CCLS for ELLs, and modifications for ELLs.

2. Professional development is offered to teachers of ELLS in weekly department meetings focusing on deconstructing the common core, lesson study and curriculum study, inter-visitations, supplementary materials such as Engage NY, and observational feedback and support. ESL teachers and content teachers receive professional development on CCSS-related collaboration, instruction, and teacher evaluation. The ESL teacher and content area teacher collaborate on writing CCSS based lesson plans that are scaffolded for ELs. The ESL teacher observe content teachers as they carried out the lesson plans and provide feedback on how it worked with ELs. These Professional developments provide teachers authentic activities, examples and modeling of effective strategies to enable them to support ELs within the CCSS framework.

3. Support provided to staff to assist the transition of ELLs as they transition includes bi-level grade level meetings for teachers of 9th grade students, information and support from the SIT team and PPT team members (of which the ESL teacher is a member).

4.. PD for teachers, including SPED teachers, will focus on modifications and differentiations for ELLs in the content areas. The ESL teacher will provide this pd at weekly departmental meetings where she will address ESL strategies for each content area and for SWDs as well as through pd offered on the January PD day.

## 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?

1-4 A parent coordinator is used to promote parental involvement in our school and provides translation services as needed. In addition, our ESL coordinator and guidance counselor are Bi-lingual. He is available to parents during the school day and at night by cell phone. Parent workshops are offered in English and Spanish throughout the school year. Workshops include topics such as curriculum, college selection, financial aid, and parent rights in the DOE.

Parents can participate in many school events such as student's plays, financial aid night and college night.

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

## 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.

Bronx Theatre High school LAP goal in 2011-12 was met. Fifteen advanced level ELLs-SWDs passed the NYSESLAT as proficient. The rest Of the ELLs-SWD-s moved up by one level of English proficiency this year May 2013. te response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

*Requirement under Chancellor's Regulations – for all schools*

DBN: 10x546 School Name: Bronx Theatre High School

Cluster: 562 Network: 1

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

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 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>siop</u>	DBN: <u>10x546</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>44</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 5

Describe the direct instruction supplemental program here and include the

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

Begin description here: Bronx Theatre High School has a free-standing ESL program which provides support for our 44 LEP students grades 9-12. We have one certified ESL teacher who teaches four free-standing ESL classes per day. All four classes have a heterogeneous mixture of ELL students with beginning, intermediate and advanced levels of English proficiency. This schedule satisfies the state's mandated minutes of classroom instruction for each level of ESL instruction. The ultimate goal for our Free-standing ESL program is to promote proficiency in academic English (CALPS) in ESL student's core classes so that they succeed both in their core classes and the corresponding regents exams. We also prepare students for college readiness through instruction using Common Core State Standards. Most LEP students at 10x546 have a home language of Spanish with the exception of two students who speak Fulani at home and one student who speaks French. Our free-standing ESL instruction focuses on advancing critical thinking skills (Bloom's Taxonomy), vocabulary acquisition (TPR and language experience, synonym word spectrums), reading skills and strategies for varied genres, grammar patterns through language experience and authentic activities and MEAL paragraph and essay writing.

Our Title III after-school/Saturday program will consist of focused, supplementary instruction in Global History, US History, Algebra, and Living Environment to help our ELLs population pass regents exams and be prepared for STEM careers. The rationale for these instruction are to be administered during our after-school Title III program is to focus on the low passing rates among ELLs on the Global History regents and the Living Environment regents test. Our Saturday classes will focus on US History Regents exam and credit accumulation in the areas of mathematics and sciences, specifically statistics and chemistry. Furthermore, there is only one ESL teacher who administers instruction during the day in free-standing ESL classes. Therefore students could benefit greatly from additional, supplemental instruction by their content teachers that has also been scaffold by the ESL teacher. Out of the fourteen students in the current ELL population who have taken the Global History regents exam, only one ELL student has passed the exam. Out of the twenty-four students in the current ELL population who have taken the Living Environment regents exam, only one ELL students have passed the exam. As for the US History, only one ELL student has passed of the five seniors. Since the rate is very low we expect that freshmen ELLs who have not yet taken the Global History, US History, and Living Environment regents will also benefit from specialized and supplementary instruction provided in our after-school Title III program. All 44 ELLs will be invited to attend the after-school/Saturday program. An official school letter will be sent home in order to record proper parent consent for children to attend the Title III after-school/Saturday program.

The ESL after-school/Saturday academy Title III program will meet two days per week and every Saturday from November 8 through May 30, 2015. The Title III after-school program will consists of

## Part B: Direct Instruction Supplemental Program Information

supplemental instructions in Global History, and Living Environment, a total of 54 hours for each subject. Global History will run Tuesday/Thursday from 4:00pm to 5:30 pm, and Living Environment on Monday/Wednesday from 4:00pm to 5:30pm for all ESL and former ELL students. ESL teacher will push into Global and Living Environment class one day per week. Each teacher will be paid at teacher per-session rate for a total of 554 hours (36 sessions/1.5 hrs each) at a cost of \$8,244.62. Our Saturday program will provide 54 hours of direct instruction in the areas Chemistry, statistics, and US History for our target ELL population from the hours of 10:00 -1:00pm. 3 certified teachers (chemistry/statistics/US history) will provide regents prep instruction to ELL. Each teacher will be paid at teacher per-session rate for a total of 54 hours (18 sessions/3 hrs each). A total cost of \$8,244.62. The program will focus on the 44 ELL students including the 9 former ELL students. The entire after-school and Saturday program will accounts for 324 hours of direct supplemental instruction for our target ELL population. Saturday classes will meet for 3 hrs each session over the course of 18 weeks, and the after-school program will be 1.5 hrs each session, twice a week over the course of 18 weeks. This will meet the minimum requirement to use at least 60% of the total Title III budge on direct instruction. Materials will be purchased with Title III funds that are more accessible and appropriate for our ELLs population than current books in these core classrooms. Books that are rich in graphic organizers, photos, and other of forms of scaffolding for ELLs will be ordered, the science and social studies books will be ordered from Pearsons.

A school administrator will not be included in the budget since there is one assigned to other after-school and Saturday programs. The ESL coordinator will work on developing a college-awareness program for the students and parents.

A total of 1 ESL teacher, and 4 content teachers will participate in the Title III Plan. The following list the teacher's title, and certifications:

2 NYS Social Studies Teacher, Social Studies Certification (9-12)

1 NYS Mathematics Teacher, Mathematic Certification (9-12)

1 NYS Science Teacher, Living Environment (9-12)

1 ESL Teacher, ESL (k-12)

## Part C: Professional Development

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

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

Begin description here: The rationale for our professional development for this program is the strong need to incorporate more strategies for ELLs that deal directly with Common Core State Standards in our mainstream core classes. Our ELL population is taught the core curriculum in mainstream classes without the advantage of an ESL teacher pushing-in to the classroom. Therefore, there is a strong need for teachers to be trained in SIOP. Our ESL teachers will attend a series of SIOP Teacher Workshops provided by Center of Applied Linguistics (CAL)SIOP and will turn key the training in the classroom since the teacher is acting as a push-in. The total cost of \$772.65. The certified SIOP instructor from CAL will

### Part C: Professional Development

facilitate the professional development to 5 teachers, 1 ESL coordinator, and 1 administrator. In addition, several teachers and administrators will be invited to attend the event. The SIOP Teacher workshop is designed as a 5-day workshop from 9:00 to 12:00pm over the course of 5 months. SIOP is a framework for planning and delivering instruction in the areas of science, mathematics, and history to English Language Learners as well as other students. The first session will provide an introduction of SIOP to teacher and the resources available to teachers. The second session will dissect the SIOP components and the building background. The third and fourth session will discuss the unit and lesson planning, strategies, practice and application, and lesson delivery. The final session will include SIOP lesson plan by writing ideas and assessments, sharing lesson plans, and future use of the SIOP model.

Overview of Professional Development (9:00 -12:00pm)

Friday, February 6, 2015 / Introduction to SIOP Model

Friday, March 6, 2014 / SIOP Components and background

Friday, April 3, 2014 / SIOP Unit and Lesson Planning

Friday, May 8, 2014 / SIOP Strategies and lesson delivery

Friday, May 29, 2014 SIOP Assessment and best practices

### Part D: Parental Engagement Activities

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

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

Begin description here: The parent engagement activities for the Title III after school /Saturday program will consist of three meetings with parents and students at the school. These meetings will take place five times between January and May and will last for two hours each. This will account for five per session ours from the overall budget and will be counted as direct instruction. Snacks and refreshments will be provided during the event, which will cost \$800.00. The certified guidance counselor, Ms. Scanga, will help parents and students learn about college and financial aid planning. In addition, the ESL teacher will suggest college materials, help parents and students identify resources that include scholarship programs and outside support for Spanish speaking and other native languages. The rationale behind this parent involvement activity is to increase parental involvement in college planning and raise awareness of opportunities for ELL students and their families. The students are expected to apply to 4 CUNY colleges, 4 SUNY Colleges, and 2 private universities. There will be opportunities for students to take the TOEFL in their native language so they can meet the college admission requirements. Students and parents will be provided metro cards while attending the event. All students will be given opportunities to visit SUNY 2 community colleges, 2 senior colleges, and 2 private universities. The parent event will be available in English and Spanish with all handouts translated in Spanish, and French.

Parent Workshops:

Session 1: Introduction to College and Universities

Session 2: Financial Aid for families

**Part D: Parental Engagement Activities**

Session 3: What to look for in a college?

Session 4: Completing college application and FAFSA.

Session 5: Scholarships, grants, and student loans

The cost of transportation to visit colleges and university will be \$5600.00.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

