Department of Education
Carmen Fariña, Chancellor

2016-17
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **10X308**

School Name: **BRONX DANCE ACADEMY SCHOOL**

Principal: **SANDRA SANCHEZ**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Dance Academy School Number (DBN): 10X308

Grades Served: 6-8 SE

School Address: 3617 Bainbridge Avenue
Bronx, NY 10467

Phone Number: 718 515-0410 Fax: 718 515-0345

School Contact Person: Ms. Sandra Sanchez Email Address: Ssanche3@schools.nyc.gov

Principal: Ms. Sandra Sanchez

UFT Chapter Leader: Mr. Stewart Cadenhead

Parents' Association President: Carmen Lugo

SLT Chairperson: Sandra Sanchez

Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Clarissa Fuller

Student Representative(s): n/a

n/a

CBO Representative:

District Information

District: 10 Superintendent: Maribel Torres-Hulla

Superintendent's Office Address: 1 Fordham Plaza,
Bronx, NY 10458

Superintendent's Email Address: mhullal@schools.nyc.gov

Phone Number: 718-741-5852 Fax: 718-741-7098

Field Support Center (FSC)

FSC: Bronx Field Support Center, Team 4 Executive Director: Javier Ocampo

Executive Director's Office Address: 1 Fordham Plaza,
Bronx, NY 10458

Executive Director's Email Address: jocampo@schools.nyc.gov

Phone Number: 718-828-7776 Fax: 718-828-3113

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sandra Sanchez	*Principal or Designee	
Jose Vigo	*UFT Chapter Leader or Designee	
Carmen Lugo	*PA/PTA President or Designated Co-President	
Elizabeth Diazgranados	DC 37 Representative (staff), if applicable	
Keisha Miles	Title I Parent Representative or Parent Advisory Council Chairperson	
Angel Crespo 825 (Highest Third)	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Mailyn Ronquillo 825 (Highest Third)	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Kianna Barrow 725 (Highest Third)	Student	
Maria Velez	Parent	
Tanique Foster	Parent	
Arabelle Figueroa	Parent	
Elizabeth Perez	Parent	
	Parent	
Danielle O'Connor	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stuart Cadenhead	Teacher	
Shonte Armstrong	Member/ MMCC After School Program Representative	
Brandon Encarnacion 629 (ICT)	Member/ Student	
Cinthia Andrade 629 (ESL / ICT)	Member/ Student	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education's (NYC DOE's) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school's practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school's quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA 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 form a Title I Parent Advisory Council (PAC) during the 2016-17 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 2016.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor's Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

MISSION STATEMENT

Our mission at the Bronx Dance Academy is to provide a comprehensive and nurturing learning environment where students excel. Our focus is on raising student achievement by infusing the Arts into the school's entire curriculum. Dancing and the Visual Arts are an important part of the fabric of our school. Staff and parents will work collaboratively to improve the quality of standards-based instruction while respecting the diversity of our school community.

Bronx Dance Academy (MS 308) is located at the last stop of the 4 train in the Bronx, New York. The present enrollment is 278 children; 67% are Hispanic, 30% are Black, 2% are Asian and 1% White. We are dedicated to promoting academic achievement by creating a teaching and learning environment that recognizes the unique social, emotional and intellectual needs of young adolescents. We remain committed to providing an excellent education to all students in a caring, nurturing environment. We are proud of the devotion and support each child can expect from our entire staff. We are currently working with different organizations in an effort to further drive instruction and give support to our teachers. We are collaborating with the Martha Graham Dance School to develop dance units that mirror our Social Studies curriculum, as well as, dance and choreography rubrics.

The Bronx Dance Academy School believe in the importance of nurturing the "whole student". We are a school of creative thinker in the area of dynamic movement. Our goal is to provide rigorous instruction to the whole student by emphasizing the alignments between the Arts and all content areas. This alignment is central to the school continued efforts with developing strong community and family ties. We continue to raise our parent engagement, by celebrating all of our students creative spirits. This is achieved by carefully orchestrating high impact performance with our community stake holders

Teachers and administrators are committed to giving every individual student a differentiated, academically rigorous education that considers the individual learning styles of each student, preparing them for success in college and career. The administration’s attention to teacher effectiveness promotes deeper and longer lasting learning of our students, and provides a richer educational experience in a culture that instills in them the values of lifelong learning. BDA has a strong, positive school culture with high expectations and support for achievement and responsible social behavior, involving many stakeholders-students, teachers, school administrators, and parents. It is our belief that this culture promotes more collegiality, and improves educational outcomes. Our goal of increasing student achievement is steeped in aligning all curricula to the Common Core Learning Standards (CCLS) and integrating the instructional shifts with pedagogy. The administration works with the entire school community to enhance understanding of how these shifts impact student learning. The administration takes part in meaningful professional development provided by District 10 and the Bronx Field Support Team. The provided information is then turn keyed to all staff members during teacher professional development time. Also, parents are invited to attend workshops that outline the instructional shifts of the CCLS. Additionally, during the forty minute parent engagement block, parents meet face to face with teachers and are provided with strategies for assisting their children to perform at their own personal best. The results of these sessions are evident in the coherence of instruction across grades and subject areas as the school community works to promote college and career readiness for all students. In all classrooms, one can observe the application of high order skills aligned to Webb’s Depth of Knowledge as all students, including students with disabilities (SWD) and English Language Learners (ELLs), are engaged in rigorous activities and discussions. One can also observe the principles of a Universal Design for Learning in action as teachers deliver instructional tasks that are differentiated to allow multiple entry points for students to be engaged and express their ideas.

School Demographics and Accountability Snapshot for 10X308

School Configuration *(2016-17)*					
Grade Configuration	06,07,08	**Total Enrollment**	275	**SIG Recipient**	N
English Language Learner Programs/Number of Students *(2015-16)*					
Transitional Bilingual	N/A	**Dual Language**	N/A	**# Self-Contained English as a Second Language**	3
Special Education Programs/Number of Students *(2015-16)*					
# Special Classes (ELA)	7	**# SETSS (ELA)**	21	**# Integrated Collaborative Teaching (ELA)**	34
# Special Classes (Math)	7	**# SETSS (Math)**	18	**# Integrated Collaborative Teaching (Math)**	34
Types and Number of Special Classes *(2015-16)*					
# Visual Arts	11	**# Music**	N/A	**# Drama**	N/A
# Foreign Language	N/A	**# Dance**	10	**# CTE**	N/A

School Composition *(2015-16)*			
% Title I Population	82.2%	**% Attendance Rate**	93.9 %
% Free Lunch	80.9%	**% Reduced Lunch**	5.4%
% Limited English Proficient	6.1%	**% Students with Disabilities**	19.9 %
Racial/Ethnic Origin *(2016-17)*			
% American Indian or Alaska Native	N/A	**% Black or African American**	20.6 %
% Hispanic or Latino	76.5%	**% Asian or Native Hawaiian/Pacific Islander**	1.8%
% White	1.1%	**% Multi-Racial**	N/A
Personnel *(2015-16)*			
Years Principal Assigned to School	7.03	**# of Assistant Principals**	1
% of Teachers with No Valid Teaching Certificate	N/A	**% Teaching Out of Certification**	14.82
% Teaching with Fewer Than 3 Years of Experience	21.05	**Average Teacher Absences**	11.5
Student Performance for Elementary and Middle Schools *(2015-16)*			
ELA Performance at levels 3 & 4	28.7%	**Mathematics Performance at levels 3 & 4**	11.7 %
Science Performance at levels 3 & 4 (4th Grade)	N/A	**Science Performance at levels 3 & 4 (8th Grade)**	61.8 %
Student Performance for High Schools *(2014-15)*			
ELA Performance at levels 3 & 4	N/A	**Mathematics Performance at levels 3 & 4**	N/A
Global History Performance at levels 3 & 4	N/A	**US History Performance at Levels 3 & 4**	N/A
4 Year Graduation Rate	N/A	**6 Year Graduation Rate**	N/A
Regents Diploma w/ Advanced Designation	N/A	**% ELA/Math Aspirational Performance Measures**	N/A
Overall NYSED Accountability Status *(2016-17)*			
Reward	No	**Recognition**	N/A
In Good Standing	Yes	**Local Assistance Plan**	No
Focus District	Yes	**Focus School Identified by a Focus District**	No
Priority School	No	**Focus Subgroups**	N/A

Adequate Yearly Progress (AYP)

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA *(2015-16)*			
American Indian or Alaska Native	N/A	**Black or African American**	YES
Hispanic or Latino	YES	**Asian or Native Hawaiian/Other Pacific Islander**	N/A
White	N/A	**Multi-Racial**	N/A
Students with Disabilities	YES	**Limited English Proficient**	N/A
Economically Disadvantaged	YES	**ALL STUDENTS**	YES
Met Adequate Yearly Progress (AYP) in Mathematics *(2014-15)*			
American Indian or Alaska Native	N/A	**Black or African American**	YES
Hispanic or Latino	YES	**Asian or Native Hawaiian/Other Pacific Islander**	N/A
White	N/A	**Multi-Racial**	N/A
Students with Disabilities	N/A	**Limited English Proficient**	N/A
Economically Disadvantaged	YES	**ALL STUDENTS**	YES
Met Adequate Yearly Progress (AYP) in Science *(2014-15)*			
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	**ALL STUDENTS**	YES

High School

Met Adequate Yearly Progress (AYP) in ELA *(2014-15)*			
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	**ALL STUDENTS**	N/A
Met Adequate Yearly Progress (AYP) in Mathematics *(2014-15)*			
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	**ALL STUDENTS**	N/A
Met Adequate Yearly Progress (AYP) in Graduation *(2014-15)*			
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	**ALL STUDENTS**	N/A

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

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

Part 1 – Needs Assessment

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

Mathematics

Based on the 2015-16 School Quality Snapshot, student achievement in mathematics is a focal point of our school. Bronx Dance Academy School has a proficiency rate of only 12% on 2016 New York State Math Assessment, which was 17% decrease as measured on the 2015 New York State Math Assessment. Additionally, our student with disabilities who were categorized as proficient decreased from 13% to 2%. Finally, our English Language Learners performance decreased from 20% proficient to 6%.

ELA

The Bronx Dance Academy School was 29% proficient on the ELA New York State Assessment. This was 2% lower than District 10, which was at 31%. on the same exam. Despite this slight difference, our students with disabilities performance decreased from 3% proficiency to 0%.

In 2016 NYSESLAT Indicated that only 5 students tested out of English Language Learner Services.

We plan to continue to develop teacher pedagogy from a coherent set of beliefs about how students learn best. These unified set of beliefs will inform instructional shifts and Danielson Framework for Teaching. This will result in an alignment of the curricula, student engagement practices and meets the needs of all learners. These products should be in the form of culminating Capstone projects, which span a range of aligned lessons and units.

In addition our student in the lowest third has will align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels around mathematical practices

Based on these findings and reflections from last year, we will ensure rigorous instruction within specific content areas and across the different subject areas during the 2016-2017 school year. Our rigorous instruction goals will consist of 2 Parts:

- PART I: 4 Learning Cycles with content-specific Performance Tasks and grade-level Capstone Projects
- PART II: 5 benchmarks to assess Writing for College and Career Readiness, Reading Comprehension, and Math for all students, with a focus on our lowest third

PART I: 4 Learning Cycles

BDA will implement 4 interdisciplinary, standards-aligned, thematic, Learning Cycles throughout the school year. Embedded within each Learning Cycle, we will focus on 3 prioritized Math and ELA standards (to be referred to as power standards) based on our data. At the conclusion of each Learning Cycle, each subject area will administer a Performance Task (Unit Assessment) to assess students' ability to comprehend, synthesize, and apply the content of that Learning Cycle. Performance Tasks will be collaboratively developed within departments and pre-evaluated by the administration based on the following criteria of a school-wide Performance Task Rubric: Alignment to Content/Standards/Theme, Rigor, Student Engagement, and Use Formative Assessment Data.

** Quality Review Indicators: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2), High Expectations (3.4)

Each Learning Cycle will also culminate with a Capstone Project designed to deepen students' understanding of the theme and content associated with the Learning Cycle. Capstone Projects will be collaboratively created in Grade Level Teams and might include presentations, performances, guest speakers, field trips, portfolios, or inquiry-based projects.

**Quality Review Indicators: Teacher Teams and Leadership Development (4.2), Leveraging Resources (1.3), Goals and Action Plans (3.1)

PART II: 5 Benchmark Assessments

Bronx Dance Academy will designate 5 calendared benchmarks to assess Writing for College and Career Readiness, Reading Comprehension, and Math for all students, with a focus on our lowest third. We will also assess the Reading Comprehension and Math growth of our ENL and SPED students. These metrics will monitor the impact of teachers' rigorous instruction and the data will inform our RTI groupings and professional development sessions.

**Quality Review Indicators: Assessment (2.2), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Monitoring and Revising Systems (5.1)

Part 2 – Annual Goal

Indicate your school's 2016-17 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2017, The Bronx Dance Academy School will incorporate 4 school-wide thematic units into our curriculum, that are designed by teachers across content at grade level. All of the thematic units will produce culminated into Capstone projects and presented at 4 parent engagement activities.

By the end of June 2017, the Bronx Dance Academy will increase our overall student proficiency on the New York State Mathematics Assessment to 19% from 12% proficiency in 2016, This will be an overall an increase of 7%. Progress will be monitored 5 times a year using the i-Ready ELA predictive assessments.

By the end of June 2017, Bronx Dance Academy School will increase our overall student proficiency on the New York State ELA Assessment to 36% from 29% proficiency in 2016. This will be an overall increase of 7%. Progress will be monitored 5 times a year using the i-Ready Mathematics predictive assessments,

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
PART I: 4 Learning Cycles Performance Tasks (Unit Assessments) **Cycle 1 Performance Task:** By Oct 31st **Cycle 2 Performance Task:** By Jan 9th **Cycle 3 Performance Task:** By March 20th **Cycle 4 Performance Task:** By May 22nd Capstone Projects: **Capstone Project 1:** By Nov 11th **Capstone Project 2:** By Jan 20th **Capstone Project 3:** By March 31st **Capstone Project 4:** By June 2nd	All Teachers Grade Level Teacher Teams	**CYCLE 1:** By Oct 31st **CYCLE 2:** By Jan 9th **CYCLE 3:** By March 20th **CYCLE 4:** By May 22nd	Content and Grade Level Teacher Leaders, Administration, Dr. Troy Akiyama, National Training Network, Sling De La Cruz (ELL Services Coordinator from BFSC), Aussie Consultants.
PART II: 5 Benchmark Assessments iReady Assessments Administered in Skills Lab for Reading and Math at 5 pre-determined periods during school year. **Benchmark 1:** Sept 8th-16th **Benchmark 2:** Nov 21st-30th **Benchmark 3:** Jan 23rd-27th **Benchmark 4:** March 1st-9th **Benchmark 5:** June 5th-16th	Skills Lab Teachers	1: By Sept 16th 2: By Nov 30th 3: By Jan 27th 4: By March 9th 5: By June 16th	Content and Grade Level Teacher Leaders, Administration, Dr. Troy Akiyama, National Training Network, Sling De La Cruz (ELL Services Coordinator from BFSC), Aussie Consultants.

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.
o Copies of Danielson's "Enhancing Professional Practice" by Danielson for all new teachers at BDA. o Scheduling of weekly content and grade meetings. o Budget allocation for an AUSSIE math consultant/math coach o Professional development on task rigor o Field Trips- real life application portion o Professional Literature- Understanding math in real life (study lab/ Inquiry team) o Technology (laptops)

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress will be monitored through classroom visits, learning walks with district, teacher inter-visitation, formal and informal administrative classroom visits, literacy coaches progress metrics and State assessments.
Part 5b. Indicate the instrument of measure that is used to assess progress.
1. ELL Data Analysis Tool (EDAT) **Also used to monitor non-ELLs who haven't progressed in ELA and Math. 2. Performance Tasks: Teacher Created Performance Tasks (evaluated by Content Teams and Administration using BDA Performance Task Rubric). **To include NYSESLAT Performance Level Descriptions (PLDs) to identify additional supports for ELL students. 3. 5 Benchmark Assessments: iReady Diagnostic Assessments
Part 5c. In **February 2017,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the School Environment Survey for The Bronx Dance Academy 69% of our school community responded positively to questions about Supportive Environment. (District:71%, City: 75%) In addition, only 43% of the students in grades 6-8 feel that teachers notice when they are upset or having emotional difficulty (City: 56%).

Our data also shows that 85% of our students feel safe in the hallways, bathrooms, lockers and cafeteria (City: 82%) and 91% of students say that the schools provide useful information about the HS application and enrollment process (City: 89%). Even though we are exceeded various measures, we want to continue to create structures that continue to raise our Supportive Environment profile
Within the last 3 years 27 students have become proficient and tested out of ENL Services

Part 2 – Annual Goal

Indicate your school's 2016-17 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2017, Bronx Dance Academy School will host 4 school-wide events to celebrate the progress of our students with the community. These school-wide events will be aligned to our rigorous instruction Capstone projects.

By the end of June 2017, Bronx Dance Academy School will have 85% our lesson plans outline strategies to support ENL students within the classroom. These strategies will be use to help group, differentiate and assess the progress of our ENL students.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
4 School-wide Celebrations to recognize: **Grade/ Content Accomplishment **Student Achievement **Teacher and Staff Excellence **Parent Contributions	Teachers, Groups, Students, Staff, and Parents	**CYCLE 1:** By Oct 31st **CYCLE 2:** By Jan 9th **CYCLE 3:** By March 20th **CYCLE 4:** By May 22nd	Administration, Teachers, Mr. Corona, Mr. James, and Dr. Troy Akiyama, National Training Network,
4 ENL centered professional developments around supporting students within the classroom	Teachers	4 Monday Professional Developments September 2016 to June 2017	Sling De La Cruz (ELL Services Coordinator from BFSC), Aussie Consultants.
Lesson plans that include ENL strategies such as visual charts, tiered vocabulary by content, common indicators for each proficiency level with a rubric, and access to books and resources in their native language.	Teachers ENL Students	September 2016 to June 2017	Instructional Coaches

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.
Collaborative teacher period, parent engagement (Tuesdays), PTA Meetings, school performances.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress will be monitored through meeting visits, agenda submissions, student attendance, observed parent contributions and teacher contributions.
Part 5b. Indicate the instrument of measure that is used to assess progress.
Attendance Sheets from Events Teacher Satisfaction Surveys School Environment Survey
Part 5c. In **February 2017,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the 2016-17 Principal Performance Observation area of focus 1.2, teacher teams have resulted in a positive impact on student engagement across classrooms. As well as our School leaders provide numerous opportunities for staff to attend professional development and turnkey information. The weekly department meetings with the department leads Team further support the professional development needs.
Even still our students need to engage in creating projects. Our teacher teams need to develop culminating projects for several units of study, in addition to what the students produce as a result of their study.

In addition, our teachers need to deepen their understanding of conducting student work inquiry, to help revise unit plans

Our Level 3 students dropped to Level 2. We also noticed this trend in the 2015 data. Our 2015-2016 State Assessment Results also illustrated:

Part 2 – Annual Goal

Indicate your school's 2016-17 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2017, Bronx Dance Academy School will deepen the collaboration between teachers through the implementation of 8 Teacher Lab Sites. The findings from studying our Teacher Lab Sites will result in revisions to our pedagogical professional development calendar and supports providing to our teachers.

By the end of June 2017, Bronx Dance Academy School will conduct a minimum of 8 student work inquiries per grade. These student inquires will be led by Grade Chairperson and will include contributions from all the teachers servicing the student.

By the end of June 2017, Bronx Dance Academy School content teachers will develop a unit plan for every unit of study taught. Each unit developed will be aligned to CCLS, and the content associated scope and sequence.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
PART I: Teacher Lab Site • Administration identifies at least 8 Teacher Lab Sites based on Effective Planning and/or Instructional strategies and pedagogy. • All teachers observe at least 4 Lab Sites, debrief with Lab Site teacher, and implement new planning or instruction strategy/pedagogy (indicated in lesson planning) **PART II:** Effective Content and Grade Level Team Meetings • In Grade Level or Content Team Meetings, teachers will unpack learning standards, examine student work, or create/modify Unit Plans and Performance Tasks. Teachers will utilize their curriculum scope and sequence, the Danielson Framework, and the BDA Performance Task rubric as guiding tools.	Teachers Teachers	**CYCLE 1:** Sept 19-Oct 28 **CYCLE 2:** Nov 14-Jan 6 **CYCLE 3:** Jan 30-March 17 **CYCLE 4:** April 3-May 19 September 2016 to June 2017	Administration, Dr. Troy Akiyama, Content/Grade Teacher Leaders, National Training Network, Sling De La Cruz (ELL Services Coordinator from BFSC), Aussie Consultants. School Administration Department Chairpersons Instructional Coaches
Teacher Collaboration Content Teams: Meet every Monday, Wednesday and Friday. Grade Level Teams: Meet every Tuesday and Thursday	Teachers	Weekly	Grade/Content Teacher Leaders, Dr. Troy Akiyama, Administration

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.

More frequent observations for new teachers to catch-up with previous year's work on essential questions
Scheduling modifications
Per-Diem funding for teacher coverage
Funding for data specialist (District-Public)
Funding for ELA and Math Coaches
Funding for specialized programs designed to create rubric based tools to monitor learning (learning walks-Progress Adviser)

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

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

Part 5 – Progress Monitoring

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

Progress will be monitored through administrative visit to grade and content meetings, schedule collaborative professional developments delivered by teachers, updated unit plans and collaboratively created assessments designed by teachers.

Part 5b. Indicate the instrument of measure that is used to assess progress.

Rubric designed to norm Grade/Content Team Meetings, and measure effectiveness

Meeting Agendas and Attendance Sheets

Teacher Satisfaction Surveys

Part 5c. In **February 2017,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on 2016-17 School Quality Snapshot, shows that only 53% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 82%). In addition, 93% of parent feel that the principal works to create a sense of community in the school (City: 82%) In addition, only 65% percent of all responders reported positive sentiment about the school leadership. (District 82% City: 86%).

Administration will:

**Provide classroom visits and timely feedback aligned with Danielson Framework and the focus of the Learning Cycle.

**Implement Distributive Leadership by leveraging designated Teacher Leaders to plan and execute Grade and Content Team meetings.

Part 2 – Annual Goal

Indicate your school's 2016-17 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2017, 100% of all Bronx Dance Academy School teachers will have been given observation feedback aligned with the Danielson Framework. This written feedback will tailored to each teachers needs and include specific instructions and following up support meetings.

- Administration will provide 1-2 classroom visits and timely feedback aligned with Danielson Framework for 100% of classrooms by end of Cycle 2
- Administration will provide an additional 1-2 classroom visits and timely feedback aligned with Danielson Framework for 100% of classrooms by end of Cycle 3
- Administration will provide an additional 1-2 classroom visits and timely feedback aligned with Danielson Framework for 100% of classrooms by end of Cycle 4

By the end of June 2017, 70% of all Meeting will have and be submitted to Administration agendas that outline the usage of i-Ready data to drive instruction during Skills Lab.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Classroom Visits (teacher observations) by Administration	Teachers	**CYCLE 1:** Sept 19-Oct 28 **CYCLE 2:** Nov 14-Jan 6 **CYCLE 3:** Jan 30-March 17 **CYCLE 4:** April 3-May 19	Administration, Dr. Troy Akiyama, Grade/Content Teacher Leaders
Collection of Meeting Agendas	Grade/Content Leaders	September 2016 to June 2017	Administration, Instructional Coaches

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.
Learning Labs, literacy coaches, NTI math, i-Ready assessment data

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

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

Part 5 – Progress Monitoring

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

Progress will be monitored through classroom visits, teacher inter-visitation during Lab Sites visits, formal and informal administrative classroom visits, and feedback from coaches.
Part 5b. Indicate the instrument of measure that is used to assess progress.
Online Teacher Evaluations Grade/Content Team Agendas Monthly Grade Level Memo to communicate priorities and focus of Skills Lab based on Student Data
Part 5c. In **February 2017,** 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.

Part 1 – Needs Assessment

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

Based on the 2016-17 School Survey,91% of the students agree that the school educates families about the application/enrollment process for high school.

Based on the school created parent survey:
▪ 44% of parent feel they were able to communicate their child's teacher about their child's performance
▪ 36% strongly agree parents feel the school staff regularly communicate with parents/guardians about how parent can help students learn.
▪ 37% strongly agree Parent/guardians are greeted warmly when they call or visit the school.
▪ 23% of parents strongly agree they are invited to visit classrooms to observe instruction.
▪ 29% of parents strongly agree that teachers communicate regularly with parent/guardians.

Part 2 – Annual Goal

Indicate your school's 2016-17 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

GOAL: By June 2017 BDA strives for a 65% average attendance across all 10 events, as evidenced from each event's sign-in sheet.

For ENL Students and Families:
**Multicultural Event
**Open Lab sessions to train parents on accessing different languages with Skedula
**Parent workshops to support ENL students in classroom and at home

GOAL: By the end of June 2017, Bronx Dance Academy School will have 90% of its parents registered on to Pupil Path to monitor their child's progress.

- 30% of BDA parents will register and use Pupil Portal between Sept 16th-Jan 27th
- 60% of BDA parents will register and use Pupil Portal between Sept 16th-June 16th

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Incorporating Pupil Path into the school's communication pipeline	Teachers Parents students administration	Sept. 2016 to June 2017	Datacation Admin School Admin Data Specialist
Recording of All Parent Engagement Events Attendance	Parents	Sept. 2016 to June 2017	Parent Coordinator

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.

o Professional development on organizing a workshop
o Meeting to brainstorm on workshop agendas that promote trust and support all CEP goals
o Reflection time on the success of each workshop, what worked? What did not work?
o Seek assistance from the District

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

Part 5 – Progress Monitoring

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

Parents will have been offered opportunities to attend a minimum of 10 parent events (workshops, classroom celebrations, etc.) to support their role in the school community as evidenced through handout materials, agendas, and attendance logs. The time-frame for mid-point progress monitoring is February 2017.

Part 5b. Indicate the instrument of measure that is used to assess progress.

The parent coordinator will deliver a calendar of workshops, teachers will create theme driven parent outreach opportunities, These items will be monitored through the use of a quality rubric created by administration.

Part 5c. In **February 2017,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2015-16 ELA State Assessement Data iReady Reading Assessment Data Performance Task (Unit Assessment) Data	Skills Lab (In-School AIS) Parent Outreach After school programs MMCC "power hour" One-on-one conferencing	Small group instruction during class instruction and after school One-to-one instruction Communicate with families via Pupil Path Student goal setting Saturday Program Holiday Program Mid-Winter Recess Program	Combination of during the day and after school time.
Mathematics	2015-16 Math State Assessment Data iReady Math Assessment Data Performance Task (Unit Assessment) Data	Skills Lab (In-School AIS) Parent Outreach After school programs MMCC "power hour" One-on-one conferencing	Small group instruction during class instruction and after school One-to-one instruction Communicate with families via Pupil Path Student goal setting Saturday Program Holiday Program Mid-Winter Recess Program	Combination of during the day and after school time.
Science	State scores Science Unit Pre- and post-assessments FOSS kits lab reports (rubric based) Urban Advantage Professional Development	After school programs MMCC "power hour" One-on-one conferencing Parent outreach During the school day AIS opportunities (skills lab)	Small group instruction during class instruction and after school One-to-one instruction Communicate with families via Pupil Path	Combination of during the day and after school time.

		"power hour" One-on-one conferencing Parent outreach	Student goal setting Saturday Program Holiday Program Mid-Winter Recess Program	
Social Studies	State scores SS Unit Pre- and post-assessments Running records	After school programs MMCC "power hour" One-on-one conferencing Parent outreach During the school day AIS opportunities (skills lab) "power hour" for homework One-on-one conferencing Parent outreach	Small group instruction during class instruction and after school One-to-one instruction Communicate with families via ENGRADE Student goal setting	Combination of during the day and after school time.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Review SESIS goals Review modified criteria	IEP teacher modifies goals if necessary Guidance involvement Parent outreach	One-to-one	During the day

Section 7: Support for Students in Temporary Housing (STH)

Directions:

- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, The Bronx Dance Academy has in 4 temporary housing.
2. Please describe the services you are planning to provide to the STH population.
We will provide the following services to the STH population- uniforms, outreach services, at-risk counseling, and supplies.
Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

Currently, The Bronx Dance Academy has in 4 temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

We will provide the following services to the STH population- uniforms, outreach services, at-risk counseling, and supplies.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

n/a

Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
o We have a partnership with Lehman College that provides us with student teachers for Science and Math. Our learning community gets to know these student teachers and often we offer them a position upon a vacancy. We assign student teachers to our most highly effective teachers, who serve as their mentors. o We provide high quality professional development to our science teachers through our collaborative partnership with Urban Advantage. o We match highly effective teachers with our newly hired teachers for support and guidance through the challenges of their first year teaching. o The administrative team seeks for high quality professional development opportunities offered by the DOE, Museums (New York Historical Society, etc.) and matches it with teacher needs. o The administrative team is encouraging teachers to request for attending professional development and, upon funds availability, pays for it. o All of us at BDA strive to create a positive and pleasant environment for everyone to feel valued and appreciated.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
o Teachers: Urban Advantage, NY Historical Society, 80 min. Mondays PD, Collaborative Teams for all grades and all content areas, UFT sponsored PD. o Principal/Assistant Principal: Urban Advantage, membership subscriptions to professional publications (ASCD), CSA sponsored PD (Annual Assistant Principals Association Luncheon), DOE sponsored PD (Chancellor's Principals Meeting), District 10 meetings for Principals/Assistant Principals, MOTP/MOSL consultants. o Paraprofessionals: Lesson plans need to have the role of the paraprofessional explicitly described on a daily basis. o Secretaries: Training on being part of a positive environment, always courteous to the parents and helpful to the students.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
In the Fall of 2014 a Measures of Student Learning (MOSL) committee was formed, with members from all departments and grade levels. The MOSL committee recommended the assessments that would be used at the school for SY 2016-2017. Each department decided to select math and ELA state scores for evaluation.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[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.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)

Title I Part A (Basic)	Federal	193,093.00	x	5A,5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	5A,5C,5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,810,443.00	x	5A,5C,5E

[1]Explanation/Background:

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

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

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

- 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.

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school's Title I Parent Representative or Parent Advisory Council Chairperson 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.

BDA Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bronx Dance Academy** , 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 Dance Academy** will support parents and families of Title I students by:

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

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

Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1 st 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.

BDA School-Parent Compact (SPC) Template

Bronx Dance Academy , 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. BDA's Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

Department of Education
Carmen Fariña, Chancellor

Division of English Language Learners and Student Support
Milady Baez, Deputy Chancellor
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2016-17 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, 2016.

Part A: School Information	
Name of School: Bronx Dance Academy	DBN: 10X308
This school is (check one):	☒ conceptually consolidated (skip part E below) ☐ 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): ☐ Before school ☒ After school ☒ Saturday academy
Total # of ELLs to be served: 23 Grades to be served by this program (check all that apply): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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:

Freestanding English as a new language (ENL) classes delivered by a certified ENL teacher will provide instruction in English with home language support to develop English language skills so that students can succeed in core content courses. Integrated ENL will be co-taught by a certified ENL and a certified content area teacher to build English language skills through content area instruction using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status will receive a minimum number of units of integrated ENL. ENL will be delivered in the following 2 ways:

• Push-in model: an ENL teacher will work with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There will be a common preparation time between the 2 teachers and/or prior collaborative lesson planning.• Pull-out model: ELLs who spend the majority of their day in all-English content instruction will be brought together from various classes for English-acquisition-focused instruction. ENL teachers will plan carefully with general education teachers to ensure curricular alignment and continuity of instruction. School leaders will allocate time for general education and ENL teachers to plan curricular alignment and instructional improvement for transitioning ELLs into a push-in model.

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 Professional Development offered in the school this year to teachers of ELLs included topics such as Academic Discussion in the Classroom, Essential Questions, Text Complexity and the Common Core, Flexible Grouping and Differentiation, Achieve3000 and LightSail Training, and Teaching Academic Vocabulary just to mention a few. The ENL teacher also have the opportunity to present ELL-specific topics to the school to turnkey important information about teaching practices pertaining to ELLs.

Our school will provide professional development to all teachers and administrators that will specifically address the needs of
English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to

Part C: Professional Development
language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Meeting agendas will be uploaded to Google.docs to be accessed by any teacher or school staff.

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: Parents will be invited to join a classroom presentation and/or debate by sending out letters in multiple languages describing the lesson and activity. Students will develop self confidence and trust in their abilities to present/debate information to an audience which includes their parents. Parents will trust teachers and their skill to teach their children. Feedback to parents through ENGRADE will be regular and current.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $$11,200		
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) • Per session • Per diem	$3,276 Per session	The ELL teacher will provide services to ELL students during a Wednesday and Thursday afterschool program.
Purchased services • High quality staff and curriculum development contracts.	$1,200	Professional development events and in-house curriculum refinement
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$5,500	Notebooks, porfolio folders, independent reading books, instructional posters, dry erase pads, markers, pens, pencils, video and audio materials, laptops, Ipads, headsets and online subscriptions
Educational Software (Object Code 199)	$1,000	LightSail, Achieve 3000 and software updates

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $$11,200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	0	0
Other	$224	Miscallenious expenses
TOTAL	**$11,200**	**0**

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 308
School Name Bronx Dance Academy		

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 Sandra Sanchez	Assistant Principal Shaoba McCoy
Coach Denise Daniels	Coach type here
ENL (English as a New Language)/Bilingual Teacher Katalin Harsaczki	School Counselor Michael Corona
Teacher/Subject Area Stuart Cadenhead	Parent Carmen Lugo
Teacher/Subject Area Impirika Quinzon	Parent Coordinator Michael James
Related-Service Provider Scott Schiff	Borough Field Support Center Staff Member Mark Weissman
Superintendent Melodie Mashel	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers 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)	278	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☒ 8☒ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes☐	No☒	If yes, indicate language(s):
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

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	17	**Newcomers** (ELLs receiving service 0-3 years)	3	**ELL Students with Disabilities**	9
SIFE	0	**Developing ELLs** (ELLs receiving service 4-6 years)	14	**Long-Term** (ELLs receiving service 7 or more years)	0

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									
	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	Total
TBE										0
DL										0
ENL	3			14		9	0			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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: ___

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							10	4	2					0
Chinese														0
Russian														0
Bengali									1					0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1							0
Emerging (Low Intermediate)									1					0
Transitioning (High Intermediate)							1		1					0
Expanding (Advanced)							8	4	1					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	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							3	16	7					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	0	0		0
7	2	1	0	0	0
8	2	1	0	0	0
NYSAA					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8	3		1						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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
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:

1. 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.

   When a newly arrived ELL is admitted to our school, the student will be interviewed and the parent fills oput the Home Language Identification Survey. Based on the survey, the student may have to take the NYSITELL. If the student is Spanish-speaking, s/he will also take the Spanish LAB. However, the vast majority of our ELLS were identified as ELLs before coming to our school. As the data suggest, the support they need is in reading and writing in English. Therefore, most assessment is in the target language. To assess the early literacy skills of ELLs, our school has been using the Teacher College Reading and Writing Project Reading Level Assessments. Based on this assessment we are not just able to show the reading level of a student, but we are able to show how students progress from one level to another. The school has also purchased the program Achieve3000, that administers an automatic level set test at the beginning of the program and adjusts the instruction to the student's independent reading level. In addition, this program allows newcomer ELLs to work and be assessed in Spanish. Running records are then compiled in the ESL teacher's conference binder for reference. Reading level assessments are repeated at least 3 times in a school year to indicate growth in reading accuracy, fluency and comprehension. The majority of our ELL students tend to read bewlo grade-level. Therefore, one of our goals is to heavily focus and provide instructional support on reading strategies and skills to improve not just reading fluency and accuracy, but also comprehension. One way to provide this support is through guided reading groups in all content areas.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

   In the past, the large majority of our students across grades performed at a higher level in listening and speaking than reading and writing on the NYSESLAT. We find that ELLs are generally reading at a lower level than their English-dominant peers and they take much longer to attain the same level of achievement in reading and writing. With the proper scaffolds and supports we intend to help them access the curriculum just like their non-ELL peers do. However, in recent years we have concluded that many ELLs were lagging behind in their Speaking skills much more than we had anticipated. This necessitates that we not only focus intently on building reading and writing proficiency in our ELLs, but also give them more opportunities to speak, ask questions, present and have discussions about what they are learning.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

The data yielded sheds light on the academic achievement of specific subgroups of students like our ELLs to design effective instructional programs and/or interventions. According to the Summary of Data for our school, the total number of students is 278. Out of this students population, 17 (6.1%) are ELLs, with 5 Long-Term ELLs. The number of ELLs in years of service between 5 and 6 years is 9. The number of last year's NYSESLAT test takers was 35, out which 19 students attained proficiency, which is 54.29%. According to the predictions, our school has been consistently meeting the AMAO targets since 2009, which increases year by year. This year's target was 15%, which we exceeded by 39.29%. Next year's target gets increased to 15.6%, which we will work very hard to meet. Currently no data is available pertaining to students who made progress in English Language acquisition.

The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. The number of ELL students with an at-risk level of 3 or greater is 14, and students with an at-risk level of 5 or greater is 11.

4. For each program, answer the following:
    a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
    b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
    c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Since our ELLs receive solely ENL instruction, all instruction is provided in English, not in the home language and all assessments are given in English.

b. Our school hasn't administered the ELL periodic assessment and are considering participating in the future.

c. Our school hasn't administered the ELL periodic assessment and are considering participating in the future.

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?

All ELLs' language development is taken into consideration when making instructional decisions. ELLs NYSESLAT levels are considered first at the beginning of the school year in order to create small groups where each proficiency level within each grade receives differentiated instruction. Later, based on students' reading level and overall performance, they may be moved to a higher level class/group to accelerate their progress. When considering instruction for ELLs, ELLs can benefit in regular classrooms when content area teachers use ELL-friendly strategies for teaching content areas to increase comprehension, learning, and interaction through modeling, acting out, gesturing, and doing hands-on activities in a stress-free setting with flexible grouping. Now with new requirements for appropriate language support for ELLs with different proficiency levels, ELLs must receive a specific number of minutes per week in a stand-alone ENL class and/or an integrated ENL class the previous taught by a K-12 certified ESOL teacher, the latter co-taught by a content-area and a certified teacher or taught by a dually certified teacher in order to develop English language skills so that students can succeed in core content courses.

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).

Our evaluation of success is based on whether ELLs were able to show growth primarily in reading, writing and math and how many ELLs move up one or more proficency levels or end up testing out of ENL based on the results o the NYSESLAT. Measures of student growth can be running records, Lexile levels, student work, conference notes that teacher will be able to share and analyze to come up with new instructional plans and learning goals.

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.

When any child, who newly arrives to New York public schools, registers at Bronx Dance Academy MS 308, the ENL Teacher Ms. Harsaczki initiates the English Language Learner (ELL) Identification Process. The process starts with the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language. The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. Ms. Harsaczki completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record.

Next, Ms. Harsaczki determines if the students is eligible to take the New York State Identification Test for English Language Learners (NYSITELL) by administering a more in-depth interview with the student, reviews his/her school work (if available), and reviews the Individualized Education Program (if there is one), in order to determine NYSITELL eligibility.

For students whose home language is not English, Ms. Harsaczki administers a more in-depth interview with the student, reviews his/her school work (if available), and review the Individualized Education Program (if there is one), in order to determine NYSITELL eligibility. NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team (LPT). The LPT should consider evidence of the student's English language development, the student's history of language use in the school and home or community and 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.

The next step is the administration of the NYSITELL. Schools must print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond 10 school calendar days will result in noncompliance. Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters.

Finally, the Spanish LAB is administered to newly identified ELLs whose home language is Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

For students coming from a NYS public school (outside of the NYCDOE), the DOE school must contact the sending NYS public school to obtain home language designation, NYSITELL (or LAB-R) and NYSESLAT results within 2 business days. These data and related documents must be placed in the student's cumulative folder and inputted into designated ATS screens. If the data are not received within 5 schools days of enrollment, schools should conduct the ELL Identification Process. If the NYS public school indicates the student is an ELL, the school must provide the parent orientation meeting. The NYC public school should request from the NYS public school the Home language code and copy of the Home Language Identification Survey used, LAB-R score and proficiency level, NYSITELL score and proficiency level, NYSESLAT score and proficiency level and SIFE status.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the SIFE Identification Process starts for students who are newly identified ELLs, and in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results.

The ENL Teacher, Ms. Harsaczki first administers the oral interview questionnaire. Then, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administers the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). However, schools can modify it for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

As part of the ELL Identification Process, the ENL Teacher, Ms. Harsaczki administers a more in-depth interview with the student, reviews his/her school work (if available), and reviews the Individualized Education Program (if there is one), in order to determine NYSITELL eligibility. NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team (LPT) with should be minimally comprised of a School Administrator (Mr. McCoy), the director of Special Education (Mr. Schiff), the ENL Teacher (Ms. Harsaczki), and the student's parent. The LPT will consider evidence of the student's English language development, the student's history of language use in the school and home or community and 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 will 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.

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.

   Within 5 school days of ELL determination, the ENL Teacher, Ms. Harsaczki will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language): the Entitlement Letter, the Non-Entitlement Letter and the Continued Entitlement Letter. Dated and signed letters must 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).

   Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows not just schools, but also 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 ENL Teacher, Ms. Harsaczki will send out parent letters to inform the parents of the process of the initial and re-Identification Process.

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.

   The ENL Teacher, Ms. Harsaczki will notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages). Ms. Harsaczki supported by school administration will hold at least one Parent Orientation meeting at the beginning of the school year (September) and a subsequent Parent Workshop in March/April before the testing period.

   When a new ELL enrolls, Ms. Harsaczki will inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school by viewing the Parent Orientation video, which explains the three program options and is available in 13 languages. Attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session must also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (ENL) programs. The orientation will be in a language or mode of communication that the parent or guardian best understands. The school will contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

   After parents are informed of all three program models at the parent orientation, Ms. Harsaczki will provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school will document and include attempts to gather initial parent selection preference.

   Students are placed in one of the three ELL programs based on parent selection. The initial parent selection is recorded in the ELPC based on the Parent Survey and Program Selection Form. Parents should be discouraged from changing their choice as research shows that students that change ELL program model may not achieve at the same level as their peers who remain consistently in the same ELL model. However, parents may change their choice at any time by writing to the principal or designee.

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.

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

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

   After parents are informed of all three program models at the parent orientation, Ms. Harsaczki will provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school will document and include attempts to gather initial parent selection preference.

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

Once the student's program has been determined, the school will send parents a placement letter by backpack and/or mail (in the parents' preferred language) indicating the program in which their child has been placed.

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

All ELL-related documents will be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Additionally, The ENL Teacher, Ms. Harsaczki will maintain an ELL Folder of Critical Documents which contains the dated and signed copies of the following documents in a central location for ease of review:

- Home Language Identification Survey
- Parent Survey and Selection Form
- Program Placement Letter
- Entitlement letter (newly identified ELLs)
- Continued entitlement letter (continuing ELLs)
- Non entitlement letter
- Language Proficiency Team NYSITELL Determination Form

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.

Each spring, the ENL Teacher, Ms. Harsaczki reviews ELL data to determine NYSESLAT eligibility. This careful data verification process ensures we test each eligible child. Ms. Harsaczki prints the NYSESLAT Eligibility Roster (RLER) and the NYSESLAT Exam History Report (RLAT). and cross-reference the two documents with each other to create the most up-to-date and comprehensive list of students who will be tested. In the four adjacent columns of a table Ms. Harsaczki labels "speaking, listening, reading, or writing". Given the relatively small number of ELLs, Ms. Harsaczki conducts the entire testing by herself, except for the scoring of the Speaking and Writing modalities. Each time a students is tested for a modality, Ms. Harsaczki checks off the appropriate column for the student.

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

Once the student's NYSESLAT test results are released and the student's new proficiency level is determined, the school will send a continued entitlement letter to the parents of those students who didn't reach the commanding level, and a transitional support parent notification letter to those who reached the commanding level. Letters will be sent out by backpack and/or mail (in the parents' preferred language).

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).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

   Freestanding English as a new language (ENL) classes delivered by a certified ENL teacher will provide instruction in English with home language support to develop English language skills so that students can succeed in core content courses. Integrated ENL will be co-taught by a certified ENL and a certified content area teacher to build English language skills through content area instruction using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status will receive a minimum number of units of integrated ENL. ENL will be delivered in the following 2 ways:

   • Push-in model: an ENL teacher will work with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There will be a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

   • Pull-out model: ELLs who spend the majority of their day in all-English content instruction will be brought together from various classes for English-acquisition-focused instruction. ENL teachers will plan carefully with general education teachers to ensure curricular alignment and continuity of instruction. School leaders will allocate time for general education and ENL teachers to plan curricular alignment and instructional improvement for transitioning ELLs into a push-in model.

   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)?

   Based on Part 154-1 (K-8) English as a New Language (ENL) Unites of Study and Staffing Requirements there have been some changes in the number required minutes for students on each proficiency level. Students on the Entering and Emerging levels will be required to receive 360 minutes (1 units/week); students on the Transitioning and Expanding levels will receive 180 minutes (1 unit/week). Finally, students who have reached the Commanding level will receive 90 minutes (0.5 unit/week) of services for two years. For students on the Entering and Emerging levels will receive both pull-out and push-in instruction into ELA, while Transitioning and Expanding level students will receive integrated push-in instruction into ELA.

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.

   Integrated ENL instruction will take place in ELA classes on all three grades using ENL strategies. The ENL teacher will work with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There will be a common preparation time between the 2 teachers and/or prior collaborative lesson planning. The teachers will create an environment where ELLs can feel secure and prepared to take risks and where ELLs' languages and cultures are valued. As students build on the understandings of their own language, they would be encouraged to use their first language as well. Instruction will focus on the ELLs' oral language development in order to support writing. The teachers will support ELLs' language skills development through scaffolding the learners' language by modeling, visualization, text analysis, and metacognition. The new language, which includes vocabulary, grammar and pronunciation, will be taught explicitly in the context of a theme or topic, while pair and group work will maximize language interaction supported by accountable talk stems, sentence starters, or talk moves, which is monitored and assessed by the teacher. All or most of the above strategies will be used to support not just ELLs in the classroom, but all the students in a whole class setting or in small group instruction in order to ensure that all ELLs can access the ELA curriculum and perform successfully on the Common Core Learning Standards. Since students on the Entering and Emerging levels will receive both pull-out and push-in instruction into ELA, the pull-out instruction delivered by the ENL teacher, will be tailored to provide extra support in addressing students' needs in succeeding in ELA and other content areas.

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

   When a newly arrived ELL is admitted to our school, the student will take the NYSITELL. If the student is Spanish-speaking and does not pass the NYSITELL, s/he will also take the Spanish LAB. Also, Achieve 3000 allows for students to work and be assessed in Spanish. However, the vast majority of our ELLS were identified as ELLs before coming to our school. As the data suggest, the support they need is in reading and writing in English. Therefore, most assessment is in the target language. If and when our population and its needs change, we will consider additional methods of assessing in the native language.

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

   In all content areas instructional methodology includes whole group, small, group, and one-on-one instruction within the workshop model. All content areas include a hands-on approach to learning and utilization of technology using all 4 skills: listening, speaking, reading and writing for rich and continuous interaction. The ENL teacher collaborates with content area teachers and work together

on the same goal to support ELLs' work in push-in or pull-out classes. Also, during Skills Lab (onceperiod a day) the students have ample opportunities to develop and perfect a variety of their skills while they engage in critical thinking tasks, respond to thought questions or listen to and read articles on current issues.

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

6. How do you differentiate instruction for 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

a. Our goals are to introduce or reintroduce SIFE students into the school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level. We help them get engaged in learning by pairing them up with buddies who speak their native language. Finally, we offer students the opportunity to spend their lunch periods in Lunch Bunch with a guidance counselor and other students so that they could develop social and linguistic skills in a small and nurturing environment. Currently we have no SIFE students in our students population.

b. These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support and more small-group instruction in an ENL setting. The classroom teachers focus heavily on reading, writing, listening, and speaking through the use of technology because we have found that it evokes a high student interest and ensure ongoing student participation in collaborative activities and discussions to give opportunity for the practice of all 4 modalities. They engage in interactive work online, including Achieve 3000, and build linguistic skills in that manner. These students are also targeted for ENL After School, and Saturday Academy. In our school we tend not have newcomers, but there are exceptions. Using pictures and other visuals, gestures and movements helps their comprehension. A lot of repetition of English and the benefit of a learning buddy who speaks his language also helps. Other strategies involve using graphic organizers, asking yes/no and either/or questions, accepting one or two word responses and providing plenty of opportunities for him to participate in activities.

c. We know that these students are traditionally stronger in listening and speaking, but they struggle to gain proficiency in reading, writing, and engaging in content area knowledge. Therefore, the content area teacher in conjunction with the ENL teacher create content and language objectives for each lesson. These objectives address their specific areas of need and motivate students to work beyond their former expectations. Teachers and students assess and realign objectives in one-on-one conferences based on assessment data. This individual attention and progress monitoring is key to preventing students from becoming long-term ELLs. The content and ENL teacher adapt and use various co-teaching models to teach the content and the language knowledge the students need to be able to succeed. The school also created a more effective learning environment for ELLs by implementing ELL teaching strategies school-wide in all content areas and mainstream classrooms and making content area teachers more aware of what it means to be an ELL.

d. Long-term ELLs are students who have not benefitted enough from the traditional classroom experience including differentiated instruction and standard ENL strategies. Therefore, their needs necessitate a more aggressive form of academic intervention. This involves additional tutoring in both English and their native language, if possible. Additionally, these long-term Ells may be struggling due to other learning problems that may need to be assessed and addressed in order to show improvement. Appropriate staff needs to consult with the Committee on Special Education if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. The principal must provide additional support services to the student, which must be aligned to any intervention plans (e.g., Academic Intervention Services) the school is already providing to all students.

e. ELLs who scored on a Commanding level on the NYSESLAT will continue to receive services for an additonal two years. Also, they will continue to receive testing accommodations for up to two years.

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 principal must review the Re-identification Process decision to ensure that the student's academic progress has not been negatively affected by the determination. Sources of indicators of academic progress an include NYSELAT scores, Pre- and Post-assessments, Specifically Compiled Math Tasks and Student Work in Portfolios. The principal will consult with the ENL Teacher and other qualified staff member in the school, the parent/guardian, and the student. If the principal, 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 principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be 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?

ntegrated ENL instruction will take place in ELA classes on all three grades using ENL strategies. The ENL teacher will work with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There will be a common preparation time between the 2 teachers and/or prior collaborative lesson planning. The teachers will create an environment where ELLs can feel secure and prepared to take risks and where ELLs' languages and cultures are valued. As students build on the understandings of their own language, they would be encouraged to use their first language as well. Instruction will focus on the ELLs' oral language development in order to support writing. The teachers will support ELLs' language skills development through scaffolding the learners' language by modeling, visualization, text analysis, and metacognition. The new language, which includes vocabulary, grammar and pronunciation, will be taught explicitly in the context of a theme or topic, while pair and group work will maximize language interaction supported by accountable talk stems, sentence starters, or talk moves, which is monitored and assessed by the teacher. All or most of the above strategies will be used to support not just ELLs in the classroom, but all the students in a whole class setting or in small group instruction in order to ensure that all ELLs can access the ELA curriculum and perform successfully on the Common Core Learning Standards. Since students on the Entering and Emerging levels will receive both pull-out and push-in instruction into ELA, the pull-out instruction delivered by the ENL teacher, will be tailored to provide extra support in addressing students' needs in succeeding in ELA and other content areas.

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?

All ELL-SWD students are in their least restrictive environment. Most ENL classes and groupings include both general education and special education populations. Flexible scheduling is used to maximize time spent with non-disabled peers when possible and appropriate. In our school, class assignnment decisions are based partly on studentds achievement and special population classification. We have found that if ELLs are grouped in the same class, the ENL teacher is better able to provide the ENL services by pushing in using the integrated ENL model. Additonal stand-alone ENL services are delivered using the pull-out model during our Skills Lab periods, so that students wouldn't miss out on content area instruction.

Chart

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 ***or*** INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA ***or*** Content Area, ***or*** other approved services*
TOTAL	*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 DUALLY 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(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. One unit of study = 180 minutes of instruction per week per year.

NYSED.gov

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

Chart

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* ***per week*** *(540 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/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 ***or*** INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, ***or*** 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 DUALLY 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.

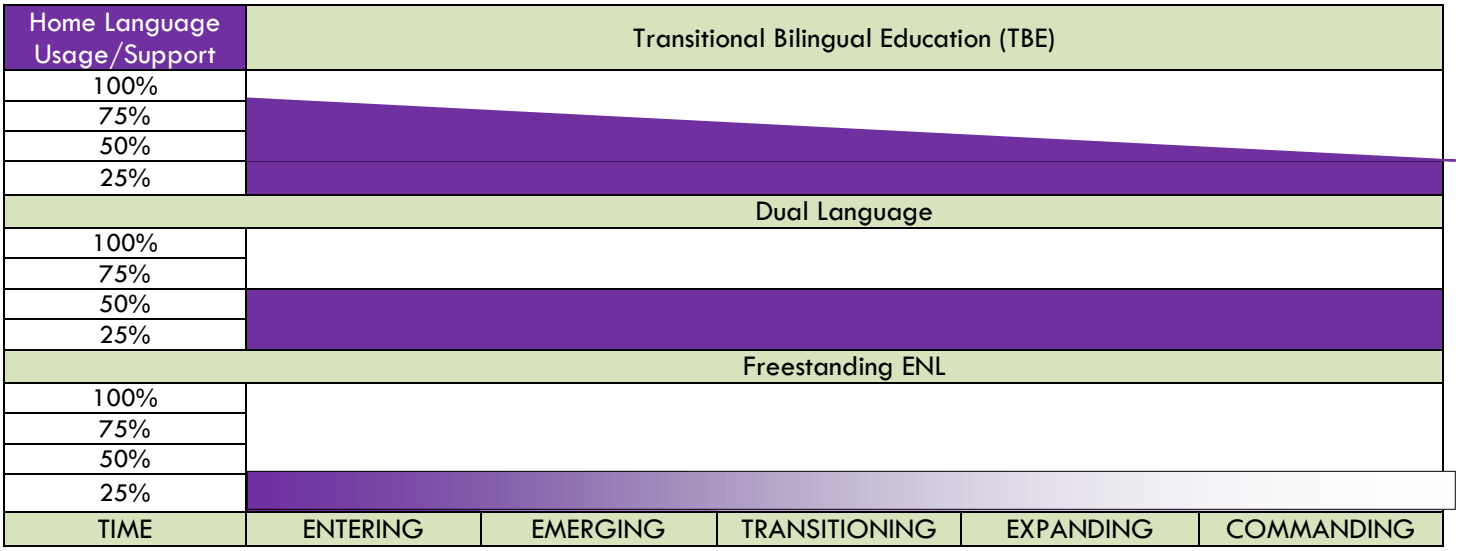
NYSED.gov

*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.
Over the past few years, data has shown that intervention is most needed in ELA for all students, including ELLs. In our recently adopted Expeditionary Learning model of teaching and learning, students are inspired to think critically and realize their potential to be prepared for college and career. Additonally, we have purchased Achieve 3000 and LightSail reading and writing programs to supplement the ELA curriculum. In Achieve3000, we use the 5-Step Literacy Routine that is specialized for ELL needs, equipped with special scaffolds, with Lexile- and language-based differentiation, integrating reading, writing, listening and speaking. The program focuses on vocabulary development and teaches language through content and themes strategically to improve literacy and content proficiency. Lightsail is an Ipad based program with an extensive library to choose grade and content appropriate literature for each student reading level and interest. The program monitors reading level, speed and comprehension and informs the teachers about trends. We also hold an after school program and Saturday Academy focusing largely on literacy and math. Math intervention programs also include IXL, a computer-based program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The currect program (Achieve3000) offers a differentiated online literacy solution for grades 6-8 because it reaches every student at his or her individualized reading/Lexile level. It closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. Based on the periodically adjusted Lexile levels, the program was able to show growth in the students' reading levels. Research shows that the program is most effective when at least 2 articles are read by students and the 5-step routine is completed on 5 articles each week. As further measures to use we have report cards and state exam results as well as running records to show student growth.
12. What new programs or improvements will be considered for the upcoming school year?
Our school wants to improve our parent outreach efforts, so that we can involve the parents of ELLs in educating their children. We'll be holding a Parent Workshop specifically targeting ELLs where parents will be taught about the main principles of language development, ELL learning strategies, ELLs' needs and how they can help address those needs: guided reading at home in both the primary and secondary languages, translation services done by students, where they can find resources tpo support their children's education.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs or services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have the same access to school programs, if not more. They are included in all afterschool programs in collaboration with MMCC, band and chorus practice, basketball practice,, student government, school events, field trips and Saturday Academy
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.
ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language or both languages are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, flocabulary.com, unitedstreaming.com, teachervision.com, educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In ENL, native language support is more subtle than in dual language or bilingual programs and includes books in the native language. ELLs may choose from a library of a variety of books on various levels including those from Spanish authors, those that are both in English and Spanish and those that are only in Spanish for Independent Reading. Assigning a learning-buddy or cross-subject tutor is also helpful because they are allowed to communicate in their native language providing support and gaining self-esteem. The ESL teacher besides providing some native language support embedded in the daily instruction, can also use strategies that will allow ELLs to interact and participate despite having limited proficiency. These include learning simple instructions in the student's native language, using questioning that allows students to answer yes or no, this or that, using basic syntax, using lots of visuals, routines and having a co teacher or paraprofessional provide one on one support to students with limited English proficency.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide support and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age. One exmaple is differentiation based on reading level on the Achieve3000 reading and writing program by assigning the same article on personalized reading levels and then exposing the same grade-level article to all students, so they can be challenged to their fullest potential and get familiar with the Common Core Learning Standards and its expectations.

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).

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

19. What language electives are offered to ELLs?

We currently do not have language electives.

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

N/A

B. Professional Development and Support for School Staff

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

Professional development can take the form of For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher will be ensured to receive professional development during the monthly faculty conferences, during grade and content meetings, learning walks or walk throughs, meetings with administrators and outsourced professional development events of teachers' choice that is aligned with content instruction for ELLs.

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

The Professional Development offered in the school this year to teachers of ELLs included topics such as Academic Discussion in the Classroom, Essential Questions, Text Complexity and the Common Core, Flexible Grouping and Differentiation, Achieve3000 and LightSail Training, and Teaching Academic Vocabulary just to mention a few. The ENL teacher also have the opportunity to present ELL-specific topics to the school to turnkey important information about teaching practices pertaining to ELLs.

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

The ENL teacher looks for Professional Development events that if attended would accommodate the needs of ELLs and their teachers' in addressing the learning needs of the school's ELL population. Later this information is turnkeyed to other content teachers, so that there can be consistent practices implemented school-wide in all content areas across grades. Teachers need to have the same understanding about the expected levels of rigor and standards in the classroom, and what the students ned to be prepared for in terms of Common Core Learning Standards.

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

Our school will provide professional development to all teachers and administrators that will specifically address the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Meeting agendas will be uploaded to Google.docs to be accessed by any teacher or school staff.

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 Bronx Dance Academy will individually 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 meeting will include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas. The meeting will be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. School will record attendance, establish protocols and assign qualified and trained staff to manage these meetings.

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.

   The ENL Teacher will maintain an ELL Folder of Critical Documents and a log on Google.docs to record and keep track of all parent phone call, meeting and event attendance. On the Initial ENL Parent Workshop at the beginning of the year, the parents will take a survey in which they can indicate their preferred method of communication (phone call, Engrade, email, text) and preferred language of communication. Depending on their responses, the ENL teacher and other qualified staff member will use that particular way of outreach to schedule meetings and/or discuss anything that pertains to the student.

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

   Parents will be invited to join a classroom presentation and/or debate by sending out letters in multiple languages describing the lesson and activity. Students will develop self confidence and trust in their abilities to present/debate information to an audience which includes their parents. Parents will trust teachers and their skill to teach their children. Feedback to parents through ENGRADE will be regular and current.

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

   MMCC will receive the list of the ELL/SWD students and make a focused effort to invite parents and provide workshops and services to the ELL/SWD parents (example: read-alouds at home to younger siblings, cooking with an emphasis to measurement).The dialogue between the ENL Teacher, Ms. Harsaczki and MMCC start early in the year.

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

   One way to evaluate the needs of the parents is by paying close attention to the School's Survey Report. BDA has traditionally succeeded in engaging at least 90% of the parents to take the survey. BDA is reading carefully the results of this survey and taking actions to improve the outcomes.

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

   The ELL Coordinator is reaching out to the parents on a one-to-one basis to help the parents understand the ELA Common Core Learning Standard shifts.

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: Bronx Dance Academy			School DBN: 10x308
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)
Sandra Sanchez	Principal		10/20/15
Shaoba McCoy	Assistant Principal		10/20/15
Michael James	Parent Coordinator		10/20/15
Katalin Harsaczki	ENL/Bilingual Teacher		10/20/15
Carmen Lugo	Parent		10/20/15
Stuart Cadenhead	Teacher/Subject Area		10/20/15
Impirika Quinzon	Teacher/Subject Area		10/20/15
Denise Daniels	Coach		10/20/15
	Coach		10/20/15
Michael Corona	School Counselor		10/20/15
Melodie Mashel	Superintendent		10/20/15
Mark Weissman	Borough Field Support Center Staff Member		10/20/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10X308 **School Name: Bronx Dance Academy MS 308**
Superintendent: Melodie Mashel

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.learndoe.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.

To assess language preferences of the parent community for both written and oral communication we use ATS and view the Adult Preferred Language Report (RAPL). At times we have a new entrant, the Home Language Survey is used as an assessment tool.

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.

According to the Adult Preferred Language Report (RAPL), our parent population's written translation and oral interpretation needs are as
follows:
59% = English
37% = Spanish
4%= Bangla
1% or less = Fanti, Malinke, Mandinka, Vietnamese
The vast majority of written and oral interpretation needs come from our Spanish-speaking families. The findings of this need assessment can be shared with the school community in a school newsletter.

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.)

The documents the school typically disseminates every year that require translation when they are distributed to families include official letters from the school administration, Entitlement or Non-Entitlement letters for support services, testing letters, Absentee letters, after-school program information and Summer school notices. Also, we are in the process of developing a Parent Handbook that we'd provide to parents of newly enrolled students.

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.

Formal face-to-face meetings the school typically have with parents throughout the school year include New Parents Orientations (June and September), Curriculum Night (first 2 weeks of September), Auditions (at least 3 times from October through February), Parent-Teacher Conferences (in the Fall and Spring), IST and AIS meetings, Parent Workshops (various times during the school year) and our regular Parent Outreach meetings on Tuesdays.

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.

We send DOE notices home in English and Spanish. Internal documents are translated to Spanish by staff when appropriate. Documents in other languages are translated using Google Translate, while written translations will be provided by the Translation and Interpretation Unit. Requests for translation services will be submitted to the T&I in advance in a timely manner to ensure that translations are distributed at the same time as the 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.

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

Part D: Training Staff on Policies and Procedures

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

The school will ensure that all staff members and faculty are aware of how to use translation services and the over-the-phone interpretation service, there will be a PD session designated for school LAC personnel to turnkey this information and where T&I Brochures will be distributed to staff and faculty. Additionally, all teachers and staff will receive a copy of the "I speak…" card which includes the telephone number for over-the-phone interpretations.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements
☒ Welcome Poster
☒ Parents' Bill of Rights
☒ Parents' Guide to Language Access
☒ Language ID Guide at security desk and main office

Our school fulfills parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663 by displaying a Welcome Poster at the main entrance, a Parents' Guide to Language Access near and a Language ID Guide at the security desk by the main office. All notification documents can be found at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

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)

The mechanisms our school will use to gather feedback from parents on the quality and availability of the above services include running debriefing surveys after parent workshops and ensure a 100% return of the Parent Survey.