



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X546**

School Name: **BRONX THEATRE HIGH SCHOOL**

Principal: **WILLIAM DOYLE**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Theatre High School School Number (DBN): 10X546
Grades Served: 9-12
School Address: 99 Terrace View Avenue, Bronx NY 10463
Phone Number: 718-329-2902 Fax: 718-329-0433
School Contact Person: William J. Doyle Email Address: Wdoyle@schools.nyc.gov
Principal: William J. Doyle
UFT Chapter Leader: Daniel Rodriguez
Parents' Association President: Brenda Lopez
SLT Chairperson: Dr. Daniel Concepcion
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Angel Melendez
Student Representative(s): Natalie Jimenez, Michelle Morales
Yodelsi Marte

District Information

District: 10 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place
Superintendent's Email Address: Jmendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Room 606
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5618

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
William J. Doyle	*Principal or Designee	
Daniel Rodriguez	*UFT Chapter Leader or Designee	
Brenda Lopez	*PA/PTA President or Designated Co-President	
Freddy Prensa	DC 37 Representative (staff), if applicable	
Angel Melendez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Natalie Jimenez, Tanasia Adrasse	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yodalsi Marti, Jarred Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brewster, Paul, Senior Manager of Education Programs Hendrick, Karla Master Teaching Artist Roundabout Theatre Company	CBO Representative, if applicable	
Yorky Dominguez	Member/Parent	
Shameika Harrell	Member/Parent	
Joy Ralph Judah	Member/Parent	
Dr. Daniel Concepcion	Member/Elected Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Robin DeMatteo	Member/Teacher	
Crystal Hawkins	Member/Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Philosophy of Teaching and Learning:

Building on a model of theatrical teaching developed by Roundabout Theatre Company, our planning team has begun to structure a collaborative teaching methodology that integrates theatre process right into the bones of instructional practice. Heterogeneous groups will share classes to collaborate and learn from each other. The curriculum will focus on particular themes in order to encourage critical thinking and in-depth comprehension while maintaining the challenges required of the Common Core Learning Standards. Classroom activities will be hands-on and project-based in order to stimulate creativity for the group as well as for the individual. Extended class time will enable students to engage in classroom activities and will enable students to have more time on-task. Within a smaller learning environment, we are able to make strong connections with students, attend to their unique needs and provide the supports and scaffolds so they continue to take risks, trust in their efforts and find success in overcoming challenges. The theatre process allows our students to formulate and foster trusting relationships between teachers, staff and students.

Our goal is to engage students academically and socially – it's all about academic and social maturation. Our school environment borrows the best practices from the theatre community model and matches them to the best strategies for youth development. We look to the effectiveness of Roundabout Theatre Company as an organization whose "workers" are happy, healthy and engaged in their work and see that high standards are achieved through close relationships, high expectations, engaging activities, collaborative participation and continued involvement of all company members. This is our vision of Bronx Theatre High School.

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

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

Students have opportunities to express themselves and have a "voice" in school culture. A tenth grade student stated, "My favorite first moment at Bronx Theatre High School was the dream project in English because I got to express myself. I got to show people my dream in life. I'm in the midst of achieving my dream right now!" A senior commented, "I focused and really paid attention. Now I love my school for what it is, for the beautiful students and teachers in it." One student who improved his attendance recollected, I really felt great when we had the perfect attendance party. It felt good to be celebrated for coming to school. That had never happened to me before."

The key objectives of Bronx Theatre High School are to:

1. engage students in an exploration of the universal themes of theatre, dance and the Performing Arts
2. foster academic achievement by engaging students in activities that promote critical thinking, build cognitive skills and provide exposure to the arts
3. facilitate professional development for teachers and school administrators to enhance their ability to provide students with effective instruction and engage them in teacher led discussions both in and out of the classroom

4. provide students with the technology utilized in the production of theatre related elements such as costume, set design, lighting and sound
5. engage students in a rich opportunity to achieve the state mandated requirements for a Regents Diploma so that they may be college and career ready

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

Our curriculum will be aligned with the CCLS. Students will be well prepared to pass the Regents examinations required for graduation. The preparation and rigorous instructional program will prepare all students to meet and surpass graduation requirements.

Key design features of the instructional practice that will be consistently applied in our school include: Alternative Instruction Practices: Resource literature in constructivism, backward mapping, student-centered and inquiry-based activity, interdisciplinary project planning and jigsaw strategies will inform lesson planning;

- Scaffolding: Students will develop into self-directed learners and creative thinkers by beginning the 9th grade year with simple, classroom based production projects. The themes of the plays will be aligned with Global Studies and the research required to create the play will be heavily guided as a way to introduce the process. Students will go on to develop more and more complex productions with greater autonomy as they move through the interdisciplinary content sequence.
- Performance Assessment and Sequential Artist Instruction will inform the scope and sequence of the school curriculum;
- Ongoing professional development and collaborative planning for the teaching staff will include daily collaborative and independent preps for all teachers, weekly administration meetings with all staff and members of student/parent leadership teams and monthly professional development activities;
- Students Support Services including homework help, peer tutoring, daily advisory meetings and full inclusion programming for special education students (with a push-in resource teacher where needed) will offer all students the opportunity to learn;
- Extended Day activities will provide opportunities for students to work on homework, earn work-study credits, participate in independent production projects, join clubs and athletic teams, produce parent/student theatre workshops, and participate in monthly parent/student/teacher conferences and special events.

The following principles will guide the planning team of this school in establishing a math/language literacy plan for all students.

- Evidence shows a direct correlation between the Arts and literacy. (See Critical Links)
- Evidence shows a correlation between involvement in arts programs and success in school. (See Champions of Change)

- Theatre is a language based art form that requires knowledge and skill in science, math, social studies, language arts, music, dance, visual arts and technology to fully understand and communicate universal themes of human experience through plot, character, thought, language, music and spectacle.
- Theatre conveys meaning through a variety of media that provide alternatives for visual, kinesthetic and auditory learners.
- Theatre production is rich with practical applications for students to learn math concepts and skills with a hands-on approach. Students will be rotated into set and lighting design projects, which will integrate math concepts into the year-round production schedule.
- Students with skill deficits in math and language will be assigned to weekly after school tutorials, peer-tutoring and push-in support from literacy specialists.

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

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

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

Last year's most successful tenet was 3.4, curriculum development and support. New Visions has worked extensively with Bronx Theatre and has developed curriculum for the school in Integrated Algebra (A2i) and Geometry (G2i). This year the school has incorporated US History curricula through partnership with New Visions. Additionally, the ELA team has redesigned units using the Tri-State Rubric and Engage NY materials. There has been a curriculum shift to address analysis in student writing by focusing on models from the CCLS aligned Engage NY curriculum and writing assessments.

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

Also, we plan to utilize **The Framework for Great Schools** as a tool for our school, teachers, parents, students and staff to work collaboratively 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 (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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10X546 School Information Sheet

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

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

Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths:</p> <ul style="list-style-type: none"> The school has a variety of course offerings for diverse learners and to foster college and career readiness. Currently there are AP classes in English, Spanish and French. Students can take Epidemiology, which is a NYCDOE CPCC (College Preparatory Certified Course). CUNY at Home courses in Math and English offer instructional support so that students are prepared for CUNY admissions exams as well as preparation for learners who have not yet earned the college readiness benchmark of 75 in English or 80 in Math. Arts courses are designed to equip students with pivotal oral and written presentation skills. Arts courses were expanded to include Studio Art as well as challenging 9 th grade Arts electives. Junior/Senior courses have incorporated various types of writing formats such as APA, MLA and Chicago style in order to prepare students for college writing. All courses are aligned to the Common Core Learning Standards utilizing a crosswalk with EngageNY and then vetted in teams, and finally uploaded to Atlas – the schoolwide model uses the Tri-State Rubric to continually modify and improve our units. <p>Needs:</p>		

- More inclusion of rigorous college writing formats/tasks in the lower grades.
- More in-depth analysis and explanation including the use of citations thereby showcasing writers' abilities to develop their argument, defend it and provide counter claim responses
- More instructional writing tasks & time on task requiring students to skillfully cite appropriate evidence from text in order to elucidate their thought processes and develop strong claims.
- More instruction utilizing questioning and discussion strategies that foster increased student-to-student interaction.
- More time for administrators to engage in thoughtful reflection regarding the development of all Developing and Ineffective HEDI ratings, specifically SSOP 3.3 (DDI)

Summary of student/data performance trends:

Bronx Theatre High School students are having difficulty with understanding and writing about challenging texts. Students have difficulty with analysis in its various forms and content areas. In 2014, 58% passed the English Regents, 26% passed the Common Core English Regents examination highlighting students need for improved performance in writing and analysis. In 2014, 62% of students passed the Algebra Regents with only 31% passing the Common Core Algebra Regents. Our students are having difficulty with the new CCLS, and through Inquiry, we are setting into place systems and structures to analyze data and develop interventions to address the need of the CC shifts.

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

The school will maintain an instructional focus on writing, utilizing evidence from the text across all content areas in order to increase student scores by 5% on Global and US History Regents Exams by June 2016

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 Rigorous Instruction and the Common Core in order to support their children at home. • Strategic Data Checks with New Visions, cycles of observation utilizing Danielson, learning walks and collaborative inquiry work will be used to ensure the action plan is implemented - all stakeholders will work toward this end. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Incorporate formative and summative writing</p>	<p>All learners</p>	<p>Sept 2015 – June 2016</p>	<p>All Administrators & Teachers</p>

assessments requiring citing evidence from text via the macro level of planning and preparation of instruction (unit planning) as well the micro level of planning and instruction (daily lesson plans).			
Tier students utilizing aggregated data from NYC performance assessments (Global and English) as well as DYO's such as baseline assessments Mid-term assessments, Mock Regents etc. in order to target the specific needs of the diverse learners	All learners	Sept 2015 – June 2016	Teachers, Administrators & Guidance Counselors
Plan and deliver professional development workshops in writing/literacy strategies as well as questioning/discussion techniques that engage all learners to support teachers in classroom instruction	Teachers	Sept 2015 – June 2016	Administrators and teachers who are a part of the Professional development Committee
Plan and deliver English immersion classes for parents and students who are ELLs in an Enrichment program (this may take the form of after/before school, Saturday, and/or lunchtime preparations). Additionally, teachers will partake in Professional Development opportunities in and out of school.	Parents and ELL students	Sept 2015 – June 2016	AP Barron, ESL Teacher, Parent Coordinator and Support Staff
Organize Parent Workshops, Back-to-School Nights, College Readiness, Title I, and other pertinent parent meetings to support a common understanding of Rigorous Instruction and the Common Core	Parents, Teachers, All Students	Sept 2015 - June 2016	All Administrators, Teachers, Guidance Counselors, Support Staff, Parent Coordinator and Parents

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.											
Funding for course materials and salary for personnel will be utilized from Title III. We plan to include parent participants in our professional development workshops and encourage teacher volunteers to facilitate workshops for ELL best practices. The use of potential external facilitators for workshops is also an aspect of this plan.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.										
<ul style="list-style-type: none"> • Quantifiable mid-point benchmark: by February all students in English, global history and US History will have at least three essays completed with teacher drafted feedback • AP of Humanities will share NYC performance assessments results with the entire faculty in February • Results/findings of DYOs from general education teachers should be shared with the Resource room teacher as well as all special education teachers so that they can include targeted instructional supports for students with disabilities • January Regents results/Scholarship Reports • Departmental and grade level inquiry work will be reviewed in February to measure the school's progress toward meeting 80% passage rates • Departments will present to colleagues their findings as a means to improve the quality of instruction and to encourage collaboration. Quality instruction is the strongest influence on student achievement; therefore, to create quality teachers, we will ensure staff have opportunities to develop, grow, and learn from peers and experts. 										
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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths:</p> <ul style="list-style-type: none"> (4.1) Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. (4.2) Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. The school effectively uses support systems including guidance counselors, social workers, New York Presbyterian Health Clinic, RAPP Coordinator (Mr. Silverman/4 th Floor), PPT and SIT teams to provide social and emotional support. The SIT and PPT teams meet consistently to share information, trends and design interventions to support struggling students and students with IEPs. These teams systematically reflect and revise on practices and turn key vital information to staff via email, school meetings and professional developments. The Dean’s office has made strides in aggregating data on discipline infractions and is working on utilizing more complex data systems to identify, isolate and target high leverage areas of improvement in student behavior.(See Rediker Software, Inc.) <p>Needs:</p>		

- (1.1) Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- (1.2) Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meeting the needs of all learners so that all students produce meaningful work.
- More comprehensive data on patterns of student infraction.
- More behavioral support for IEP students (they represent the majority of suspensions) in terms of PD.

Part 2 – Annual Goal

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

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

Part 3 – Action Plan

<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 and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Identify a computer program that allows for the aggregation of behavior infraction data and use consistently throughout the dean's office and school staff.</p>	<p>Students with multiple behavior infractions</p>	<p>December 2015 through June 2016</p>	<p>Dean</p>
<p>Learning style assessments will be administered to determine if kinesthetic learners have a higher rate of infraction</p>	<p>IEP Students</p>	<p>December 2015 through June 2016</p>	<p>AP and Special Ed. Team</p>
<p>Identify high frequency locations and setting events that contribute to</p>	<p>Students with multiple behavior infractions</p>	<p>December 2015 through June 2016</p>	<p>Dean</p>

infractions and off task behavior			
Develop interventions and instructional practices that will be proactive in supporting students and preventing setting events from triggering behaviors. Turnkey through PD.	Students with multiple behavior infractions and school wide population	December 2015 through June 2016	Dean, Special Ed Teachers and Support Staff
Host regular parent workshops on a variety of topics including the following: Supporting Students/Academics, College Readiness, Understanding the Common Core & Instructional Shifts, How to Utilize Pupil Path at Home.	Parents/ Students	December 2015 through June 2016	Parent Coordinator, Guidance Counselors, College Access Team

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.											
<ul style="list-style-type: none"> • PD on behavior management, behavior tracking system, social worker implementing group sessions for students, teacher common planning time. • Human resources, instructional resources, schedule adjustments and/or per session/per diem will be needed to fund this initiative. 											
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	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 frequency of suspension of IEP students will be re-assessed in February in order to identify any reduction in behavior infractions. The Dean will also share suspension data with PPT team during monthly meetings.
Quantifiable mid-point benchmark: Dean's office will track and monitor infractions - plans to have 5% fewer infractions from February 2015
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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>4.2 – Effective – Teachers utilize ATLAS curriculum mapping to organize CCLS aligned units that promote student engagement and inquiry. Practices and strategies include a focus on skills designed to promote student writing while using specific evidence from primary and secondary sources. Additionally, teachers participate in professional development activities that support curriculum and assessment development. They utilize the Tri-State Rubric to examine curriculum and ensure alignment of assessments and key CCLS shifts.</p> <p>4.3 – Effective – Teachers align instruction to carefully selected Common Core Learning Standards that address skills needed to complete assessment tasks within each unit of study. Students are provided with instruction that addresses multiple skill levels, and CCLS aligned goals are articulated through feedback that targets student reading and writing needs and supports specific points of entry based on formative writing assessments such as NYC Performance Task or Regents based base-lines.</p> <p>4.4 – Effective – Teachers create a safe environment to support student learning and needs through CCLS aligned and arts based instruction that provides opportunities to explore content through multiple modes of engagement.</p> <p>4.5 – Effective – Teachers use a variety of formative and summative data to monitor student learning and inform targeted changes within curriculum to address specific student needs. Teachers administered baseline assessments early in the school-year and they continue to monitor student progress with formative assessments designed to track student understanding of content and reading & writing skills.</p> <p>English teachers enhance units and design new assessments to address specific Common Core Standards. The new unit assessments are models after EngageNY assessment activities.</p> <p>School’s strengths and needs:</p> <ol style="list-style-type: none"> Teachers are successfully administering baselines and using data to inform instruction that is designed to support student writing skills. However, the time needed to complete the grading of the NYC Performance and 		

Regents tasks takes time away from planning in September and October. Additional assessments also take long periods of time to rate since they rely on essay writing tasks to assess student content understandings and reading and writing skills.

Teachers are successfully using ATLAS to develop curriculum maps and align their assessments to CCLS, but common planning time for all teachers remains an issue. Most teachers are able to meet and plan with grade level or content teams, but some collaborative team teachers have difficulty meeting and planning due to program issues. Note that teachers have access to curriculum through ATLAS and can make adjustments to curriculum on-line and review the adjustments without a team teacher being present.

Part 2 – Annual Goal

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

To create systems & structures for teacher teams that will foster collaborative learning to support both teacher and student growth to increase the 4 year graduation rate 3% by June 2016

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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>New Visions History Pilot to address writing in social studies classes with a focus on US History</p>	<p>Grade 11 students</p>	<p>October 2015 to June 2016</p>	<p>Assistant Principals and teachers (content, special education, ENL)</p>
<p>Professional development and teacher led inquiry centered around writing to support responses with specific evidence from text in addition to rich/deep analysis and understanding</p>	<p>All grades</p>	<p>September 2015 to June 2016</p>	<p>All teachers</p>
<p>Teachers target lowest third and black/ Hispanic male subgroup identify trends in writing and utilize data collected from the assessments to inform next steps in literacy instruction</p>	<p>All grades, Black/Hispanic males subgroup as selected by MOSL committee for local measure</p>		

in relation to specific content area.			
Periodic data checks/meetings,cycles of Danielson observations, and learning walks will be utilized to ensure the action plan in implemented.	Administration	September 2015 to June 2016	Administration and Model Teacher
Host regular parent workshops to promote teacher-parent collaborations and to improve student achievement (e.g. College Night, PupilPath Trainings, Building Resilience & Bullying, Drug and Alcohol Prevention, Introduction to JFK Clinic)	Parents and students	September 2015 to June 2016	Parent Coordinator, Guidance, College Access Team

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.											
<ul style="list-style-type: none"> • Teaching staff, classrooms, flexible programming, computer access with Internet, paper and consumable supplies. • Human resources, instructional resources, schedule adjustments and/or per session/per diem will be used to meet this goal. 											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	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.
January student senior data will be reviewed for estimated June graduation. Student tracker from New Visions will be used including data from multiple sources such as STARS, ATS and Skedula. Inquiry teams will debrief results and teachers will show use of quick writes, think-write-pair/share and reciprocal teaching in lesson planning in addition to learning new instructional techniques through Roundabout PD, including , but not limited to inciting events, engagement through theatrics and cooperative structures.
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School leaders have a clear vision of leading teachers to higher levels of teacher effectiveness for higher student outcomes. Teachers are beginning to work collaboratively utilizing the Danielson Framework to guide their vision of high level instruction/practice. The principal has created an environment of a professional learning community by providing teachers with:</p> <ul style="list-style-type: none"> Effective programming allowing teachers time for collaborative work Access to resources such as Atlas online curriculum mapping software and Skedula online electronic grade book Professional development schedule aligned with increased teacher effectiveness, student questioning and discussion techniques and the Danielson Framework for Teaching <p>Formed partnerships with Teachers College (CPET) and Dr. Marie Alcock from the Heidi Hayes Jacobs Foundation to facilitate professional development sessions addressing the immediate needs of the teachers.</p> <p>The school will continue to utilize the following instructional strategies to improve student outcomes:</p> <ol style="list-style-type: none"> Think, Write, Pair/Share Quick Write Request/Reciprocal Teaching <p>Strengths:</p>		

- (4.1) Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.
- (4.2) Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
- According to the 2013/2014 School Quality Guide:

Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

Aligned use of resources to support instructional goals that meet students' needs

A culture of learning that communicates high expectations with supports

- The school effectively uses support systems including guidance counselors, social workers, New York Presbyterian Health Clinic, RAPP Coordinator (Mr. Silverman/4 thFloor), PPT and SIT teams to provide social and emotional support.
- The SIT and PPT teams meet consistently to share information, trends and design interventions to support struggling students and students with IEPs. These teams systematically reflect and revise on practices and turn key vital information to staff via email, school meetings and professional developments.
- The Dean's office has made strides in aggregating data on discipline infractions and is working on utilizing more complex data systems to identify, isolate and target high leverage areas of improvement in student behavior.(See Rediker Software, Inc.)

Needs:

- (1.1) Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- (1.2) Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meeting the needs of all learners so that all students produce meaningful work.
- According to the 2013/2014 School Quality Guide:

Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes

Curricula-aligned assessment practices that inform instruction

Research-based, effective instruction that yields high quality student work

- More comprehensive data on patterns of student infraction.
- More behavioral support for IEP students (they represent the majority of suspensions) in terms of PD.

Part 2 – Annual Goal

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

To create teacher leaders and inquiry/data teams that will foster collaborative learning and review student data and writing to support both teacher and student growth to Increase the 4 year graduation rate 3% by June 2016

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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Program content teachers with common planning time period to enable collaborative planning time in both grade level and content areas</p>	<p>Entire school population</p>	<p>September 2015 to June 2016</p>	<p>Principal Administration Programmer</p>
<p>During teacher collaborative planning time, special ed and ESL teachers will meet</p>	<p>SWD's and ELL population</p>	<p>September 2015 to June 2016</p>	<p>Administration</p>

within their department and in the content area of instruction so that multiple entry points and Universal Design for Learning can be implemented in all unit and lesson plans.			All Special Ed Teachers & ESL teachers
Parent Coordinator will schedule parent workshops and plan activities for parent engagement with school community	All parents	September 2015 to June 2016	Parent Coordinator PTA President
Teachers will receive surveys to determine high need areas for development so that administration can address teacher needs in a timely fashion	All pedagogical staff	September 2015 to June 2016	Program Team Administration Principal
Strategic data checks, cycles of observation using Danielson, learning walks, and meetings will be utilized to ensure the action plan is implemented.	Administration	September 2015 - June 2016	Principal, Administration
<p>Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.</p> <p>Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meeting the needs of all learners so that all students produce meaningful work.</p> <p>All teachers will include at least one higher level instructional strategy to improve students engagement: Quick Writes, Think/Write-Pair/Share, and</p>	Administration	September 2015 - June 2016	Principal, Administration

Request/Reciprocol Teaching during lessons.			
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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.											
<ul style="list-style-type: none"> • Common planning time, flexible programming, Professional Development Facilitators, Partnerships and supplies Conceptual Consolidation: Human resources, instructional resources, schedule adjustments and/or per session/per diem will be needed to fund this initiative											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
At the end of the semester in January 2016, student credit accumulation will be downloaded and reviewed for progress towards meeting goal In February teachers will be able to implement quick writes, think-write/pair-share and reciprocal teaching as meaningful instructional strategies. Teachers will be able to articulate at least 2-3 theatrical techniques to improve engagements including: writing, theatrics, and inciting events.
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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school has created a community environment for parents, students and community members by utilizing various methods of communication, parent coordinator outreach and partnerships with outside organizations.</p> <p>Strengths:</p> <ul style="list-style-type: none"> (4.1) Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. (4.2) Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. According to the 2013/2014 School Quality Guide: <ul style="list-style-type: none"> Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards Aligned use of resources to support instructional goals that meet students’ needs A culture of learning that communicates high expectations with supports The school effectively uses support systems including guidance counselors, social workers, New York Presbyterian Health Clinic, RAPP Coordinator (Mr. Silverman/4 thFloor), PPT and SIT teams to provide social and emotional support. 		

- The SIT and PPT teams meet consistently to share information, trends and design interventions to support struggling students and students with IEPs. These teams systematically reflect and revise on practices and turn key vital information to staff via email, school meetings and professional developments.
- The Dean's office has made strides in aggregating data on discipline infractions and is working on utilizing more complex data systems to identify, isolate and target high leverage areas of improvement in student behavior.(See Rediker Software, Inc.)

Needs:

- (1.1) Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- (1.2) Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meeting the needs of all learners so that all students produce meaningful work.
- According to the 2013/2014 School Quality Guide:

Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes

Curricula-aligned assessment practices that inform instruction

Research-based, effective instruction that yields high quality student work

- More comprehensive data on patterns of student infraction.
- More behavioral support for IEP students (they represent the majority of suspensions) in terms of PD.

Strengths:

- (4.1) Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.
- (4.2) Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
- According to the 2013/2014 School Quality Guide:

Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

Aligned use of resources to support instructional goals that meet students' needs

A culture of learning that communicates high expectations with supports

- The school effectively uses support systems including guidance counselors, social workers, New York Presbyterian Health Clinic, RAPP Coordinator (Mr. Silverman/4 thFloor), PPT and SIT teams to provide social and emotional support.
- The SIT and PPT teams meet consistently to share information, trends and design interventions to support struggling students and students with IEPs. These teams systematically reflect and revise on practices and turn key vital information to staff via email, school meetings and professional developments.

- The Dean’s office has made strides in aggregating data on discipline infractions and is working on utilizing more complex data systems to identify, isolate and target high leverage areas of improvement in student behavior.(See Rediker Software, Inc.)

Needs:

- (1.1) Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- (1.2) Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meeting the needs of all learners so that all students produce meaningful work.
- According to the 2013/2014 School Quality Guide:

Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes

Curricula-aligned assessment practices that inform instruction

Research-based, effective instruction that yields high quality student work

- More comprehensive data on patterns of student infraction.
- More behavioral support for IEP students (they represent the majority of suspensions) in terms of PD.

Part 2 – Annual Goal

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

During the 2015-16 school year, there will be increased opportunities for parent engagement within the school so that parents and families are engaged in a community that will allow collaboration, trust and partnerships resulting in increased student success as measured by credit accumulation, attendance rate and regents scores by June 2016.

9th Grade students will be able to create a theatrical presentation and in the spring students and parents will attend additional college readiness presentations via the Access to College Program.

By February, Parent Coordinator will hold at least 5 events to encourage parental participation excluding typical Parent-teacher conferences and theatrical shows.

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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parents will receive monthly sessions at PTA meetings addressing current issues affecting their children. Issues such as prescription drug abuse, gang awareness, college readiness and blended learning have been scheduled for the school year.</p>	<p>Parents and guardians</p>	<p>September through June, 2016</p>	<p>Parent Coordinator, Principal, PTA President</p>
<p>Since high needs students are the at risk population, all activities will address both gen ed, SWD's and ELL's.</p>	<p>Gen ed, SWD's and ELL's</p>	<p>September through June, 2016</p>	<p>Parent Coordinator, Principal, PTA President</p>
<p>School has created a schedule of workshops in</p>	<p>All parents and guardians</p>	<p>September through June, 2016</p>	<p>Parent Coordinator, Principal, PTA President</p>

advance and distributed to all parents and guardians at the beginning of the school year and each time a parent visits the school. School Messenger is set to send automated advance notifications to all parents for upcoming meetings.			
Parent outreach has promoted a positive environment for students and transparency is key for all issues or events affecting students. Parent workshops have been designed based on a survey given to parents from the PTA identifying what they would like to be done this year.	All parents and guardians	September through June, 2016	Parent Coordinator, Principal, PTA President
Strategic data checks, cycles of inquiry, and meetings will be utilized to ensure the action plan is implemented.	All parents and guardians	September through June, 2016	Parent Coordinator, Principal, PTA President

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.											
<ul style="list-style-type: none"> • School Messenger, PTA, Parent Coordinator, consumable supplies, parent workshop facilitators • Conceptually Consolidated Funds: Human resources, instructional resources, schedule adjustments and/or per session/per diem will be needed to meet the goal. 											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	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.
A midpoint benchmark will be the attendance sheets from PTA meetings and feedback given by parent/guardians - we expect to see 5% increase in parent involvement. By February, Parent Coordinator will hold at least 5 events to encourage parental participation excluding typical Parent-teacher conferences and theatrical shows.
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Bronx Theatre High School provides pedagogical staff with a wide variety of resources to increase teacher effectiveness and improve student outcomes. Newly hired teachers are provided a mentor/model teacher that meets weekly with the teacher and addresses any and all questions that may arise. The principal and assistant principals make educational rounds and visit teachers' classrooms at least once per month and provides meaningful feedback and next steps for improved classroom instruction. Professional development is provided for all new teachers both in house and off site by Model Teacher, SIOP Model (Sheltered Instructional Observation Protocol), Teachers College, ELI and New Visions on-going professional workshops and programs (A21/G2i, US History, Living Environment).
Teachers that are new to the school but not new to teaching must perform inter-visitations with other department members to share various methodologies of teaching. The principal observes these teachers once per month and has bi-monthly meetings with them for the first semester to ensure a smooth transition from one school to another. Assistant principals assigned to specific academic departments work with them to analyze and develop curriculum aligned to common core, lesson planning and classroom activities.
To ensure that staff are Highly Qualified we review resumes, check on references, and review all state and city licenses. Additionally, we review Advance and other teacher ratings and observations along with Logs of Assistance and disciplinary notices.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
The CCLS include six instructional shift so professional development will be provided by various outside sources to address these. Teachers College (CPET) has provided professional development in using the Danielson Framework for Teaching. NYC Leadership Coaches and New Visions Affinity support structures will work with the principal and administration in order to prepare the staff for higher teacher effectiveness and aligning curriculum and instruction. Since the school has assistant principals for the various academic subjects, they too will provide PD sessions in house during the teacher's common planning time. The school's PD plan will evolve as the needs of the staff change. Principal and assistant principals will attend various PD sessions throughout the year as provided by New Visions, ELI, Lead ON and Datacation.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	426,075.00	X	22, 26, 31, 36, 38-40
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	18, 26, 31, 36
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,858,646.00	X	22, 26, 36, 38-40

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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. **Bronx Theatre High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Bronx Theatre High School** will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC)

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

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>44</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

- The ESL after-school/Saturday academy Title III program will meet two days per week and every Saturday from November 8 through May 30, 2015. The Title III after-school program will consists of supplemental instructions in Global History, and Living Environment, a total of 54 hours for each subject. Global History will run Tuesday/Thursday from 4:00pm to 5:30 pm, and Living Environment on Monday/Wednesday from 4:00pm to 5:30pm for all ESL and former ELL students. ESL teacher will push into Global and Living Environment class one day per week. Each teacher will be paid at teacher per-session rte for a total of 554 hours (36 sessions/1.5 hrs each) at a cost of \$8,244.62. Our Saturday program will provide 54 hours of direct instruction in the areas Chemistry, statistics, and US History for our target ELL population from the hours of 10:00 -1:00pm. 3 certified teachers (chemistry/statistics/US history) will provide regents prep instruction to ELL. Each teacher will be paid at teacher per-session rate for a total of 54 hours (18 sessions/3 hrs each). A total cost of \$8,244.62. The program will

Part B: Direct Instruction Supplemental Program Information

focus on the 44 ELL students including the 9 former ELL students . The entire after-school and Saturday program will accounts for 324 hours of direct supplemental instruction for our target ELL population. Saturday classes will meet for 3 hrs each session over the course of 18 weeks, and the after-school program will be 1.5 hrs each session, twice a week over the course of 18 weeks. This will meet the minimum requirement to use at least 60% of the total Title III budge on direct instruction. Materials will be purchased with Title III funds that are more accessible and appropriate for our ELLs population than current books in these core classrooms. Books that are rich in graphic organizers, photos, and other of forms of scaffolding for ELLs will be ordered, the science and social studies books will be ordered from Pearsons.

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

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

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

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

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

1 ESL Teacher, ESL (k-12)

Part C: Professional Development

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

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

Begin description here: The rationale for our professional development for this program is the strong need to incorporate more strategies for ELLs that deal directly with Common Core State Standards in our mainstream core classes. Our ELL population is taught the core curriculum in mainstream classes without the advantage of an ESL teacher pushing-in to the classroom. Therefore, there is a strong need for teachers to be trained in SIOP. Our ESL teachers will attend a series of SIOP Teacher Workshops provided by Center of Applied Linguistics (CAL)SIOP and will turn key the training in the classroom since the teacher is acting as a push-in. The total cost of \$772.65. The certified SIOP instructor from CAL will facilitate the professional development to 5 teachers, 1 ESL coordinator, and 1 administrator. In addition, several teachers and administrators will be invited to attend the event. The SIOP Teacher workshop is designed as a 5-day workshop from 9:00 to 12:00pm over the course of 5 months. SIOP is a framework for planning and delivering instruction in the areas of science, mathematics, and history to English Language Learners as well as other students. The first session will provide an introduction of SIOP to teacher and the resources available to teachers. The second session will dissect the SIOP components and the building background. The third and fourth session will discuss the unit and lesson planning, strategies, practice and application, and lesson delivery. The final session will include SIOP lesson plan by writing ideas and assessments, sharing lesson plans, and future use of the SIOP model.

- Overview of Professional Development (9:00 -12:00pm)
Friday, February 6, 2015 / Introduction to SIOP Model

Part C: Professional Development

[Friday, March 6, 2014 / SIOP Components and background](#)

[Friday, April 3, 2014 / SIOP Unit and Lesson Planning](#)

[Friday, May 8, 2014 / SIOP Strategies and lesson delivery](#)

[Friday, May 29, 2014 SIOP Assessment and best practices](#)

-

Part D: Parental Engagement Activities

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

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

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

-

Parent Workshops:

Session 1: Introduction to College and Universities

Session 2: Financial Aid for families

Session 3: What to look for in a college?

Session 4: Completing college application and FAFSA.

Session 5: Scholarships, grants, and student loans

-

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

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Part E: Budget

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

Allocation Amount: \$ _____

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

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 546
School Name Bronx Theatre High School		

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 William Doyle	Assistant Principal James Barron
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Liliana Scanga
Teacher/Subject Area Amanda Colon/Spanish/ESL	Parent Brenda Lopez
Teacher/Subject Area	Parent Coordinator Angel Melendez
Related-Service Provider	Borough Field Support Center Staff Member Wladimir Pierre
Superintendent Mr. Juan Mendez	Other (Name and Title)

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	2	Number of certified bilingual teachers not 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 not 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)	445	Total number of ELLs	39	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"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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	41	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	7
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	27

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	2	3	2	12	0	4	27	1	1	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

* 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

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										20	9	3	5	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other AF/HU/T R										0	0	1	3	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 NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	0	1	0	0
Emerging (Low Intermediate)										3	0	1	1	0
Transitioning (High Intermediate)										4	4	1	1	0
Expanding (Advanced)										8	5	2	2	0
Commanding (Proficient)										0	0	0	0	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 NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSES LAT 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	0	0	0	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										5	7	5	8	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	9		2	0
Integrated Algebra/CC Algebra	21		10	0
Geometry/CC Algebra	6		0	
Algebra 2/Trigonometry Math _____	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	13		3	
Physics	0		0	

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	16		3	
Geography				
US History and Government	8		1	
LOTE	2		2	
Government				
Other _____				
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.
The data our school uses to assess the early literacy skills of our ELLs includes data from the NYSITELL (LAB-R), NYSESLAT exams as well as ELA Regents data, and teacher portfolios. This data has revealed that 85% of our ELLs need assistance with content area vocabulary; academic language structure, i.e., argumentative writing, and reading comprehension. We are using this data to create an instructional focus on supporting ELLs with on-demand writing. Teachers are examining the problematic areas of the ELA Regents and are targeting their instruction around those areas, i.e., creating thesis statements, organizing an argument, etc.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data from the 2015 NYSESLAT indicates that all of the students performed poorly on the writing section. Students that were at the advance level in 2014 are now scoring at the emerging or transitioning level on the 2015 NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Currently we do utilize the AMAO tool.
From State Website:
NYC District #10 5 54.2 12.2 did not meet CAP
We are aiming for 2015-2016:
68.5% AMAO 1: Percentage of students making progress in English as per the NYSESLAT
15.6% AMAO 2: Percentage of students scoring proficient/commanding on the NYSESLAT
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. The pattern at Bronx Theatre High School has been that students continuously prefer to complete the exam in English. However, the data shows that many of our students need more support with the Living Environment and U.S. History Regents. Our students need to develop their reading and writing skills. It is for this reason that all subject teachers are provided with a copy of the NYSESLAT modality report in order to further help students in their areas of weakness.
- b. To create flexible programming schedules for each individual student. The ESL teacher has been meeting with individual content area teams to share data and support strategies across the curriculum school wide. e response to questions here:
- C. The school is learning from periodic testing that ELLs could be better met across grade and proficiency levels. Research shows that it takes 7-10 years to become fluent in a second language, add academic language and high stakes testing to the mix, and ELLs will be challenged daily. The staff and administration at Bronx Theatre use the periodic testing as a way to relay success and challenges of each language learner to one another. We know that creating a process for this kind of dialogue through team meetings, LAP meetings, Skedula anecdotal logs and publishing test results for all staff will dramatically increase targeted intervention for each individual ELL throughout their high school career at Bronx Theatre High School.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (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?
Bronx Theatre High school makes sure that the students native language is supported by having different text levels, extra time for testing and bilingual resources. We measure the success of our ELLs program to the extent that intervention is data-driven, that all of our teachers are incorporating the latest (research-based) differentiated strategies for ELLs in daily lessons, ELLs' culture is represented in the curriculum, there is a balance between explicit and student-driven instruction, ELLs intellectual and emotional needs are being met in order to reach their highest potential, to graduate on-time and to achieve college readiness.
 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).
We evaluate the success of our programs for ELLs by measuring the ELL success rate on all Regents exams, meeting AYP, college readiness data such as SAT scores, performance on AP exams and college level classes, school scholarship data and student credit accrual rate, attendance and student feedback.

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.
The ENL team, which is comprised of 2 ESL teachers, a guidance counselor, and a school administrator, will implement a 4 step process to placing a child in the ELL program. Step 1: the ESL teacher will complete the HLIS with the parent and ensure timely entry in ATS. The completed HLIS form will be placed in the student's cumulative folder and be part of their permanent record. If it's determined that the child's home language is English, the process will terminate and if not, continue to step 2. Step 2: A trained pedagogy will determine the NYSITELL eligibility using the recommended procedures by the Office of English Language Learners. Step 3: NYSITELL will be administered and scanned within the 10 school days of enrollment to ensure the school follows compliance regulations. Step 4: The last process will be the administration of the Spanish LAB if the child's home language is determined to be Spanish and who are newly identified as ELL. These procedures will be completed the first 10 school days for ELLs and 20 school days for students entering with IEPs.
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).
Bronx Theatre will make an initial SIFE determination at the time of the completion of the HLIS when the parent is asked to indicate prior schooling. Additional assessments such as an oral interview questionnaire and Literacy Evaluation for Newcomer SIFE to make the determination.
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).

The LPT determines whether the student should take the NYSITELL. This team consists of the principal, ESL Coordinator and Special Education Coordinator.

Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

--If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

--If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

- The principal must accept or reject this recommendation

- o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

- o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

The school will inform the parent within 5 school days of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letter (in the parent's preferred language), which includes: entitlement letter, non-entitlement letter, and/or continued entitlement letter. If the student is over 18 years of age, he/she will receive a copy of the letter. All signed letters will be retained in the student's cumulative folder.

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).

Our guidance counselors inform parents via letters (in the parents preferred language) of students who have undergone the ELL Identification Process (as the result of first time entry or reentry) that they may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

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.

Parents of ELLs who are new to the NYC DOE are ensured an introduction to all three available program choices within the NYC DOE through viewing the video provided by the office for English Language Learners in which all three programs are explained. Bronx Theatre only offers an ENL program, and parents are informed of this the day they register their child. Further explanation and answers to questions are provide by the certified ESL teacher who shows each parent the video or in her absense by a certified bi-lingual pedegogue. If a parent survey is not returned to the school, the parent is informed that a bilingual program is the default placement. The brochures that explains the three programs in their homelanguage are given to parents at the time of enrollment to read over. The parent coordinator is also given the brochures to make them available to parents so they can make a decision that feels right to them about the education of their child. Continuing ELLs students are tested each spring through the NYSESLAT with appropriate accomidations as per the mandates laid out by the state. The scores are then evaluated when we receive them in the Fall of the following year on the ATS system. In accordance with each students respective score on the NYSESLAT either a letter of "Continued Entitlement" or a letter of "Non-entitlement/Two years of Transitional services" is sent home in the students home language. If a parent chose a TBE/DL program, the parent coordinator informs them of when the program becomes available.

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.

Bronx Theatre has developed two tiers to obtain the parent survey and program selection forms in a timely manner as follow: ESL coordinator sends a a letter to the parent, followed by the parent coordinator. Parent choice is recorded in the ELPC screen or on the 18 th day, "Parent did not return the survey" if the survey is not returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Program selections are monitored throughout the year by the ESL coordinator and school administration. Follow ups are made by the parent coordinator and is shared with the ESL coordinator and administration.
9. Describe how your school ensures that placement parent notification letters are distributed. Our process for collecting parent survey and program selection letters, if not done in person at the time of registration, are scheduled through a home visit with appropriate designated staff of Bronx Theatre High School. If the former was not able to take place then letters are sent home with students or mailed until all letters are successfully returned and kept on file. If translation is needed we make use of NYC DOE Over-the-Phone Interpretation Services or a bi-lingual staff member is made available. School funds are utilized to ensure that appropriate translation services can be provided.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The guidance counselors at Bronx Theatre are responsible for the maintenance of records. This documentation is retained in their offices. All original copies of the HLIS, NYSITELL results, non-entitlement, entitlement letters, etc. are placed in the students' file. All staff have access to copies of ELL documentation. Exam results are given to the staff via the ELL coordinator at the beginning of the year.
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. The RLAT report is used to determine the appropriate program level for each student at Bronx Theatre. The school administers the NYSESLAT to annually evaluate all identified ELLs. ESL teachers and administrators closely monitor the list of ELLs students through ATS that are admitted and discharged throughout the school year in order to ensure that all ELLs are identified and tested accordingly. Two weeks before the test begins a letter including the schedule for testing is sent to parents informing them that attendance through all parts of this state test is mandatory. Posters are placed around the school including the students schedule for taking the NYSESLAT. Since there are approximately forty students who take the test each modality, besides speaking, is administered in groups of about twenty students. The schedule is cleared with administration so that it does not interfere with other school wide testing toward the end of the school year. The NYSESLAT is administered to all ELLs in grades testing band 9-12 following the standard testing protocol, taking into account any special modifications that students with IEPs may require. The speaking portion is administered to each ELL individually by certified pedagogues. ESL teachers do not administer the test to their own students to ensure the new rule that a party of non-interest should administer the test to avoid bias in the scoring. The teachers who administer the speaking portion of the NYSESLAT are trained in the proper testing procedures and rubrics prior to administering the NYSESLAT. The other three portions (listening, reading, and writing) are administered in group settings by the ESL teacher, adhering to all testing procedures. A quiet and adequate test taking environment is ensured throughout administration of all the modalities of the NYSESLAT test. All documents are kept in a locked and secured closet to retain the integrity of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The guidance counselors in conjunction with the parent coordinator are responsible for sending continued entitlement and transitional support parent notification letters. These letters are sent no later than September 15th, and are in both English and Spanish.
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).
Bronx Theatre is in its 13th year of operation as a high school. In the history of our enrollment and placement of newly registered ELLs, we have received no selection letters which show an interest in a Transitional Bilingual program. We keep selection letters on file in the event that tallies add up to twenty requests across two grade levels for a Transitional Bilingual program. We are prepared to transition to and fulfill our obligation of providing a Transitional Bilingual Education model if parent requests meet the mandated requirement of twenty. We are confident that our Freestanding ESL program is aligned with parent requests. We feel that during the informal interview in showing the video parents get a clear understanding of what is offered within the NYC DOE. We are prepared to change our program if the parent requests meet the requirement of twenty parents who select the Transitional Bilingual Education model across two grade levels.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
The school offers stand-alone ENL and push-in ENL in math, history and ELA. The stand-alone classes are heterogeneous by grade and level. Higher level students are able to support their peers who are at the entering level of English language proficiency. In the push-in classes, the ESL teachers support ELL students in collaboration with general education classroom teachers to provide language acquisition and vocabulary support.
 - 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)?
The program committee oversees that the school ensures the mandated number of instruction minutes is provided according to the student's proficiency level for each model. This team will review each student's program and make recommendation to the programming team and what steps need to be taken to ensure students are being served. Based on the five new proficiency levels, students in grades 9 - 12 will be programmed for over the required minutes of ENL a week: Beginner/ Entering will receive 675 minutes, one stand alone class and two push-in classes. Low Intermediate/Emerging will receive 450 minutes, one stand alone and one push-in class. Intermediate/Transitioning and Advanced/Expanding students will receive 225 minutes, one push-in ENL class.
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.
All ESL curricula are CCLS aligned and focus on both fiction and non-fiction texts. Our current ELL data reveals that ELL students struggle most with science and social studies. Due to this need the amount of non-fiction science and social studies based texts has been increased in the ESL curricula. Instructional approaches used to scaffold the curricula includes think-pair-share, backwards analysis, graphic organizers, task analysis, vocabulary building strategies, annotation and Cornell note-taking.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The ESL coordinator evaluates the level of literacy in the students' home language by administering the Spanish LAB if students are newly matriculated into the NYC DOE and scores are then recorded. If students are not new to the NYC DOE, the Spanish LAB is administered for reference only and to evaluate the student's home language literacy skills against the correct answers on the test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We do a baseline assessment, mid year assessment plus a series of formative and summative assessments throughout the year in all modalities in order to drive instruction with data and be able to focus on target focus areas. Also the assessment are aligned to skills need to be successful in the common core and their core subject areas.
6. How do you differentiate instruction for 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

Our instructional plan for our three ELL students combines explicit grammar instruction such as conjugating verbs/verb tense study, workbook publications for sentence building such as Side-By-Side. Differentiated worksheets in content courses. Reading material that is at their reading level but not made for children such as graphic novels and plays. Higher order thinking skills are promoted at every turn through graphic organizers, sentence building templates and evaluating subject/theme. The certified ESL teacher and content teachers gear SIFE instruction to fit the actual age and emotional development of the student. For example the certified ESL teacher teaches SIFE student who require explicit alphabet instruction by making picture dictionaries. Therefore, vocabulary acquisition is driven by student interest using photos from the internet instead of books for pre-school children. Students are encouraged to take part in our theatre courses which inherently incorporate ELLs teaching methods such as TPR, exaggerated enunciation and repetition. SIFE students are also closely monitored for study habits and personal organization skills. SIFE students are closely monitored for homework completion in all classes. All teachers have a strong outreach plan for parents of SIFE students. Anecdotal logs in Skedula are utilized often to trouble shoot and to monitor SIFE student progress. Former ELLs are placed in one push-in ENL class which results in 225 minutes of support a week.

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

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

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

7. 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.
Between 6 and 12 months, the ESL Coordinator will review the Re-Identification Process decision to ensure that student's academic progress has not been adversely affected by the determination. The ESL Coordinator will consult with staff member in the school, the parent/guardian, and the students. If, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the school will provide additional support services to the students and may reverse the determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, he will consult with the superintendent and/or designee. Final decision will be made in writing to the parent/guardian, and/or student in the parent's preferred language 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?
All Bronx Theatre High School teachers have daily common planning periods to, trouble shoot and discuss appropriate differentiation strategies and the use of scaffolding to ensure the advancement of our ELL-SWD's population. Grade-level material is available in students' home language and appropriate for content that should be mastered during the 9th, 10th, 11th and 12th grade year to ensure mastery of material required to pass all regents courses, master Common Core Standards and become college ready. Grade level meetings for teachers ensure that skills and learning strategies are reinforced across the curriculum. Cornell-notes, consistent graphic organizers and concept maps are used in all classrooms at Bronx Theatre. Literacy team meets once a week to reinforce school-wide reading strategies. Previewing, annotating and summary are used in all content courses as the standard for independent reading practice. Juicy sentences in non-fiction reading are selected by students and broken down for meaning and relation to the over-all theme in all content courses. All students read literature that accompanies two 11th grade student plays which is reinforced when students either participate in or watch the play, discuss it and write essays about it. Theatre is an effective learning tool for ELL-SWD's as they tend to be visceral learners.
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?

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

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	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.

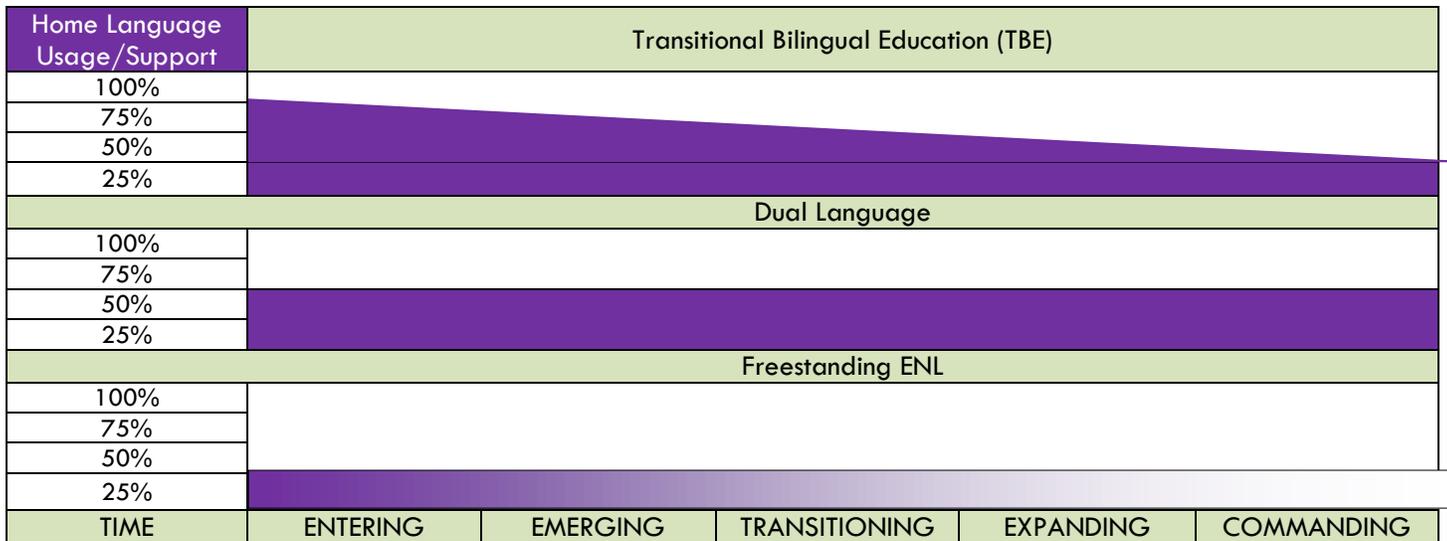


*Note: “other approved services” does not apply to New York City at this time.

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.
Our target intervention program focuses on our long term ELLs who are not meeting goals of passing regents exams across the curriculum nor advancing NYSESLAT scores. Repeater classes taught by certified teachers in all content areas are offered during regularly scheduled school hours and focus on scaffolding curriculum with graphic organizers, think-pair-share, and backwards analysis (modeling). A connection with real life application for each content area is stressed. These classes are geared to long term ELLs however ELLs with 1-3 years of service across proficiency levels will benefit from these intervention courses as well. Many of our students are bilingual in Spanish and can offer ELLs added home language support. The Title III moneys are also used to offer intervention services for ELLs who want to meet personal goals or who are struggling with academic language. The science, math and ESL teacher are available for small group tutoring after school through Title III tutoring hours. Museum, college visits and trips to Broadway plays are made available to all ELLs and are used as motivational, hands-on and real world tools that add to our curriculum here at Bronx Theatre. :
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We measure the success of our ELLs program to the extent that intervention is data-driven, that all of our teachers are incorporating the latest (research-based) differentiated strategies for ELLs in daily lessons, ELLs' culture is represented in the curriculum, there is a balance between explicit and student-driven instruction, ELLs intellectual and emotional needs are being met in order to reach their highest potential, to graduate on-time and to achieve college readiness.
12. What new programs or improvements will be considered for the upcoming school year?
Improvements in our program happen every year. We have implemented common preparation periods this year where the ESL teacher can plan differentiation and ESL strategies to enhance in ELA courses. In addition, we hope to offer additional credit accumulation opportunities in the areas of science and math.
13. What programs/services for ELLs will be discontinued and why?
We are only adding to ELLs programs and services. We will not be removing any services for ELLs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We offer sports, chorus, dance team, and service learning after school hours. All programs are made available to ELLs through translated letters and telephone conversations as needed. At college night there are bilingual staff who make themselves available for translation so that Spanish speaking parents can also learn about college and scholarship opportunities afforded the entire school population. We also offer several repeater courses after school which help students who take ESL during the day to gain all of their credits and to graduate on time.
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.
Rosetta Stone and Achieve3000, MyAccess! and PLATO are available and used for ELLs. Laptops are also available to all students in their content classrooms. Up to date texts books in English and in Spanish are available in content courses. English/Spanish, Afrikan, Hausa, and Tigrinya glossaries are available for everyday classroom use as well as mandated accommodation during Regents testing. Smartboards are available in all the classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support in our free standing ESL program is offered through text books in each content area, Spanish literature in classroom libraries at all levels, NYC DOE glossaries in English and home language for all regents exams, Spanish/English dictionaries for ELL use in classrooms, bilingual staff (including all school aids), Spanish and AP Spanish courses offered. The ESL teacher/Spanish teacher, is certified in ESL, is bilingual and is able to provide entry points for beginner students through Spanish. The certified Spanish teacher are certified in ESL provides part of the 25% of native language support in our Freestanding ESL Program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services and resources are age and grade level appropriate based on the results of the NYSESLAT and/or NYSITELL.
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).
There is an orientation that students and parents come to for a two day period that culminates in a staged production that family and friends are invited to watch. Students are visited by upper classmen and staff to ensure a smooth and welcoming transition into high school. Newly enrolled ELLs are also assigned a buddy in their own grade and an upper classman during orientation who is responsible for translating and helping the student to adjust to the demands of high school. In addition, the school hosts a luncheon for all ELL students in the month of September where they get a chance to meet and interact with their peers outside of classroom setting. This is coordinated by the AP, and the ESL coordinator.
19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - 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

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ESL Coordinator/teacher will provide eight professional development sessions for all staff. The focus of these sessions will be strategies and skills for reading and writing on demand. The first PD session was held on November 5th.
The following are dates for the remaining seven sessions:
December 9th, January 13th, February 10th, March 9th, April 6th, May 11th and June 6th.
- 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?
Professional development is offered to teachers of ELLs in weekly department meetings focusing on deconstructing the common core, lesson study and curriculum study, inter-visitations, supplementary materials such as Engage NY, and observational feedback and support. ESL teachers and content teachers receive professional development on CCSS-related collaboration, instruction, and teacher evaluation. The ESL teacher and content area teacher collaborate on writing CCSS based lesson plans that are scaffolded for ELLs. The ESL teacher support content teachers as they carried out the lesson plans and provide feedback on how it worked with ELLs. These Professional developments provide teachers authentic activities, examples and modeling of effective strategies to enable them to support ELs within the CCSS framework.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Support provided to staff to assist the transition of ELLs as they transition includes bi-level grade level meetings for teachers of 9th grade students, information and support from the SIT team and PPT team members (of which the ESL teacher is a member).
- 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.

To meet the professional development requirements as per CR Part 154.2, all teachers will be provided training in instructional strategies of language development. For the 2015-2016 school year, professional development for all staff is held from 1:20pm - 3:20pm. The ESL Coordinator will provide eight sessions focusing on reading and writing on demand for ELLs. In addition, the ESL coordinator and ESL teacher will attend PD in the areas of language acquisition and integrating language and content instruction. All records of attendance and agenda will be recorded and filed with the principal.

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?

The guidance counselor, parent coordinator and ESL teachers meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes the school staff who teach the student and are able to inform the parent or guardian about the child's language development in all content areas. Such a meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. A record of attendance is placed in the child's cumulative record.

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.

All ELL-related documents are kept in the student's cumulative record and are forwarded to another DOE school if the child chooses to transfer. Parent meetings of English Language learners meet at least once a year to discuss the goals of the program, their child's language development needs in all content areas. This meeting is in addition to the parent-teacher conference, initial parent orientations, and quarterly progress meeting. The school record all attendance using existing procedures and are kept in their child's folder. To ensure parents' needs are accommodated, letters and phone calls are made in the parents' preferred language.

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

A parent coordinator (PC) is used to promote parental involvement in our school and provide translation services as needed. In addition, our guidance counselors are bi-lingual. The PC is available during the school day and evenings for parents. In addition, the PC is responsible for providing 3-5 parent workshops in English and Spanish throughout the year that focuses on Skedula, curriculum, collection selections, financial aide, and parent rights in the DOE.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We campaign for a close relationship with ELL parents through correspondence via mail, such as a welcome letter from the ESL teacher, orientation information, Parents Association, Parent Surveys, and Parent Teacher Conferences as well as opportunities such as career and college fairs throughout the year. A home phone-call log is kept to track conversations over accomplishments and particular challenges that ELL students may have. Parent needs such as call time and meeting time are considered to accommodate work schedules and travel time. There is an afternoon and an evening schedule for all parent teacher conferences. We evaluate the needs of our parents via parent surveys, ESL "entitlement" or "non-entitlement" letters as it corresponds to the NYSESAT score of their child each fall of every new school year.

5. How do you evaluate the needs of the parents?

Parents needs are evaluated through the SLT. Parents have a forum to ask/answer questions as well as to make decisions regarding the programs offered at Bronx Theatre. Parents work closely with the PA and Parent Coordinator in order to find solutions to questions/concerns parents have. Mr. Melendez, Parent Coordinator will hold special workshops throughout the year to address parent concerns including, but not limited to the following: College Awareness, Credit Accumulation, Gangs, Drugs and Preventions, in addition to Advocacy.

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

Parents involvement activities are designed to help parents better understand our school and culture. Parents have expressed interest in understanding the following documents: School Report Card, Progress Report Overview, School Survey Report and Quality Review Reports. Also, parents want more opportunities to work closely with the College Access Team and Guidance, so they are fully briefed on college acceptance, credit accumulation, gang awareness and alcohol and drug awareness and advocacy. We intend to hold sessions evaluated through the SLT. Parents have a forum to ask/answer questions as well as to make decisions regarding the programs offered at Bronx Theatre. Parents work closely with the PA and Parent Coordinator in order to find solutions to questions/concerns parents have. Mr. Melendez, Parent Coordinator will hold special workshops throughout the year to address parent concerns including, but not limited to the following: College Awareness, Credit Accumulation, Gangs, Drugs and Preventions, in addition to Advocacy

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.

Paste response here:

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)
William J. Doyle	Principal		1/1/01
James Barron	Assistant Principal		1/1/01
Angel Melendez	Parent Coordinator		1/1/01
Daria DePiro	ENL/Bilingual Teacher		1/1/01
Brenda Lopez	Parent		1/1/01
Amanda Colon/Spanish	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Liliana Scanga	School Counselor		1/1/01
Juan Mendez	Superintendent		1/1/01
Wladimir Pierre	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x** School Name: **Bronx**
Superintendent: **Juan Mendez**

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.

The HLIS, ATS records (RHLA) and Emergency Contact Cards are used to determine home languages in order to ensure proper written and oral translation is provided for homes in which English is not the primary language. The data has shown that Spanish is the preferred language for our ELL parents. This data is maintained and updated throughout the school year by our pupil personnel secretary and our parent coordinator, in conjunction with our ESL Coordinator. In addition, Emergency cards are used to review the home 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.

The predominant language other than English at our school is Spanish. We have small numbers of other languages, such as French. This information has been shared with our school community via meetings and consistent communication between teachers, the Parent Coordinator, the ELL Coordinator, and the home.

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.)

We distribute a number of items to families each year, which we translate: calendars, letters home, room locations during Open School or options during Orientation or Curriculum Night. Our automated phone messenger is also translated.

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.

Meet the Teachers Night took place on September 30th, and we will have open school Night and Afternoon in November and March. Additionally, we have Parent meetings every month, and also community events, such as Multi Cultural Night in December, College Night in November, Awards Night in June, Parent Prom in May, etc. All have translation provided.

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.

All letters mailed home to parents are translated into Spanish by our bilingual parent coordinator and guidance counselor. Translation requests are submitted three weeks in advance to ensure translations are distributed at the same time as English documents.

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.

Our school has several bilingual faculty members that can provide on-site interpretation. During parent conferences, teachers, paras and our Parent Coordinator act as translators.

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.)

We had a staff meeting outlining these procedures and our ELL Coordinator provided hand outs to staff on the first day of school. In addition, staff received a copy of the "I Speak..." card.

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

We will follow Chancellor's Regulation A-663 by ensuring that all appropriate translated documents are provided to our parents. Our parent coordinator obtains all notification documents via the Translation and Interpretation Unit's intranet site.

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)

Our school uses parent surveys, open meetings, and scheduled parent discussions. In addition, the parent coordinator is scheduling a focus group of parents that is inclusive of all cultures and languages represented in our school to gather feedback.