

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X442

School Name:

CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC, THE

Principal:

JERROD MABRY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Celia Cruz Bronx High School of Music School Number (DBN): 10X442
Grades Served: 9-12
School Address: 2780 Reservoir Avenue Bronx, NY 10468
Phone Number: 718-329-8550 Fax: 718-329-8559
School Contact Person: Jerrod Mabry Email Address: JMabry@schools.nyc.gov
Principal: Jerrod Mabry
UFT Chapter Leader: Brian Boggan
Parents' Association President: Marta Santiago
SLT Chairperson: David Fink
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Donna Dhala
Student Representative(s): Niyanna Carrero
Simone Hassan-Bay

District Information

District: Affinity Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue- 7th Floor
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3745 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458

jruiz2@schools.nyc.gov

Director's Email Address:

718-828-7776

718-828-6280

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jerrod Mabry	*Principal or Designee	
Brian Boggan	*UFT Chapter Leader or Designee	
Marta Santiago	*PA/PTA President or Designated Co-President	
Marangeliz Geddes	DC 37 Representative (staff), if applicable	
Donna Dhala	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Simone Hassan-Bay	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Niyanna Carrero	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
David Fink	SLT Chairperson	
David West	Teacher	
Arlene Romanello	Parent Representative	
Jadira Gallego	Parent Representative	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Zoraida Diaz	Parent Representative	
Jennifer Golden	Teacher	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Contextual Information:

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

Mission statement:

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

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

Collaborations / Partnerships / Initiatives:

Exploring the Arts (ETA)

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

STOKED Mentoring

Stoked Mentoring is a unique organization that develops innovative programs exposing "at risk" youth and their mentors to action sports as a means to develop and foster resiliency, determination and success. Responsible for developing the curriculum for each mentoring program/ season, Stoked recruits and trains program mentors and teachers/coaches, hand-matches mentor and mentee, manages the mentoring relationship for optimal results and oversees follow up post-season. The current programs are targeted towards teens 13 - 17 years old. Stoked Mentoring began during a snowboard trip in April 2004 when Founder and Executive Director, Steve Larosiliere, was inspired to

create opportunities to expose “at-risk” youth to nature and the challenging sport of snowboarding, through a unique mentoring program. Two cohorts of 20 students each will learn to skateboard, surf, and snowboard and will do so four-six times per year per activity. Our partnership with STOKED began in 2014-2015.

Achieve Now Academy

Celia Cruz was awarded a \$75,000 grant in 2014 after applying for NYCDOE Achieve Now Academy funding, the highest grant awarded. Celia Cruz was again awarded \$50,000 in 2015. Celia Cruz received top funding due to data that established a track record of success based on past credit recovery, tutoring, and Saturday School programs.

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

Teacher Leadership Team (TLT) / Distributive Leadership Model:

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

Team Members:

Peer Collaborative Teacher: Tom Hall

Model Teachers: Jonathan Abikzer, Eric Dinowitz, David Fink

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

Instructional Planning Goals:

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

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

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

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

School Strengths, Accomplishments, and Challenges:

The 2015-2016 Principal Performance Review (PPR) revealed the following strengths, challenges, and accomplishments:

Strengths:

Resource Allocation: "The principal makes strategic use of resources such as staff time, hiring, student programing, guidance supports, and academic intervention services to support teacher and student learning needs." (1.3)

Learning Environment: "The principal has created a culture of mutual trust and positive attitudes that supports the academic and social emotional growth of the students and adults." (1.4)

School Inquiry Teams: "The principal has created ample opportunities for teachers to engage in structured professional collaborations using an inquiry approach that promotes shared leadership and focuses on improved student learning." (4.2)

Areas for Improvement:

Curriculum: "Continue to develop teacher practice to consistently design engaging, rigorous, and coherent curricula across all grades and subjects, accessible for a variety of learners. Provide professional development to all staff members to further develop a common understanding of what rigor and planning for cognitive engagement looks like. Provide teachers with samples of model lesson plans and unit plans that emphasize rigorous habits and higher-order thinking. Strengthen systems and structures that allow administration to regularly review and provide feedback to teacher work products. "(1.1)

Pedagogy: "Strengthen teacher pedagogy so that instructional strategies such as higher order questioning, purposeful grouping, student discussions, and multiple entry points are consistently seen across all classrooms. Ensure that teaching strategies align to the schools beliefs about how students learn best. Further develop a system that allows for frequent inter-visitations and focused walks that include teacher leaders and administration to identify best practices. Align the school's professional development plan with identified areas of teacher need, specifically focusing on questioning and discussion, supporting struggling students, and formative assessment practices." (1.2)

Assessment: "Ensure that feedback to students is actionable and aligned to rubrics so that all students are aware of next learning steps and progressing towards mastery of learning outcomes. Develop teacher skill in the use of daily formative assessment, as well as student peer and self-assessment, to ascertain student progress, make instructional adjustments, and ensure students are aware of next learning steps. Develop a common understanding of strong formative assessment practices that are consistently modelled by teacher leaders. Provide staff with models of targeted specific feedback to students. Develop systems and structures that allow administration to regularly review the use of rubrics and feedback provided on student work products." (2.2)

Accomplishments:

2015-2016 Billy Joel Grant \$50,000

2015-2016 Achieve Now Academy \$50,000

2015-2016 Councilman Cohen CASA Grant \$25,000

School Growth:

- Significant growth was observed in many areas of the School Learning Environment / Framework for Great Schools Report, especially in “Strong Family-Community Ties,” and “Trust.”
- The Special Education Department gained two new teachers for the new ICT Model in 2015-2016

10X442 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	431	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	N/A	# SETSS	6	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	43	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.5%	% Attendance Rate			90.0%
% Free Lunch	75.9%	% Reduced Lunch			8.5%
% Limited English Proficient	4.1%	% Students with Disabilities			11.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			25.5%
% Hispanic or Latino	69.3%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	2.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.64	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			11.46
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	85.7%	Mathematics Performance at levels 3 & 4			53.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.3%	% of 2nd year students who earned 10+ credits			88.0%
% of 3rd year students who earned 10+ credits	84.9%	4 Year Graduation Rate			89.1%
6 Year Graduation Rate	88.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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			YES
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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Celia Cruz has adopted the Universal Design for Learning (UDL) as the model for curriculum development. Teachers are using tailored unit and lesson plan templates developed by the school for planning. Teachers are participating in teacher teams using a "tuning" protocol to look at lesson planning and the "Atlas Protocol" for looking at student work. ICT teachers are being supported with the school budget to include per session for after-school team planning (20 hours per teacher, per semester).

The Quality Review report and PPR feedback has consistently noted that lesson and unit plans indicate a lack of rigor and challenge within lessons, that curricula and lesson plans showed evidence of “falling out of alignment” with the targeted standards, and that the purpose of activities was often questionable. With the new focus on teacher planning, we expect to see Common Core aligned curricula that sets high standards for students and actively engages students in high level intellectual activity to develop critical thinking skills.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will develop CCLS-aligned units of study and performance tasks to improve rigorous instruction by using the Universal Design for Learning model. All teachers will develop and submit curricula to administration for feedback before beginning each unit and will reflect upon the past unit in order to revise and update it.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
Universal Design for Learning roll-out and ongoing Professional Development, including unit and lesson plan reviews and feedback.	All teachers	9/15-6/16	Principal, Assistant Principal
Unit Plan development, review, and revisions.	All teachers	9/15-6/16	Principal, Assistant Principal, Teachers
Use of the Atlas Protocol to review student work, and the Tuning Protocol to review lesson plans, leading to adjustments in instruction and assessment development.	All teachers	9/15-6/16	Peer Collaborative Teacher, Model Teachers
Special Education teachers will meet once weekly to develop differentiation strategies for their ICT classes using the Universal Design for Learning as a focal point. Special Education teachers will also develop and implement Academic Intervention Strategies for individual students.	Special Education Teachers	9/15-6/16	Special Education Teachers, Special Education Model Teachers.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Universal Design for Learning roll out took place during the teacher Professional Development on September 8 by the Principal. During the Chancellor's Professional Development days, the Assistant Principal will provide professional development on the different aspects of UDL, and how they are implemented in the classroom and within unit and lesson plans.</p> <p>All teachers will be analyzing student work and tuning lesson plans collaboratively during the schools 5th period student lunch two days a week. This collaborative teacher team time is the teachers C6 professional period assignment.</p> <p>Special education teachers meet an additional day a week during the 5th period student lunch, using the time to work on intervention strategies for individual students, as well as professional development on co-planning, differentiation,</p>

and SESIS. On top of that, the special education teachers are offered 20 hours of per-session to collaboratively plan lessons and units with their co-teacher.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 4, teachers will all have written and revised their unit plans based on the Universal Design for Learning. These units will include multiple entry points, including representation, action and expression, and engagement. The units will have been reviewed by the Principal and Assistant Principal, and Professional Development offered.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Celia Cruz strives to create and sustain a school and classroom culture where students feel safe, supported, and challenged by their teachers and peers. The most recent PPR indicated that there is a culture of "mutual trust and positive attitudes that supports the academic and social emotional growth of students and adults." The school has a robust guidance department and an Assistant Principal of Organization that focuses on the needs of students. Examples of student based culture are monthly certificates of achievement from the Principal, weekly posting of excellent attendance, incentives for high performance, as well as recognition for "most improved" students and students are actively working to achieve success.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders and teachers will develop recognition and support structures resulting in a 3% increase in "safety," "classroom behavior," "social-emotional measures," "personal attention and support," and "peer support for academic work" measures of the Framework for Great Schools report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Student academic performance incentives for high achievement, notable improvement in attendance and GPA, and other areas such as attendance will be publicly celebrated. Incentive events such as movie night and ice skating night will continue to be a positive outlet for student performance and will further engage students in activities that are positive and rewarding within the school.</p>	<p>Higher achieving students and students who are improving.</p>	<p>9/15-6/16</p>	<p>All administration</p>
<p>The social and diverse needs of students who need emotional growth of students will be supported by the development of groups that support the identity, interests, and opportunities to grow and develop social skills and capacity. The school will sponsor a campus-wide Gay-Straight-Alliance (GSA) to support the needs of the school’s growing and notably visible LGBTQQ population. Research shows that GSAs contribute to positive academic outcomes, healthy social and emotional development of LGBTQQ youth, and safety while providing a safe-haven for students to feel welcome, accepted, and at ease in the company of their allies.</p>	<p>LGBTQQ youth and their allies</p>	<p>9/15-6/16</p>	<p>All administration, Community Assistant, teacher.</p>
<p>The Principal will be recognizing 10-15 students each month who have demonstrated achievement in academics, character, leadership, and improvement. These students will not only receive a certificate for their accomplishment, but will also receive a phone call home from the principal.</p>	<p>Students showing growth in the class room.</p>	<p>9/15-6/16</p>	<p>All administration, teachers, support staff.</p>
<p>The guidance department will send home letters to the parents of each individual students informing them of the after-school tutoring programs, academic incentives, and extra-curricular programs to alert them of the program expectations and requirements.</p>	<p>All students and parents</p>	<p>9/15-6/16</p>	<p>Administration, guidance counselors, parent coordinator, PTA.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session has been made available for the Community Assistant and teacher who organize and supervise GSA. GLSEN provides GSA training and materials free of charge; per diem will be required to release Golden to attend the training sessions. The school will use Title I funding to pay for events that recognize students who have demonstrated success as well as improvement in the classroom, including movie nights, ice skating night, and parties. STOKED Mentoring costs \$12,000 for the second year with \$19,600 in services provided to the school.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

An informal survey of students modeled after the learning environment survey will be performed in February and responses will be tracked to see if positive progress has been made in all categories. An expected gain would be 2.5 to 3 points in all Framework elements.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The school has set up a structure in which all teachers participate in collaborative teacher teams during the school-wide lunch period. Last year, teachers worked collaboratively on developing department-wide rubrics, looking at student work to adjust curriculum and lesson, and using data from state-aligned exams to adjust instruction and develop Academic Intervention Strategies. This led to an increase in passing rates on Regents exams in , English (6%), Common Core Algebra (24%), Chemistry (25%), Living Environment (6%), and Music (16%). This past year also saw an increase in College Readiness in English, with 76% of students demonstrating College Readiness (up 24%).

While these numbers show a great deal of improvement, the school still has work to do in order to align all courses to the Common Core Learning Standards and engage students in rigorous learning experiences (PPR). This not only includes classroom activities and discussions, but also setting clear expectations through the use of rubrics and actionable feedback (QR). By doing so, we will hopefully see gains in all areas, but specifically on the Common Core Math Exams, whose results fell from last years Integrated Regents Exam scores.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teacher team members will collaboratively analyze teacher lesson plans as well as student performance tasks to improve student work quality as measured by a 5% increase in students scoring at or above the passing rate on all Regents and Common Core examinations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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?
Within teacher teams, teachers will collaboratively tune lesson plans and look at student work, focusing on adjusting curriculum to meet student needs.	All teachers.	9/15-6/16	Teachers, Model Teachers, Peer Collaborative Teacher
Each department will analyze student data from the June, 2015 Regents and Common Core Exams, and use this data to set department goals, as well as 1-2 strategies based on the areas of need as observed in the data (REDS report).	All teachers	9/15-6/16	Assistant Principal
Special Education teachers and ENL teacher will meet once weekly to develop differentiation strategies for their ICT classes using the Universal Design for Learning as a focal point. Special Education teachers will also develop and implement Academic Intervention Strategies for individual students who are in danger of failing.	Special Education Teachers, ENL Teacher	9/15-6/16	Model Teachers
Teachers will engage in three peer inter-visitation cycles throughout the school year. During these peer inter-visitations, teachers will both give the observed teacher feedback, as well as take away strategies to use in their own classrooms.	All Teachers	9/15-6/16	Teachers, Model Teachers, Peer Collaborative Teacher, Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers will all need to be relieved of their C6 period in order to participate in Teacher P.D. during period 5. Two days a week teachers will meet in teams, one day the special education team will meet, and one day departments will meet with the Assistant Principal to analyze data and use this information to guide instruction.</p> <p>ICT and ENL teachers will be allotted 20 hours of per-session per semester for additional collaborative planning time.</p> <p>All teachers will be allotted 10 hours of per-session per semester to make curriculum adjustments by incorporating UDL and using data to inform their curricula decisions.</p>

NYCDOE Teacher Team Leader from the office of Teacher Recruitment and Quality will be needed to work with the leadership team (peer collaborative teacher and master teachers).

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The midterm exams, which are given during mid-January, will be aligned to the state exam for each course, and will be collaboratively designed by all teachers who are instructors of that course. The results should reflect an increase of 3% from last June’s state exam grades.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The Principal and Assistant Principals have developed a climate of inclusiveness by distributing leadership throughout the school, and providing the time and resources for teachers to participate in teacher teams, special education teams, peer inter-visitations, and additional collaborative planning time. Administration has also developed a climate of inclusiveness within the student body, making sure that students of all ability levels are recognized for their achievements, as well as opening up after-school extra-curriculars that include the Gay-Straight Alliance, STOKED Mentoring, Recycle-A-Bicycle, and DYCD Mentoring, on top of the plethora of after-school music ensembles.

In order to provide teachers with meaningful feedback, Administrators completed a non-evaluative observation of each teacher to ensure that expectations were made clear to all teachers prior to evaluative observations. After each observation, administration meets for a post-observation conference with all teachers to provide meaningful feedback.

As per past observations and a Unit plan review in September, 2015, teachers continue to struggle with providing multiple entry points for students, as well as providing differentiated opportunities in instruction, activities, and assessments. This year, Administration will provide Professional Development in using the Universal Design for Learning to plan curriculum and lessons in order to support student achievement for all students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will provide professional development on using the Universal Design for Learning in order to build teachers' capacity in Domains 1 and 3 of the Danielson Framework, resulting in increased ratings of .25 points in components 1E, 3B, 3C, and 3D.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	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?
Universal Design for Learning roll-out and ongoing Professional Development, including unit and lesson plan reviews and feedback.	All Teachers.	9/15-6/16	Principal, Assistant Principal.
Teachers will engage in three peer inter-visitation cycles throughout the school year. During these peer inter-visitations, teachers will both give the observed teacher feedback, as well as take away strategies to use in their own classrooms.	All Teachers.	9/15-6/16	Teachers, Model Teachers, Peer Collaborative Teacher, Principal, Assistant Principal
Administration will provide teachers with support and feedback on observations, for both evaluative and non-evaluative observation cycles, encouraging teachers to participate in Professional Development in areas of growth.	All Teachers.	9/15-6/16	Principal, Assistant Principals.
Teachers will use the itemized analysis results from the June, 2014 Regents exams, the itemized analysis results from the regents-based midterms, and itemized analysis results from two other summative assessments, and use these results to guide their planning and instruction.	All teachers.	9/15-6/16	Principal, Assistant Principal.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers will all need to be relieved of their C6 period in order to participate in Teacher P.D. during period 5. Two days a week teachers will meet in teams, one day the special education team will meet, and one day departments will meet with the Assistant Principal to analyze data and use this information to guide instruction.</p> <p>All teachers will be observed at least once for non-evaluative feedback prior to their first evaluative observation, in order to clarify expectations and the Danielson Framework.</p> <p>Chancellor's Professional Development days will include PD on the Universal Design for Learning. Administration will collect, review, and give feedback, on unit plans throughout the school year.</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By June 2016, school leaders will provide professional development on using the Universal Design for Learning in order to build teachers' capacity in Domains 1 and 3 of the Danielson Framework, resulting in increased ratings of .25 points in components 1E, 3B, 3C, and 3D. At the mid-point of the school year (3 observations), teachers should see a .15 point increase in their scores from the prior year.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The Celia Cruz Bronx High School of Music had developed ties with community-based organizations, and continues to build on these relationships. Some of these organizations include Lehman College, Exploring the Arts, Midori and Friends, Carnegie, the Metropolitan Opera, and the Bronx Botanical Garden.

Administration and Guidance have implemented an "open-door policy" for parents and community members. Parents and Guardians are encouraged to not only come in to meet with guidance and administration, but also to observe their child's classes to witness his or her progress.

Although our teachers reach out to the students parents and guardians (86 points on school environment survey), we still want to see an increase in parent involvement (67 points on school environment survey) in the school activities, both during and after school hours.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community relations, as measured by a 3% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
Administration will continue to have an Open door policy in which parents are able to visit when they feel the need to speak with the Administration, teachers, counselors and/or Parent Coordinator regarding their children’s progress in school.	Parents/ Guardians	9/15-6/16	Parent Coordinator, administration, guidance counselors, teachers.
The Parent-Teacher Association (PTA), in collaboration with the principal, has moved PTA meetings to be on Friday nights and Saturday mornings, in order to involve more parents.	Parents/ Guardians	9/15-6/16	Parent Coordinator, Principal
The school will offer parent workshops on a variety of topics to help parents through the high school years, including workshops in the college application process, technology, and English language.	Parents/ Guardians	9/15-6/16	Parent Coordinator, administration, teachers, guidance counselors.
The school will invite families to student performances and award ceremonies in which their child is honored throughout the school year, including Winter and Spring Concerts, Senior and Underclassman Award Ceremonies, chaperoning field trips and extra-curricular activities (including movie nights, overnight field trips, college field trips, and school dances),	Parents/ Guardians	9/15-6/16	Parent Coordinator, administration, teachers, guidance counselors.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The school will support the PTA by providing the time and space for meetings to occur during the evenings and weekends.</p> <p>Per session money will be provided to teachers, counselors and staff to lead and participate in student and parent workshops after school and on weekends.</p> <p>The school budget supports student performances by paying for performance space at Lehman college. Space for award ceremonies, the cost of awards, and per session for staff in charge of the ceremonies are all supported by the school budget.</p>

All extra-curricular activities are supported with space, staff, and per session as needed.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 15% of parents/guardians will have attended at least one PTA meeting.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who are reading below grade level, at risk of not passing their English course, and juniors/seniors who have not passed the ELA Regents. Students with disabilities and ENL population are receiving individual and group instructions during the day and after school. All students currently enrolled in the school below, at grade level and/or above.	After school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Credit Recovery Program. English courses during the school day are programmed according to the reading levels of students as identified formative and standardized assessments. “Push in” and “pull out” services are provided by the special education department as well as the ESL department . ICT teacher support for students with IEPs. summer ELA/Math Bridge Program is offered to incoming students.	One-to-one instruction, group and classroom instruction, tutoring. Ongoing Communication with parents on how to help their children at home. Online instruction.	During school hours, after school, and weekends. Online support via Jupiter Grades. Summer and PM School.
Mathematics	Middle School results for incoming students for those who are performing below grade level. Students who are struggling in their Mathematics courses and those who have previously failed the Math Regents. Services are	After school instruction and Regents preparation to students who are identified as “at risk” of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Math courses are programmed	One-to-one instruction, group and classroom instruction, tutoring	During school hours, after school, and weekends, lunch periods. Summer and PM School.

	also available for students who are at or above grade level. All students enrolled in school.	according to the need and skill level of each individual student. "Push in" and "pull out" services are provided by the special education department as well as the ESL department. Summer Bridge Program is offered to incoming students. ICT support for students with IEPs.		
Science	Students who are struggling in their science courses and those who have previously failed the Science Regents. High level science courses such as Physics and AP Bio classes are available for high performing students.	Regents preparation for students who are identified as "at risk" of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Science courses are programmed according to the need and skill level of each individual student. "Push in" and "pull out" services are provided by the special education department as well as the ESL department. ICT teacher support for students with IEPs. National Honor Society members conduct peer-tutoring for selected students.	One-to-one instruction, group and classroom instruction, tutoring	During school hours, after school, lunch periods, weekends, summer and pm school.
Social Studies	Low performing and students who have not passed the Global and/or US History Regents. All students currently enrolled in Global/US History, Economics/Govt classes including on grade level or above.	Regents preparation for students who are identified as "at risk" of not graduating in four years or have failed the Regents multiple times. Saturday Academy is also offered to students in need of tutoring or Regents prep. Social Studies courses are programmed according to the need and skill level of each individual	One-to-one instruction, group and classroom instruction, tutoring	During school hours, after school, summer, pm school, weekends

		<p>student. “Push in” and “pull out” services are provided by the special education department as well as the ESL department. Credit accumulation. ICT teacher support for students with IEPs.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who are mandated for counseling, low attendance, low performing, and failed courses. Overaged and under credited. Promotion and graduation in doubt students. All students receive social/emotional counseling. College and career counseling services are received through our guidance department. Crisis counseling services are ongoing through guidance counselors and CBO Monte Clinic.</p>	<p>1. Jupiter Grades: The online grading system used by the school that allows the school to track student attendance and performance in all of their classes.</p> <p>2. Case Conferences: Students in the freshman and junior cohort that have been identified as struggling academically are scheduled to have a conference with their parents to discuss the academic issues they are having in their classes.</p> <p>3. PM School for both credit recover and Regents Preparation. Building-wide YABC Program for overaged and under credited students Individual, group, and classroom developmental lessons to address goal-setting, decision-making, social skills, and post-secondary planning strategies.</p> <ul style="list-style-type: none"> ● struggling academically/personally/ ● Help students identify short and long term goals 	<p>Conduct Individual, group, and classroom developmental lessons to address the needs the student population. Referrals are made for students who are in need of Mental Health services.</p>	<p>During school hours, after school, pm and summer school, Saturday academy</p>

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

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our teacher professional development activities are designed to have teachers from different departments come together to share-out their work and ideas around the implementation of the Common Core Learning Standards and performance tasks. This occurs during weekly department team meetings. During this time, our teachers receive data presentations from the data specialist, information about the different domains in Danielson from our Principal and best practices presentations from selected teachers. I</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	324,747.00		15
Title II, Part A	Federal	0		

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,784,206.00		15

¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- translate all critical school documents and provide interpretation during meetings and events as needed
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- supporting or hosting Family Day events
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Making sure that homework is completed.
- Monitoring attendance and tardiness. Document any excused absences.
- Monitoring music practice
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Encouraging and supporting positive use of my child's extracurricular activities.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Assist in keeping your child organized by helping them complete their daily responsibilities by managing their time and materials in an appropriate manner.
- Review Jupiter Ed.com weekly.
- Help students develop healthy habits regarding television, Internet and cell phone usage.

III. Student Responsibilities:

- Being able to advocate for myself and ask for help when I need to.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow the Thirteen Non-Negotiable Rules and Regulations
 - 1) Attend school daily and come on time. If you are absent or late make sure it's documented.
 - 2) Follow school dress code
 - 3) Move quickly from class to class. Enter the room quietly, take your assigned seat, and begin work immediately.
 - 4) Be prepared to work every day by bringing the necessary materials to class.
 - 5) Do homework nightly and practice music nightly.
 - 6) Eat only in the cafeteria or when permitted in a classroom if the student cleans up when finished eating.
 - 7) Do not bring any items that are banned items to school (including iPods, cell phones or cameras)
 - 8) Keep your desk area clean – above and below.
 - 9) Do not engage in physical or verbal violence. Learn to agree to disagree. Do not fight.

10) Respect the building. Do not graffiti or deface any part of the building.

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

12) Students follow all rules regarding attending classes/performing @ Lehman College.

13) Make sure you are responsible for your instrument at all times. When not in class it should be in your locker and bring it home nightly.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Jerrod Mabry	Assistant Principal Vern Ram
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Moira Murphy	School Counselor Bianela Colon
Teacher/Subject Area Eliseo Blanco / Math	Parent type here
Teacher/Subject Area Xiomara DeLosSantos / Spanish	Parent Coordinator Yvette Perez
Related-Service Provider Eric Dinowitz	Borough Field Support Center Staff Member
Superintendent Fred Walsh	Other (Name and Title) William Gagstetter (A.P.)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	435	Total number of ELLs	26	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	16
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	1	0	0	4	0	0	5	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE _____																					0	0	
SELECT ONE _____																						0	0
SELECT ONE _____																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
SELECT ONE _____											0	0
SELECT ONE _____											0	0
SELECT ONE _____											0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										16	5	4	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										3				0
Expanding (Advanced)														0
Commanding (Proficient)										10	3	1	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2			
Integrated Algebra/CC Algebra	4			
Geometry/CC Algebra	3			
Algebra 2/Trigonometry				
Math <u>CC Algebra</u>	4			
Chemistry				
Earth Science	5			
Living Environment	2			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5			
Geography				
US History and Government	1			
LOTE				
Government				
Other <u>CC Geometr</u>	2			
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses the Scantron Corporation online Performance Series reading test to assess the early literacy skills of our ELLs. The test provides an individualized measure of student instructional reading ability. It is a computer-adaptive diagnostic test that is able to pinpoint the proficiency level of students. According to the data collected by the Performance Series diagnostic, 22% of the ELLs are at a 4th grade reading level, 50% fall between a 6th-7th grade reading level, and 28% are at or above a 9th grade level. Of the three students who are Intermediate ELLs, one reads at a 4th grade level and two read between a 5-6th grade level. This means that 72% of the ELLs are below high school reading level. Since 83% of the ELLs at the school have tested at the Advanced level on the NYSESLAT, in order to support these students to score proficient on the exam, there needs to be a focus on improving literacy. In addition to content-area textbooks that are on ELLs' instructional level, the ESL class focuses on building literacy skills. Teaching students strategies for approaching a text through questioning, analysis of details, story mapping, and using context clues, are essential. There is also a focus on teaching academic vocabulary that students will encounter across content areas.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Historically, 10-15% of the ELLs at the school are at the Intermediate level. The school does not usually have students at the Beginning level. 85-90% are Advanced. Usually a 9th grade student who has entered at the Intermediate level will move up to Advanced by 10th grade. This year there are 16 freshmen ELLs, 5 sophomores, 4 junior and 1 senior. In the last five years, the school has always had more ELLs in 9th grade than in any other grade level. This reflects the increasing proficiency of ELLs as they move from one grade level to the next. The ESL program has had success in improving the proficiency level of its ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our ELLs consistently receive higher scores in the Listening/Speaking modalities than on the Reading/Writing modalities. Therefore, the self-contained ESL curriculum focuses on developing students' academic reading and writing skills. As a result of sharing students' modality patterns with the faculty, teachers have been able to readjust their deliveries of lessons and assessments given to students to focus on the Reading and Writing modalities. Content area teachers have begun to focus more on reading comprehension by teaching students how to annotate texts as they read. ELA and history teachers are more explicitly teaching outlining for essay

writing. The ESL teacher leads a PD on integrating vocabulary instruction into the content areas. The school does not qualify for Title III funding because we do not currently have a larger enough ELL population.

Our school uses the AMAO tool guide our programming and instructional decisions, specifically in the ENL stand-alone course. The data shows that students in the 9th grade are at high risk levels (5-9), while students in grades 10 and 11 are at low risk levels (1-2). This shows that our stand-alone ENL course, along with the appropriate programming (integrated ENL, ICT classes, etc.) has been successful in keeping students on track to graduate on time.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The ELL Periodic Assessment is currently being used by the ESL teacher to inform which modality should be focused on during this instructional period. The ELL Periodic Assessment results will be shared next with teachers on the LAP team who will decide how to roll out results to the rest of the staff. The results of the ELL Periodic Assessment show that many of our students are close to reaching English proficiency on the NYSESLAT. The Periodic Assessment suggests that ELLs are struggling on the Reading and Writing modalities. Across grades and disciplines, ELLs tend to perform lower than the general population, yet still pass their exams. On the June, 2015 ELA regents exam, all ELLs passed with a 65 or higher. The data shows that ELL students do not have a lower graduation rate than the general population.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

In the content areas, teachers are focusing on the literacy and vocabulary development of their students by incorporating non-fiction texts that support the content into the curriculum. Teachers use word walls to help students keep track of the vocabulary learned throughout the course. Although ELLs are offered the opportunity to take Regents exams in the first language, many prefer to take it in English. A copy of the exam in their native language is provided and they occasionally glance but write their short answers and essays in English. While this is true for most Regents exams, it is not the case in History. An increase in student scores has been seen in those students who wrote their essays in Spanish.

As per the new ELL Regulations, there will also be a push-in teacher for the ELL students within the content area classes beginning in the 2015-2016 school year, including developing benchmarks in ELA for these students, and providing the students with supplemental materials.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The overall success of our program is measured by the quality of instruction delivered by the ESL teacher and other content area teachers, as observed by the school administration. It is also measured by the increase in our parent participation and parent involvement in the school through the SLT and PTA. ELLs' academic progress is measured by student transcripts and credit accumulation as well as conferencing with ELLs done by the ESL teacher and guidance counselors. We see improvement in our ELLs English proficiency through year-to-year growth in English proficiency levels. This will be measured by using the results of both the NYSESLAT exam, as well as the students success in ELA classes and on the ELA Common Core Regents Exam.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Students are interviewed by one of the two school guidance counselors when they arrive at the school for the first time. Since our school requires an audition for one of our music programs, one of the counselors will make arrangements for an audition and simultaneously evaluate if there is a possible entitlement to ESL or Related Services. If the incoming student and his/her parent(s)

require native language support during the intake process and the native language is Spanish, our English-Spanish bilingual counselor will conduct the interview in Spanish. The bilingual counselor currently holds a bilingual license. If the student is not new to the New York City public school system, qualification for entitlement will be pre-determined by ATS reports.

If he/she is new to the New York City public school system, a Home Language Identification Survey (HLIS) will be given by the bilingual guidance counselor to his/her parent to fill out. The bilingual guidance counselor will inform the ESL teacher that the HLIS has been given out that same day to ensure that the entire intake process is completed within 10 days of the student's first arriving at the school. The guidance counselor will also inform the Parent Coordinator that a HLIS has been given out. The Parent Coordinator will then follow up with the parent as this process is completed. Based on the parent response, the student will be given the NYSITELL by the ESL Teacher. If the NYSITELL results indicate that the student is entitled to ESL services, the student will be placed in an ESL class based on the results of said exam. Students do not take the Spanish LAB.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students are identified as SIFE through the SIFE questionnaire and through review of transcripts and student work. This review is done by members of the guidance and intake teams and informs the programming department and identifies targeted services and supports that will be provided to students.

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

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

We identify newly enrolled students with IEP's through SESIS information. Once the students are enrolled at Celia Cruz High School, the special education team works together to identify the students ELA and Math proficiency levels. The students LPT recommendation will be accepted or rejected within 20 days of the students enrollment. The Language Proficiency Team members include the Assistant Principal, ENL teacher, Special Education department chair, guidance counselor (who will also act as a translator if necessary), all ELA teachers, and the student's parent or guardian. If the LPT members decide that the student with an IEP may have English Language acquisition needs, the student will then take the NYSITEL exam to determine his or her placement in ELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have a right to appeal ELL status within 45 days of enrollment through both a phone call home from our parent coordinator, as well as with a letter in both Spanish and English sent home and given to the child. If the students ELL status is appealed, the schools LPT will follow the re-identification process to determine the proper placement. After that is done, the

appeal, as well as the findings of the LPT, will go to the principal for a final decision. All correspondence and testing will remain in the students cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a new ELL enrolls, Celia Cruz High School informs parents of the three instructional models available in New York City, and also let's them know that the only program we offer is free-standing ENL.

To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation where they view the online Parent Orientation video. Attendance records, staff members present at the orientation (including the parent coordinator, an administrator, and guidance counselors), and languages used other than English are recorded and kept in the students cumulative folder. During the orientation, we also provide information on the schools curriculum, state standards, and assessments that the students will be responsible for. The parent orientation session provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the schools goals and requirements for English as a new language (ENL) programs. The orientation is done in both English and Spanish.

After the parents are informed of all three program models at the parent orientation, the parent coordinator provides parents with a Parent Survey & Program Selection Form in the parents' preferred language, where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in the schools ENL program. The school documents all attempts to gather initial parent selection preference, and documentation is maintained in the students cumulative folder.

Once completed, we enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at our school.

Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form will be provided to the parent upon request.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parent coordinator sends the Parent Surveys and Program Selection forms home with the students as a part of their first day of school packet, as well as hands them out in person during parent-teacher conferences and mail the surveys home. The parent coordinator monitors the parent program choice in ATS as surveys are returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Since we have a small ENL population, the parent coordinator keeps records of who has returned the survey, and reaches out to those who did not yet send it in.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once we have the accurate placements for students, we send a letter home in both English and Spanish (or any other languages necessary) to parents informing them of their child's placement.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Celia Cruz High School retains all ELL documentation in the students file, as well as updates in STARS. This is done by the parent coordinator.

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

As the students achieve at higher levels on the NYSESLAT test, we continue to communicate with families informing them of what their child's level means, and how they will continue to be supported. This is done by the parent coordinator by sending home letters in both english and spanish, as well as a phone call to the parents or guardians by the guidance counselor.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
This is a heterogeneous class, with all of our ENL students participating regardless of proficiency level. This is due to our small ENL population.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ENL as a stand-alone course is offered one period a day, five days a week to all ENL students, regardless of student proficiency level. Integrated ENL is offered in ELA classes, with the ENL teacher pushing in one period a day, five days a week, regardless of student proficiency level.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The content area classes ELLs take are inclusive general education classes delivered by teachers certified in the content areas. Instruction is given in English. The self-contained ESL program supports student work in the content area classes of English and Social Studies. The ESL teacher provides ELLs with support in their other content area classes during push-in periods and tutoring sessions held during student and teacher free periods. Tutoring is also available after school. Content area teachers use heterogeneous grouping of students during group work to support ELLs. The ESL teacher works with content area teachers to develop word walls in content area classrooms to support vocabulary acquisition. Teachers in social studies classes teach students how to annotate readings by modeling the technique and having students practice using annotation while they read content area texts. Teachers across content areas have begun to teach students vocabulary specific to formal argument and to ask students to identify details in the text that support claims students are making within the context of the content area. This instructional focus is aligned with the school's adoption of the Common Core Learning Standards. These techniques have enriched ELL language development. The ESL teacher provides integrated ENL services in all ELL student ELA classes, regardless of proficiency level. The teacher provides support to the ELL students by providing additional CCLS aligned materials.
Currently the ESL classroom has a library catering to both the general body and ESL students. Books that support ELLs in content areas are available in the ESL classroom library as well. All content area classes offer textbooks in students' native languages, when available, to support the students' native language. In addition, glossaries designed specifically for ELLs are made available by the ESL teacher for individual student use to further support the students' native language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The school will continue to monitor the students progress, with the ENL teacher meeting with the student each quarter. The ENL teacher will also push-in to two of the students classes even when they have passed out of ENL.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL teacher, the parent/guardian, and the student. If the principal, based on the recommendation of the ENL teacher, and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services. If the principal's decision is to reverse the ELL status, he will consult with the superintendent or his designee. Final decision notification be in writing in both English or Spanish to the parent, guardian, within 10 school calendar days.

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

The guidance counselors identify who the ELL-SWDs at the school are at the beginning of each school year. They then work with the ESL teacher and related services teacher to program ELL-SWDs into both ESL and SETSS classes, ensuring that these students receive all mandated services. ELL-SWDs are often given push-in ESL services in a content area class in addition to their ESL and SETSS classes. The ESL teacher and related services teacher meet frequently to discuss the needs and progress of ELL-

Chart SWDs. Visuals are used to illustrate vocabulary lessons. Graphic organizers are used to plan writing assignments before students are asked to complete writing tasks. Pre-reading strategies, such as text-previewing and accessing prior knowledge by discussing the themes of texts, are used before read alouds and independent reading. Teachers provide ELL-SWDs with outlines of notes that can be annotated during direct-instruction.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

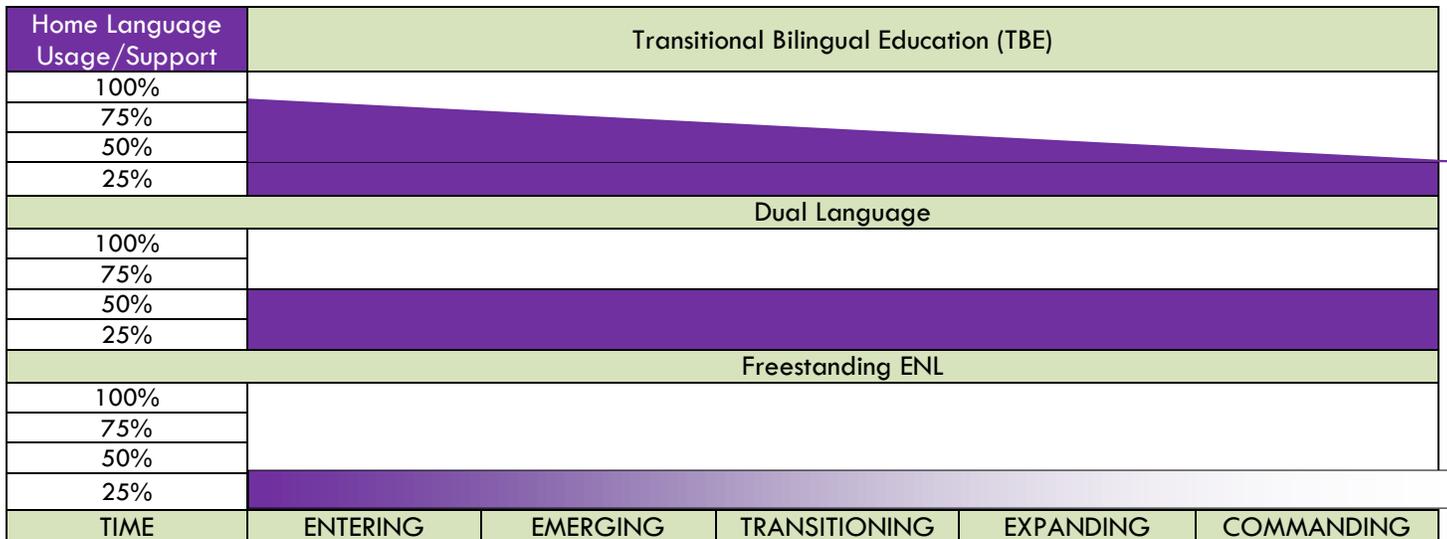


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Currently, the ESL teacher pushes into freshmen Social Studies classes. Advanced ELLs are programmed for both ESL and ELA classes. Teachers from all departments are available during student lunch two days a week for tutoring. A teacher from the math, social studies, ELA, and science departments provide tutoring for students after school. Materials in students' native language are available, as necessary. The school computer lab is available throughout the school day and after school for students who need extended time to complete projects or for completing online enrichment activities. Through professional development beginning at the start of the academic year, teachers have been made aware of which students in their classes are ELLs; they were given the list by grade level and language proficiency. They have also been given data about the ELLs in their classes.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program has seen advancements in student levels, with the majority of students meeting the "proficient" criteria by their junior year. The ENL students also demonstrate success on the ELA regents exam.
12. What new programs or improvements will be considered for the upcoming school year?
This year, we will be adding Integrated ENL services for our ENL students in their ELA class. This will be done by the ENL teacher working collaboratively with the ELA teachers.
13. What programs/services for ELLs will be discontinued and why?
Currently we do not see a need to discontinue any of our services for the upcoming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Student programs are open to all students. Students enroll in school programs via their guidance counselor or by attending meetings the first day the program meets. The ESL teacher offers after-school tutoring for ELLs every Wednesday and Thursday for two hours. More in-depth help with homework, projects, and study skills are offered at that time. There are several music groups that meet after school. Participation in these groups are determined by student performance in their music classes.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The school has concentrated on incorporating current technologies into classrooms for student use. SMART Boards are available in every classroom. Teachers have received ongoing training on its use during in-house professional development. This has enabled students to interact with lesson plans teachers have created incorporating the internet, i.e., planet earth, Smithsonian etc. There are several computer carts available for classroom use, as well as a computer lab. These are used for research projects, word processing, testing, among other activities. The self-contained ESL classes have used the computers to access interactive audio files for the ESL literature textbook. The school uses Jupitergrades.com, an online gradebook that gives teachers, students, and parents access to student academic progress, homework assignments, and daily student attendance. It also allows for email correspondence between parents and teachers. This has helped ELLs be more accountable for keeping track of their progress in their classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support for our Spanish-speaking population is offered during free-periods by the Foreign Language department. Spanish-English glossaries are provided to ELLs for use during their content area classes. ELLs are encouraged to use one another to translate concepts difficult to grasp in English. Spanish-language independent reading books are made available to students in the Spanish classroom library, with many popular young adult fiction titles translated from English into Spanish. Spanish language magazines are also available. The school has two Spanish-English bilingual guidance counselors to provide services to students and families whose first language is not English. The LAP team has begun discussion to prepare for a time when the school has ELLs whose native language is not Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All support services and resources we make available to our ELLs are designed for high school students between the ages of 14-19 and in grades 9-12. We make sure to provide services that are developmentally appropriate for our students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
The school conducts an open house for eighth grade students interested in attending our school. The ESL teacher and parent coordinator are present at the open house to answer questions ELLs and their families may have about what type of programming is available. At the beginning of the summer before they start 9th grade, incoming students are required to attend a school orientation that takes students and their families through a mock student schedule, acquainting students and families with what it will be like to attend the school. The ESL teacher and parent coordinator are also present at this event. Over the summer, the school offers a summer bridge program to give incoming freshmen a head start with the freshmen ELA and math curriculum. ELLs are especially targeted in recruiting for this program. The summer band, orchestra and choir programs familiarize students with the music program at our school before the fall semester begins. The LAP team has begun discussing ideas to recruit more ELLs to the

summer bridge program. New ELLs who enroll throughout the year are paired with ELLs who are familiar with the school. These students help new ELLs navigate the school. New ELLs also meet regularly with their guidance counselor who keeps track of their integration into the school.

19. What language electives are offered to ELLs?

The language classes available at our school are Spanish language classes, from beginning-level classes to Advanced Placement Spanish Language. The upperclassmen ELLs at our school are all encouraged to take the AP course. There are currently 2 former ELLs taking the AP Spanish Language course.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All ELL personnel at our school receive professional development in strategies to support English language learners, with a focus on providing scaffolds and adjusting instruction to address language needs and promote reading, writing, speaking, and listening skills. These sessions take place on a weekly basis throughout the year and include the following topics:

- Scaffolding Reading of Complex Texts for English Language Learners
- Building Academic Vocabulary
- Engaging and Supporting English Language Learners in Classroom Discussion
- Using Student Self-Assessment and Rubrics
- Planning Lessons that Integrate Universal Design for Learning Principles
- Supporting English Language Learners in Meeting Common Core Standards in Literacy
- Designing Lessons Implementing Achieve3000
- Using Castle Learning to Support Regents Readiness
- Using Student Data to Inform Instructional Adjustments that Address the Needs of English Language Learners

Professional development is facilitated by the administrative team, instructional lead teachers, and a consultant from Teachers College, and other ESL specialists from the DOE. Professional learning sessions take place during daily common planning time. Teachers work with facilitators in small groups, determined by department, as well as areas of need identified through analysis of observation data.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

We offer curriculum development PD sessions focusing on implementing the CCLS into all classes, including ENL standalone classes as well as Integrated ENL classes. The activities will include planning using the Universal Design for Learning to provide students with multiple entry points and differentiated activities and assessments, in order to better meet the ENL student needs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Celia Cruz High School supports ENL staff to assist students as they transition from middle to high school by providing them time to test each individual student, and use this assessment data to guide their instruction for each student.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

ENL teachers will receive ELL-specific professional development through city-wide and CUNY-led PD sessions, as well as through coaching. All staff will receive 4 professional development sessions on ELL-specifics. For all staff, the assistant principal will keep agenda and attendance records, and for ENL teachers, the teacher herself will keep all information in regards to the professional development session.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During DOE-scheduled parent-teacher conferences, the ENL teacher sets up individual parent meetings as "check-ins" throughout the year. At these meetings, the NYSESLAT is discussed, as well as the students progress in both his or her ENL class as well as their core subject area classes. The schools parent coordinator, as well as both guidance counselor's, act as a translator during any school meeting with parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We continue to see strong parental involvement in our School Leadership Team (SLT) meetings and Parent-Teacher Association. The school Messenger System is helpful in making mass phone calls home about upcoming school events and student absences. As a result of the online grading system Jupitergrades.com, communication about student academic progress between the school and parents has improved. Many parents are logging on and we have an increase in parent phone calls to the school following up on their student's progress. The two Spanish-English bilingual guidance counselors have also improved contact with parents of ELLs. We are now able to increase the amount of communication between the school and this parent population. Parents are invited to chaperone school field trips and attend student concerts at the end of each semester. There is an annual International Day potluck that brings many students' families to the school.

The parent coordinator acts as the point-person for all communication between parents and the school. She is bi-lingual, and speaks both spanish and english. Therefore, the parent coordinator acts as a translator during any communication between the parents and the school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No
5. How do you evaluate the needs of the parents?

We are planning on hosting a parent night for ENL parents to gather information on the families needs. We are also planning on working with other schools in our building to host parent information sessions. The parent coordinator will be developing surveys for the ELLs and their parents or guardians, to track their opinions on the services provided, as well as thoughts on how we can improve these services. This will be done in both English and Spanish.

6. How do your parental involvement activities address the needs of the parents?

We are planning on hosting a parent night for ENL parents to gather information on the families needs. We are also planning on working with other schools in our building to host parent information sessions. These sessions will be organized by the parent coordinator, with outreach being made in both English and Spanish by her.

D. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jerrold Mabry	Principal		10/30/15
Vern Ram	Assistant Principal		10/30/15
Yvette Perez	Parent Coordinator		10/30/15
Moira Murphy	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
Xiomara DeLosSantos (Spanish)	Teacher/Subject Area		10/30/15
Eliseo Blanco (Math)	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Bianela Colon	School Counselor		10/30/15
	Superintendent		10/30/15
	Borough Field Support Center Staff Member		10/30/15
Eric Dinowitz	Other <u>Related Service Prov</u>		10/30/15
William Gagstetter	Other <u>Assistant Principal</u>		10/30/15
Sarah Arias	Other <u>Guidance Counselor</u>		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **x442** School Name: **Celia Cruz Bronx HS of Music**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

CCBXHSM uses parent-reported and student-reported data to assess the language needs of our community. This data is accessed online through ARIS and ATS. ATS data is updated by collecting biographical information on the school blue cards and entered in ATS. Information is also accessed when the student biographical reports are printed out through ATS. We use the information from the home language survey when determining the language that is spoken at home. The RAPL list is generated every year from ATS to assure we are accurate in knowing the families preferred language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

CCBXHSM has found that we need to offer translation services in Spanish. These findings were reported to the school community through the Parent Teacher Association and the School Leadership Team. About 42% of the parents at our school need translation services from English to Spanish. Spanish is the only preferred language for communication aside from English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At the beginning of the school year, we distribute welcome letters, including school rules, expectations, discipline, online gradebook instructions, NYCDOE media release form, and a yearly calendar. Throughout the school year, we distribute academic progress letters, monthly notifications about meetings and/or workshops, school calendar/activities notifications, school and state testing information, and attendance notifications. For all NYCDOE letters that are sent home, we distribute both the English and Spanish versions of the letter.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Aside from the four NYCDOE Parent-Teacher Conferences, we hold monthly PTA meetings and workshops, a pot-luck dinner to start the school year, individual parent meetings in regards to academic progress and/or attendance, and college awareness meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Staff member translations done either in person during parent meeting or, if written letter, parent coordinator translates.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Translations are done in house by parent coordinator or other school staff, including guidance counselors, spanish teachers, and support staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Aside from working closely with the guidance counselors and parent coordinator who act as in-house translators, staff members were given professional development on the NYCDOE Translation and Interpretation Unit, and how to use their services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will fulfill parental notification requirements for translation and interpretation services by translating all materials sent home, including, but not limited to, NYCDOE official documents, report cards, progress reports, and school documents. When in school (parent teacher conferences, parent meetings, PTA meetings, etc.), our school staff will provide translation services when needed. This will be done in both group settings and on an individual basis, depending on needs.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We look at the NYCDOE parent survey results to gather feedback in regards to the quality and availability of translation services.
Our school will also be scheduling a focus group of parents that represent all cultures and languages in our school, in order to gather feedback on the language services that we provide.