

2020-2021



## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	10X308
School Name	Bronx Dance Academy School
Principal	Sandra Sanchez

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

SECTION 1: SCHOOL INFORMATION

SECTION 2: STAKEHOLDER INVOLVEMENT SIGNATURE PAGE

SECTION 3: CONTINUOUS IMPROVEMENT PLANNING

## SECTION 1: SCHOOL INFORMATION

### School Information

<b>SCHOOL NAME:</b>	Bronx Dance Academy
<b>SCHOOL NUMBER (DBN):</b>	10X308
<b>BEDS CODE:</b>	321000010308
<b>GRADES SERVED:</b>	6th Grade, 7th Grade and 8th Grade
<b>SCHOOL ADDRESS:</b>	
<b>PHONE NUMBER:</b>	718 515-0410
<b>FAX:</b>	
<b>SCHOOL CONTACT PERSON:</b>	Ms. Sandra Sanchez
<b>EMAIL ADDRESS:</b>	Ssanche3@schools.nyc.gov
<b>PRINCIPAL:</b>	Ms. Sandra Sanchez
<b>UFT CHAPTER LEADER:</b>	Mr. Stewart Cadenhead
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	Candice Dunbar
<b>SLT CHAIRPERSON:</b>	Sandra Sanchez
<b>TITLE I PARENT ADVISORY COUNCIL (PAC) CHAIRPERSON</b>	

#### District Information

<b>GEOGRAPHICAL DISTRICT:</b>	10
<b>SUPERINTENDENT:</b>	Maribel Torres-Hulla
<b>PHONE NUMBER:</b>	718-741-5852
<b>FAX:</b>	718-741-7098

#### Borough/Citywide Office (BCO)

<b>BCO:</b>	Bronx Field Support Center, Team 4
<b>EXECUTIVE SUPERINTENDENT:</b>	Meisha Ross Porter
<b>OFFICE ADDRESS:</b>	1230 Zerega AvenueBronx, NY 10462
<b>EMAIL ADDRESS:</b>	mross@schools.nyc.gov
<b>PHONE NUMBER:</b>	(718) 741- 8895
<b>FAX:</b>	(718) 828-7776

#### STUDENT REPRESENTATIVE(S)

<b>STUDENT REPRESENTATIVE(S):</b>	Jlynn Jhonson
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**CBO REPRESENTATIVE(S)**

<b>CBO REPRESENTATIVE(S):</b>	
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## SECTION 2: STAKEHOLDER INVOLVEMENT SIGNATURE

DBN	10X308
School Name	Bronx Dance Academy School

**SchoolLeadership Team(SLT)/Core Community Engagement Team(CET)**

All School Leadership Team (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, Multi- Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, 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. Go to School Leadership Team Resources page to learn more information. Under Every Student Succeeds Act (ESSA), stakeholder participation must include multiple constituencies who are involved in the development of the CEP such as school leaders, school staff, community organizations, parents/families/guardians and students (middle/high schools). Multiple constituencies participating in the development of the CEP who are not on the SLT sign the section below entitled, Additional Stakeholder Participation on CEP Development to confirm their participation. Stakeholders signing Section 2b are not included in the SLT balance.

**Directions:** List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student (two student minimum required for middle and high schools), Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*. Note: The Core SLT members also serve as the CET for Receivership schools.
- 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.
- 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.
- Schools may modify bylaws to address ESSA requirements for stakeholder engagement for those Level 1 subgroups identified by NYSED accountability measures.

Position	Name
Principal or Designee*	Sandra Sanchez
United Federation of Teachers (UFT) Chapter Leader or Designee*	
Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*	
District Council 37 (DC 37) Representative (staff), if applicable	
Title I Parent Advisory Council Chairperson (or alternate)	
Student Representative (Required for middle and high schools)	
Student Representative (Required for middle and high schools)	
CBO Representative, if applicable	
Member/	
Member/	
Member/	
Member/	
Member/	
Member/	
Member/	
Member/	
Member/	
Member/	

Position	Name
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## SECTION 3: CONTINUOUS IMPROVEMENT PLANNING

### Area of Concentration – NYC School Survey

#### SMART Goal - NYC School Survey

**Directions:** Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	47	By July, 2021, NYC School Survey engagement for All Students will Increase 3, from 47% to 50%, as measured by NYC School Survey engagement categories.

#### Progress Monitoring - NYC School Survey

**Directions:** Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
NYC School Survey	Student Engagement	47%	48%	50%

#### Action Plan - NYC School Survey

##### Action Planning - August to January

**Directions:** On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to

current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-09-08	2020-09-04	School will survey students and families of how they learn best.
2020-09-07	2020-12-31	Teachers will incorporate multiple entry points into units and lessons
2021-01-01	2021-02-28	Teachers will make modifications to units and lessons to incorporate students new interest base on thematic units.

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-02-05	School will survey students and families of how they learn best.
2021-02-08	2021-06-28	School will conduct 2 academic celebrations to reflect the growth of students.
2021-02-08	2021-02-28	Teachers will modify units to reflect student choice around current thematic unit

#### Area of Concentration – Chronic Absenteeism

##### SMART Goal - Chronic Absenteeism

**Directions:** Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
Economically Disadvantaged	92.7	By July, 2021, Chronic Absenteeism for Economically Disadvantaged will Increase 3%, from 92.7% to 95.7%, as measured by ATS Attendance Report.

##### Progress Monitoring - Chronic Absenteeism

**Directions:** Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
ATS	Student attendance rises to 95.7% in ATS	92.7%	93.7%	95.7%

##### Action Plan - Chronic Absenteeism

##### Action Planning - August to January

**Directions:** On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-08-31	2020-09-30	Identify all students with chronic absenteeism for development of a customized attendance action plan
2020-10-01	2020-11-01	Monitor enter school progress and make adjustments to chronic student's action plans
2020-12-01	2021-02-01	Conduct two school attendance celebrations that highlight students with perfect attendance and improving attendance.

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-02-28	Identify successful trends in schools attendance intervention and support for those students with chronic attendance
2021-03-01	2021-05-31	Monitor enter school progress and make adjustments to chronic student's action plans
2021-02-01	2021-06-28	Conduct two school attendance celebrations that highlight students with perfect attendance and improving attendance. Conduct year end celebration for students with the most improved attendance for the year

#### Area of Concentration – Elementary/Middle School ELA

##### SMART Goal - Elementary/Middle School ELA

**Directions:** Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	46	By June, 2021, there will be a 3% Increase, from 46% to 49% of the All Students achieving at proficiency, as measured by NYS ELA Exam Results.

##### Progress Monitoring - Elementary/Middle School ELA

**Directions:** Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
NYS ELA Assessment	iReady baseline assessment data, midline data	NYS ELA Proficiency 46%	NYS ELA Proficiency 47%	NYS ELA Proficiency 49%

##### Action Plan - Elementary/Middle School ELA

#### Action Planning - August to January

**Directions:** On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-08-31	2020-10-30	Students will complete iReady baseline assessments and teachers will review data to customize instruction.
2020-11-01	2020-12-31	Teachers will revise units and lessons to meet the needs of students in the remote and blended environment.
2021-01-01	2021-02-01	Teachers will provide support for students that are currently receiving a grade of NX

Action Planning - February to June

**Directions:** Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-03-31	Students will complete iReady baseline assessments and teachers will review data to customize instruction.
2021-04-01	2021-05-31	Teachers will revise units and lessons to meet the needs of students in the remote and blended environment.
2021-06-01	2021-06-28	Teachers will provide support for students that are currently receiving a grade of NX

Area of Concentration – Elementary/Middle School Math

SMART Goal - Elementary/Middle School Math

**Directions:** Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	34%	By June, 2021, there will be a 3% Increase, from 34% to 37% of the All Students achieving proficiency, as measured by NYS Math Exam Results.

Progress Monitoring - Elementary/Middle School Math

**Directions:** Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
NYS Math Assessment	iReady baseline assessment data, midline data	34% Proficiency	35% Proficiency as measured with iReady	37% Proficiency as measured with iReady

Action Plan - Elementary/Middle School Math

#### Action Planning - August to January

**Directions:** On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-08-31	2020-10-30	Students will complete iReady baseline assessments and teachers will review data to customize instruction.
2020-11-01	2020-12-31	Teachers will revise units and lessons to meet the needs of students in the remote and blended environment.
2021-01-01	2021-01-31	Teachers will provide support for students that are currently receiving a grade of NX

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-03-31	Students will complete iReady midline assessments and teachers will review data to customize instruction.
2021-04-01	2021-05-30	Teachers will revise units and lessons to meet the needs of students in the remote and blended environment.
2021-06-01	2021-06-28	Teachers will provide support for students that are currently receiving a grade of NX by providing 1-1 tutoring

#### Area of Concentration – SWD Progress

##### SMART Goal - SWD Progress

**Directions:** Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
Students with Disabilities	6	By July, 2021, OORS Reports for Students with Disabilities will Decrease 3, from 6% to 3%, as measured by Suspension Rate.
Students with Disabilities	18	By June 2021, SWD Progress for Students with Disabilities will Increase 2 point(s), from 18% to 20%, as measured by NYS ELA Exam Results.
Students with Disabilities	7	By June 2021, SWD Progress for Students with Disabilities will Increase 3 point(s), from 7% to 10%, as measured by NYS Math Exam Results.

##### Progress Monitoring - SWD Progress

**Directions:** Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.



Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
OORS report data, in house suspension data, district suspension data	The amount of students that recieved a school suspension for the year.	6% Suspension Rate	4% Suspension Rate	3% Suspension Rate
NY ELA Exam Results, IReady Data	SWD receiving a score of proficient	ELA State Exam proficiency level of 18%	IReady results showing students have improved in ELA proficiency to 19%	IReady results showing students have improved in ELA proficiency to 20%
NY Math Exam Results, IReady Data	SWD receiving a score of proficient	ELA State Exam proficiency level of 7%	IReady results showing students have improved in Math proficiency to 8%	IReady results showing students have improved in ELA proficiency to 9%

#### Action Plan - SWD Progress

#### Action Planning - August to January

**Directions:** On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-08-31	2020-09-30	Review SWD's IEPs to ensure that their current program can be met in the remote of blended setting using PADS
2020-10-01	2020-11-30	Teachers will collect ELA and Math data from the IReady baseline exam to customize SWD instruction
2020-12-01	2021-01-31	Teachers will modify instruction base on the IReady data and student learning preference data for remote instruction.

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-01-29	2021-02-28	All students will receive an IEP review to determine if the current program is meeting their needs in to relation to blended and remote learning.
2021-03-01	2021-03-31	The teacher will create smart goals that take in consideration the blended and remote learning setting.
2021-04-01	2021-06-28	Teachers will implement customized academic strategies designed to close the achievement gap for each SWD.

#### Area of Concentration – Quality Individualized Education Program

#### SMART Goal - Quality Individualized Education Program

**Directions:** Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students with Disabilities (SWD)	90	By June, 2021, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve SESIS IEP Completion Report by 5 Increase %, from 90 to 95, as measured by Timelines of IEP completion.

**Progress Monitoring - Quality Individualized Education Program**

**Directions:** Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
SEGIS	Timelines of IEP Completion	90	92	95

**Action Plan - Quality Individualized Education Program**

**Action Planning - August to January**

**Directions:** On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Area Of Need	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-08-31	2020-09-30	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Teachers will hold weekly SIT team meetings to review student related services and program.
2020-10-01	2020-10-15	Develop appropriately rigorous standards-aligned annual goals	Teachers will modify unit plans and lessons to ensure that SWD has multiple entry points for each lesson
2020-10-16	2020-11-01	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Teachers will meet to review students impact of disability statements during SIT team meetings
2020-11-02	2020-11-15	Ensure that programs and services mandated on each student's IEP are delivered	Teachers will hold weekly SIT team meetings to review student related services and program.
2020-11-16	2020-12-01	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Each 8th grade IEP teacher will review students IEPs to ensure that transition plan is completed for students 14 and older.
2020-12-02	2020-12-31	Conduct IEP meetings within specified compliance dates	SWD teachers will meet to review IEP timelines
2021-01-01	2021-01-31	Monitor referrals to Special Education to ensure appropriate referrals only	SWD teachers and the school Psychologist will meet to discuss all student referrals

Action Planning - February to June

**Directions:** Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Area Of Need	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-02-15	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Teachers will hold weekly SIT team meetings to review student related services and program.
2021-02-16	2021-02-28	Develop appropriately rigorous standards-aligned annual goals	Teachers will modify unit plans and lessons to ensure that SWD has multiple entry points for each lesson
2021-03-01	2021-02-15	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Teachers will meet to review students impact of disability statements during SIT team meetings
2021-03-16	2021-03-31	Ensure that programs and services mandated on each student's IEP are delivered	Teachers will meet to review students impact of disability statements during SIT team meetings
2021-04-01	2021-04-15	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Each 8th grade IEP teacher will review students IEPs to ensure that transition plan is completed for students 14 and older.
2021-04-16	2021-04-30	Conduct IEP meetings within specified compliance dates	SWD teachers will meet to review IEP timelines
2021-05-01	2021-06-15	Monitor referrals to Special Education to ensure appropriate referrals only	SWD teachers and the school Psychologist will meet to discuss all student referrals

**2020-2021**

## COMPREHENSIVE EDUCATIONAL PLAN ( LAP )

DBN	10X308
School Name	Bronx Dance Academy School
Principal	Sandra Sanchez

# COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

## OVERVIEW EDUCATIONAL PLANNING 2020-21 LANGUAGE ALLOCATION POLICY (LAP)

### PART I: SCHOOL ELL PROFILE

### PART II: ELL DEMOGRAPHICS

### PART III: ASSESSMENT ANALYSIS

### PART IV: ELL PROGRAMMING

### PART V: ELL IDENTIFICATION ATTESTATION

### PART VI: LAP ASSURANCES

#### 2020-21 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **English Language Learner Policy & Reference Guide** <<https://intranet.nycboe.net/CookieAuth.dll?GetLogon?curl=Z2FNRR22FronlyresZ2FD89CC1F2-91B7-4C00-BEED-B0C6C23E0D9BZ2F0Z2FELLPolicyReferenceGuide051515.pdf&reason=0&formdir=7>> .

#### 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	Troy Akiyama	Coach	National Action Network
ENL (English as a New Language)/Bilingual Teacher	Katalin Harsaczki	School Counselor	Ashley Triglia
Teacher/Subject Area	Stuart Cadenhead/ Social Studi	Parent	Candice Dunder
Teacher/Subject Area	Tara O'Reilly/ ELA	Parent Coordinator	Ashley Otero
Related-Service Provider	Paulette McLean/ Speech	Field Support Center Staff Member	Adam Choiffe
Superintendent	Maribel Hulla	Other (Name and Title)	n/a

**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 <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

#### D. Student Demographics

Total number of students in school (excluding pre-K)	265	Total number of ELLs	24	ELLs as share of total student population (%)	9.06%
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs). Check all that apply

A. ELL Programs
This school serves the following grades (includes ELLs and non-ELLs). Check all that apply, 6, 7, 8

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown																
Program	Lang.	School Year Opened (e.g., 2013-14)	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
TBE	0															0
TBE	0															0
TBE	0															0
DL																0
DL																0
DL																0
Total			0	0	0	0	0	0	0	0	0	0	0	0	0	0

### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The vast majority of our ELLs are identified as ELLs before coming to our school and as the data suggest, the support they need is in reading and writing in English. Therefore, most assessment is in the target language, English. To assess the early literacy skills of ELLs, our school has been using the iReady assessments and additional teacher-created writing assessments graded on the New York State Writing from Sources Rubric. Based on these assessments we are not just able to show the overall reading level of a student, but the specific areas of strength and weakness such as vocabulary or comprehension of literary and information text. These same assessments are administered throughout the year as iReady Diagnostic, Midline and Endline Assessments and End of Unit Assessments per subject area to monitor progress and student growth. Students use iReady not just for assessments, but for lessons that target their areas of weakness. The majority of our ELL students tend to read below 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.

#### Remote Learning

In the event that a student is registered to the school but is learning remotely, we will assess the student using the same tools through Google Classroom and Google Meet. Additionally, we will strongly rely on data from school year 2018-19 to inform our instructional practices. Teachers will plan during preps and daily meetings to discuss the best practices to support our ELL students. Teachers will also use DOE protocol to examine student work and gain new insight into students' performance on assessments. Teachers then use this insight to determine next steps in practice.

2. What structures do you have in place to support this effort?

ELL assessment data comes from 2018-19 state exams and other sources; NYSESLAT data broken down to proficiency level and modality, Unit Assessment data, teacher-lead conference binders, and iReady data organized by focus standards. Additionally, we hold different meetings (grade/content, faculty) where teachers are allowed to meet with each other on a daily basis to discuss best practices and the quality of instruction that supports students with their academic success. Some examples of these best practices that are evident in the classroom are scaffolding, building on academic language, grouping with a purpose around proficiency level, using graphic organizers, and making sure that we have available tools to monitor and track understanding across all content areas, tracking social emotional status and student motivation, or collaborative strategic reading. Our school is also consistently taking a pulse on the curricula that we use across all content to create opportunities to make revisions and modifications that ensure that there is an adequate number of entry points within the units, lessons, and activities that support language acquisition for all ELLs. The curricula that we follow are aligned with the CCLS standards that provide opportunities to learn academically and access College and Career Ready skills. (e.g. Scope and Sequence for Science and Social Studies, Urban Advantage for Science, KEMS for Mathematics and Scholastic Codex, Commonlit and iReading for ELA), to support the students' needs around language development, reading fluency, academic language, and comprehension around all content.

#### Remote Learning

Integrated Instruction - Our school will administer instruction through Google Classroom to our ELL students. They will be given integrated support using the ELLs supports from Codex and iReady and NTN mathematics.

Stand-Alone Instruction - Our students will be supported through the iReady support materials, focused on providing access to ELL students.

ELLs would be grouped according to grade level (6th, 7th and 8th) and proficiency level (Transitioning and Expanding) to meet remotely with the ENL teacher as many times as necessary to meet the required units per week. The ENL teacher will focus on teaching vocabulary, reading strategies, language structures, activating prior knowledge, linking new information to old information, or building background knowledge always in relation to a text and/or task in a content area (mainly Social Studies or ELA), not in isolation. ELL instruction will promote multiple exposures to key ideas and key vocabulary across all curricula using the same instructional routines and with numerous opportunities for ELL interactions with the content and with each other (according to the principles of Advanced Literacy). Using Google Classroom and Google Meet, the ENL teacher will model strategies to help comprehension such as an annotation strategy that students can apply and practice independently, use a small set of protocols that promote collaborative discussions amongst peers that enforces discipline-specific language in order to demonstrate content understanding or teach utility vocabulary across disciplines to create multiple opportunities for interaction with these words and provide visuals and user-friendly definitions for target vocabulary.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Our evaluation of success is based on whether ELLs are able to show growth primarily in reading, writing and math, and how many ELLs move up one or more proficiency levels or end up testing out of ENL based on the results on the NYSESLAT. Measures of student growth can be running records, Lexile levels, iReady assessments, unit assessments, student work, conference notes that teachers will be able to share and analyze to come up with new instructional plans and learning goals. Teachers would meet either using Google Meet or Microsoft Teams during the first 30 minutes slot of the day before classroom instruction begins.

#### Remote Learning

All school assessments will be conducted and made available through Google Classroom. This is also the platform where our teachers will interact with our students to provide any alternative assessments that may be needed. Teachers will collaboratively plan by unpacking the findings of any assessment during common preparation periods and scheduled online meeting times.

4. What structures do you have in place to address interventions once the summative data has been gathered?

We have incorporated daily meetings into our schedules to create opportunities for teachers to be engaged in meaningful thinking and discussion around strategizing and inquiry on how to incorporate best practices to ensure that we are improving the quality of teaching and learning for all of our ELLs. These are demonstrated through a weekly facilitation of meetings by content and grade, Lunch and Learns organized around a focus area and PLCs that support best practices and strategies for ELLs. In these meetings teachers use student work and assessments to track and monitor progress students are making after each unit and revise lessons as a tool to check and monitor whether students obtained mastery of the goal and to discuss what other supports are needed. Teachers also discuss inquiry of best practice as a study around a common question or hypothesis to study what and how best practices support and improve the progress students make throughout the year. The data that we use to inform us of the progress they're making are but not limited to NYSESLAT, iReady, IXL, or Mathletics. Once the data have been gathered, teachers engage in meaningful thinking to make modifications to lessons and units. In addition, they conduct visits and share feedback to set S.M.A.R.T goals across all content. The ENL specialist also facilitates workshops to turnkey strategies shared with her by the ELLs District Liaison around best practice to improve the quality of learning and teaching for all ELLs. Learning Walks are then conducted to ensure that all ELLs are sitting in classrooms where there are multiple entry points that allow them accessibility to demonstrate academic progress.

#### Remote Learning

To support our intervention efforts, teachers will set up scheduled online support sessions with students. This will be done by utilizing Google Classroom and Google Meet. Based on co-planning discussions, teachers would be able to determine the areas of need and the specific students and student groups receiving these interventions and would strategically target those areas with planned sessions integrated into a core subject and carried out by the ENL teacher.

5. How does your school use 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)** <<http://intranet.nycboe.net/NR/rdonlyres/D89CC1F2-91B7-4C00-BEED-B0C6C23E0D9B/0/ELLPolicyReferenceGuide051515.pdf#page=48>> section and **RtI Guide for Teachers of ELLs** <<http://schools.nyc.gov/Academics/ELL/EducatorResources/rti%20guide.htm>> .]

The ENL teacher will be using the ELL Policy Reference Guide, Support Services for ELLs (RTI and AIS) as a support tool to create units and lessons that allow access to activities that are level-set and proficiency-based. Students will also be grouped by level of proficiency and leveled by areas of weakness, so that the teacher can make modifications, adaptations using appropriate resources and materials that support individual and whole group instruction. Alternative ways to discuss student assessment results for the purpose of guiding instruction are during the daily 30-minute Instructional Coordination period before the students' instructional day begins to coordinate instruction and plan together to ensure continuity of learning and a seamless instructional approach or the faculty and grade or department meetings every month using Microsoft Teams or Google Meet.

6. What outcome assessments (e.g., NYSESLAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the **ELL Data Analysis Tool** <<https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/amao.htm>> and RLAT from ATS].

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. In addition, we have created and designed units and lessons that have structures and routines around speaking, listening, and communicating which all create entry points for students to master skills, make connections, relate to real life experiences, and to engage with each other through meaningful discussion and thinking around content. (e.g. Reciprocal Teaching, Socratic Seminar, Accountable discussion stems, Thin vs. Thick questions, Collaborative Strategic Reading etc.) Students are grouped purposefully according to proficiency and modality (reading, writing, listening, speaking) for different activities depending on the learning outcome and students are also given a choice to demonstrate the accessibility of entry points, so that they can engage in more meaningful and rigorous discussions that lead to inquiry based learning.

Since this school year the 2020 NYSESLAT administration has been canceled due to Covid-19, we may not be able to use this assessment to instruct our programming for the next school year; instead we are working on alternatives to assess student outcomes so that we are prepared to offer the program(s) our students need the most. while using the 2018 NYSESLAT results as guidance.

#### 7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The structures that we have in place to disseminate these findings in order to make adjustments to these programs include grade/content meetings, professional learning communities, the uploading of documents on Google docs, maintaining conference binders, teacher inter-visitations, Principal feedback, thematic revision of units, observation feedback from administration, learning walks and PPO visits. All of these best practices that we have in place allow us to make the appropriate modifications to support all students individually and in groups.

##### Remote Learning

Teachers will meet once a week via Google Classroom, Google Meet or Microsoft Teams to discuss and plan instruction based on the findings from our assessments. During these sessions they will look at students to determine what best instructional practices might be used to support our most vulnerable populations.

### Part IV: 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.

All ELL students will be appropriately programmed in STARS and all English as a new language (ENL) classes will be delivered by a certified ENL teacher to provide instruction in English with home language support to develop English language skills, so that students can succeed in core content courses. All ELLs and former ELLs up to 2 years after exiting ELL status will receive a minimum number of units of ENL instruction, which will be delivered in the following 2 ways:

- Integrated model: an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support, so ELLs can properly engage in the learning of content. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.
- Stand-Alone model: ELLs will be brought together in small groups from various classes for English-acquisition and strategy-focused instruction using ELL methodology. The ENL teacher plans carefully with general education teachers to ensure curricular alignment and continuity of instruction.

##### Remote Learning

Our ELLs and former ELLs will be supported by lessons designed with an ELL component from our Codex and NTN curricula. These supports will be uploaded to Google Classroom and aligned to the units and lessons. After core subject teachers and the ENL teacher have collaborated on creating unit and lesson plans that are fully integrated into the core subject curriculum using Google Meet and Microsoft Teams, the ENL teacher will deliver the lessons using Google Meet to support ELLs with strategies needed to access core content and become independent learners.

##### 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?

Based on Part 154-1 (K-8) English as a New Language (ENL) Units of Study and Staffing Requirements, students on the Entering and Emerging levels are required to receive 360 minutes (1 unit/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 service for two years. Students will receive ENL instruction that is integrated mostly into ELA and/or Social Studies, not in isolation.

#### Remote Learning

Our students will interface through Google Classroom and Google Meet to meet the required instructional minutes. We will schedule students in STARS for small group instruction and integrated instruction using this platform and group students according to their grade and proficiency levels, IEP status, student and teacher schedules.

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 takes place in ELA and/or Social Studies classes (to foster literacy) on all three grades using ENL strategies. This is still the case for blended learning. The ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers in the form of collaborative lesson planning. The teachers 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 (mostly Spanish), they are encouraged to use their first language as well (mostly Spanish) but instruction is in English. Instruction focuses on the ELLs' oral language development in order to support writing. The teachers support ELLs' language skill development through scaffolding the learners' language by modeling, visualization, text analysis, and metacognition. Through the workshop model, 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 are 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 and/or Social Studies curriculum and perform successfully on the Next Generation Learning Standards. The remote Stand-Alone instruction delivered by the ENL teacher through Google Meet and Google Classroom is tailored to provide extra support in addressing students' areas of weakness and needs, so that they can succeed in ELA and other content areas. Our ELLs and former ELLs will be supported by lessons designed with an ELL component from our Codex and NTN curricula. These supports as well as further ELL resources will be uploaded to Google Classroom and aligned to the lessons.

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 takes the NYSITELL. If the student is Spanish-speaking and does not pass the NYSITELL, s/he also takes the Spanish LAB. However, the vast majority of our ELLs are 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 differentiate instruction for each of the following ELL subgroups?

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

a. Our goal is 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. Additionally, we will provide support to SIFE students and their family with the assistance of our Guidance Counselor to address social emotional needs using the SIFE Oral Questionnaire and Writing Screener from the State (MLS). <http://www.nysed.gov/bilingual-ed/students-interrupted-inconsistent-formal-education-sife> and using Class Dojo as well as Remind.

b. In our school we tend not have newcomers, but there are exceptions. 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. 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 ensures ongoing student participation in collaborative activities and discussions to give opportunity for the practice of all 4 modalities. They engage in interactive work online, and build linguistic skills in that manner. These students are also targeted for ENL After School, and Saturday Academy. Using pictures and other visuals, gestures and movements also help their comprehension as well as a lot of repetition of English and the benefit of having a learning buddy who speaks the native language. 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 the student to participate in activities. When using an online platform like Google Meet, using the caption feature when using multimedia or displaying information orally and visually at the same time, or modeling strategies are all more important and more accessible than ever.

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 separate 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 the 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. Teachers then are able to use this toolbox of strategies remotely through Google Classroom, Google Meet or in person.

d. Long-term ELLs are students who have not benefited enough from the traditional classroom experience including differentiated instruction and standard ENL strategies. Therefore, their needs necessitate a more intense 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. The IEP or ENL teachers may need to consult 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. In the remote learning environment, these students and their families may also have difficulties with technology and staying connected, so the school must make sure to monitor these students attendance and progress.

e. ELLs who scored on a Commanding level on the NYSESLAT will continue to receive services for an additional two years through Option C: Project-based learning. Also, they will continue to receive testing accommodations for up to two years.

6. 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?

Integrated ENL instruction takes place in ELA and Social Studies classes on all three grades using ENL strategies. The ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the two teachers and/or prior collaborative lesson planning. The teachers 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 are encouraged to use their first language as well. Instruction focuses on the ELLs' oral language development in order to support writing. The teachers 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, is taught explicitly in the context of a theme or topic, while pair and group work 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 are 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 and/or Social Studies curriculum and perform successfully on the Common Core Learning Standards. Since students on the Entering and Emerging levels receive both Stand-alone and Integrated instruction, the Stand-alone instruction delivered by the ENL teacher, is tailored to provide extra support in addressing students' needs in succeeding in ELA, Social Studies and other content areas. We have also built into our schedule where the ENL and content teacher meet to discuss and look at the progress of the ELLs and can make revisions around their units and lessons to ensure that we are setting S.M.A.R.T goals that allow us to track the academic progress for ELLs and SPED students.

#### Remote Learning

Our teachers will collaboratively plan to support our students through the use of online grade meetings on Google Classroom, Google Meet and Microsoft Teams. During these meetings teachers will discuss the data and develop best practices to deliver instruction.

7. 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 in an ICT setting. Flexible scheduling is used to maximize time spent with non-disabled peers when possible and appropriate. In our school, class assignment decisions are based partly on student 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 providing Stand-alone and Integrated ENL models. Additional Stand-alone ENL services are delivered, to students in need ensuring that students wouldn't miss out on instruction in any one content area. Other considerations are planning for home language support for ELLs strategically like including newcomer ELLs and non-ELLs with a shared home language to participate in the same group or assigning teachers with knowledge of a home language to newcomer ELL students with the same home language. Also, avoiding the segregation of ELL students, but instead creating blended learning groups is paramount.

In our school there are blended and remote ICT classes where both general and special education populations are integrated in an ICT setting. For remote instruction teachers use Google Classroom and Google Meet to provide the instruction, but for blended learners the schools has maximized the time students can spend in the classroom in person, so that the students can receive the best face-to-face instruction possible to enable them to achieve their IEP goals in the least restrictive environment: this group of students come into the school all 5 days. When there are ELLs in these ICT classes, the ENL teacher schedules online meetings with them and other ENL students, grouping them according to modality and proficiency level. Through Google Meet, the teacher is able to deliver instruction by displaying information both orally and visually, eliciting student feedback by using the chat feature or have students respond and engage in discussions orally. Students are also assigned work they are supposed to complete independently on their own time after the synchronous instruction. This work is aligned with core content curricula and is supposed to help students access content by applying the learnt strategies such as previewing a text, annotating for a purpose, providing a gist for a text or generating questions after reading a text.

8. 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 curricula and model of teaching and learning, students are inspired to think critically and realize their potential to be prepared for college and career. Additionally, we have purchased iReady reading and writing programs to supplement the ELA curriculum. iReady can predict student performance on state assessments and the Diagnostic for reading and mathematics can pinpoint student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. We also hold an after school program and Saturday Academy focusing largely on literacy and Math. This year in the remote learning environment all assessments and targeted intervention programs occur online using Google Classroom, Google Meet and I-Ready.com.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on the data from SY 2018-19, we plan to improve our online instruction practices. We plan to incorporate more solutions that are proven to move ELL student achievement. Additionally, we are seeking professional development opportunities for our instructional staff to gain better insight on how to deliver instruction remotely and through a blended model. Currently, we are in discussions with the leadership of Iready, Codex and NTN.

10. If you had a bilingual program, what was the reason you closed it?

We are not discontinuing any programs or services for ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have had the same access to school programs, if not more. They have been included in all after school programs in collaboration with MMCC, band and chorus practice, basketball practice, student government, school events, field trips and Saturday Academy.

#### Remote Learning

Our supports for ELLs will be integrated in the instruction provided through Google Classroom. Teachers will schedule review sessions with ELLs and provide support to parents regarding technical issues and additional instructional resources.

12. 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. Materials are made available to the various subgroups of ELLs in order to participate in supplemental programs on Google docs and Google Classroom. The ENL teacher uploads resources such as word and cognate lists, instructional videos, strategy cards just to mention a few and makes them available on Google Classroom for all ELLs to use.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In our English as a New Language program 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 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 can communicate in the students' native language providing support and contributing to the students' gain in self-esteem. Besides, the ENL teacher who provides some native language support embedded in the daily instruction, can also use strategies that 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 to provide one-on-one support to students with limited English proficiency. Some examples of home language support provided in the blended/remote environment include documents, instructions, manuals, thesauruses and other resources in the students' home language uploaded on Google Classroom.

14. 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 precaution to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as learners. Therefore, we provide support and resources that are appropriate for each child considering their level of English proficiency, their academic standing, and their age. One example is differentiation based on reading needs on the iReady program or the use of iReady data to differentiate curricula in various classrooms. Another way the school ensures all required services and resources correspond to ELLs' ages and grade levels is by having the ENL teacher co-plan and co-design instruction to classes with ELLs in them on all grade levels by infusing ELL strategies and making resources and supporting materials available for them to use on Google Classroom, so that they can access the grade level curricula easier and become self-driven and independent learners.

15. If your school shares a building (co-location), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

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. The ENL teacher is also making resources and supporting materials available for ELLs to use in every content area on Google Classroom, so that they can access the grade level curricula easier and become self-driven and independent learners.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The initial transition into our school community is important, and we want to be sure that we are meeting the 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 home language support. At the start of the school year, we usually don't have newly enrolled ELLs. When we do welcome these students to Bronx Dance Academy in September, they and their families are invited to a Parent Orientation and will be set up with a buddy student in each class once school starts. In the event that new admits are admitted in our school, we will follow DML protocols.

A policy change for potential ELLs enrolled in our school is that the initial Identification process is now extended from 10 to 30 school days to complete identification and place students in the appropriate classes. This affects students that enrolled between March 16, 2020 school closure and the first 20 school days of the school year (including over summer 2020). After this 20-day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment (or 20 days for potential ELLs with IEPs. For families with newly enrolled ELLs who choose to keep their children at home during the pandemic, we are inviting all students to attend our Saturday Academy with the help of Parent Coordinator and Guidance Counselor.

17. What language electives are offered to ELLs?

We currently do not have language electives.

18. For schools with dual language programs:

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

N/A

### **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 and non-pedagogic staff.) 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?

Firstly, everybody is included in the professional development plan of ELLs in the school because we believe that every teacher is a teacher of ELLs. For bilingual and English as a New Language teachers, ELL-related professional development makes up a minimum of fifty percent (50%) of the required professional development hours, while for all teachers a minimum of fifteen percent (15%) of the required professional development hours is mandated to be related to ELLs. This professional development 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.

The ENL teacher will 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 are aligned with content instruction for ELLs. The professional development in the school to teachers of ELLs this year will include but is not limited to topics such as

- Supporting ELLs in the Blended and Remote Learning Structures
- Culturally Responsive Teaching in the new Blended and Remote Environment
- Ensuring Equity in the Blended and Remote Classroom
- Advanced Literacy in the Remote and Blended Learning Structures
- Academic Vocabulary and Discussion in the Digital Classroom
- How to Facilitate Co-Planning and Co-Teaching in the new Blended and Remote Environment

just to mention of a few.

The school is working on including additional PD sessions in the school agenda in support of the transition to blended learning activities to support the needs of ELLs/MLLs and Former ELLs during remote learning. The school's ENL Team will attend Bronx Borough Office professional development sessions monthly such as ELL Liaison Meetings, District-wide Professional Development events, or Professional Development events from the Division of Multilingual Learners and other outside events to get instruction and curricula aligned with the Next Generation Learning Standards (NGLS). Finally, the ENL teacher also has the opportunity to present ELL-specific topics to the school to turnkey important information about teaching practices pertaining to ELLs. These events use platforms such as Zoom, Google Meet or Microsoft Teams. Agendas and attendance documents are filed in the school's ELL Binder and/or PD Plan Binder.

2. 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.

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 area teachers, so that there can be consistent practices implemented school-wide in all content areas and across grades. Teachers need to have the same understanding about the expected levels of rigor and standards in the classroom, and what the students need to be prepared for the Next Generation Learning Standards (NGLS).

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. The digital platforms we will use to provide professional development are Zoom, Google Meet and Microsoft Teams. Meeting agendas will be uploaded to Google.docs to be accessed by any teacher or school staff.

## **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 the meeting provided, the school meets with parents or guardians to discuss the goals of the program, which is for all ELLs to achieve a command of English, so they can function as commanding in a general education setting. In this meeting parents will be updated on their child's progress as well as academic strength and areas of need by teachers who support the student. In case of any testing, the teachers will inform the parents about the demands of the test and their expectations for the child's linguistic growth as well as the results of the test if it already took place. The meeting provides opportunities to discuss their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas. The meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. The school records attendance, establishes protocols and assigns qualified and trained staff to manage these meetings. Meetings will be held in person when possible and virtually as needed like in case of parents who are unable to come to the school. These parents will have an option to attend the annual conference through digital platforms like Google Meet or Microsoft Teams. Sign-in sheets and agendas will be uploaded and filed in a google folder for parent participation.

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

All parent activities include parents of ELLs as well as it's open to all parents. Since we are using Google Classroom as a school management software and online grade book, it allows the parents to read any comments on their child's progress. In addition, Class Dojo allows teachers and staff to communicate with parents in the parents' preferred language. Feedback to parents through Class Dojo has been regular and current. Also, the Language Access Coordinator has received and will receive additional training in order to turnkey vital and new information about the language and interpretation services provided by the DOE and school to all parents. Parents are occasionally invited to join a classroom presentation and/or debate by sending out letters in multiple languages describing the lesson and activity. Students 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.

#### **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: n/a

#### **Part V: ELL Identification Attestation**

**In accordance with New York State's Commissioner's Regulations Part 154 as outlined and implemented in the New York City's ELL Policy and Reference Guide <<http://intranet.nycboe.net/NR/rdonlyres/D89CC1F2-91B7-4C00-BEED-B0C6C23E0D9B/0/ELLPolicyandReferenceGuideFINALMarch2017.pdf>> , I,**

Sandra Sanchez

**, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:**

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

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2. Enrollment status of each newly admitted student is determined

a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.

b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

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b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

3. The home language of the student is determined by a trained and licensed pedagogue.

a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.

3. The home language of the student is determined by a trained and licensed pedagogue.

a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.

4. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.

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5. Eligibility for the NYSITELL is determined.

a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

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6. Student is administered the NYSITELL, if eligible.

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7. Parent notification letters are sent to the parent in the parent's preferred language.

a. Parent is notified of their child's ELL status and results of the NYSITELL.

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a. Parent is notified of their child's ELL status and results of the NYSITELL.

8. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB.

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9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: <http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife> <<http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife>> .

9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: <http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife> <<http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife>> .

10. If student is an ELL, parent is invited to the parent orientation meeting.

a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

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a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

11. ELL is placed in the ELL program that the parent selected.

a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.

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a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.

b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.

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12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

13. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.

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14. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.

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#### **Part VI: LAP Assurances**



<b>School Name:</b>	Bronx Dance Academy	<b>School DBN:</b>	10x308
<b>Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Sandra Sanchez	Principal		06/25/20
Shaoba McCoy	Assistant Principal		06/25/20
Ashley Otero	Parent Coordinator		06/25/20
Katalin Harsaczki	ENL/Bilingual Teacher		06/25/20
Candice Dunder	Parent		06/25/20
Stuart Cadenhead	Teacher/Subject Area		06/25/20
Tara O'Reilly	Teacher/Subject Area		06/25/20
Troy Akiyama	Coach		06/25/20
n/a	Coach		n/a
Ashley Trigila	School Counselor		06/25/20
Maribel Hulla	Superintendent		06/25/20
Adam Choiffe	Field Support Center Staff Member _____ n/a		06/25/20
n/a	Other _____ n/a		n/a
n/a	Other _____ n/a		n/a
n/a	Other _____ n/a		n/a

2020-2021

## COMPREHENSIVE EDUCATIONAL PLAN ( LTI )

DBN	10X308
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School Name	Bronx Dance Academy School
Principal	Sandra Sanchez

# COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

## OVERVIEW EDUCATIONAL PLANNING

### 2020-21 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

#### COVER PAGE

#### PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS THAT CANNOT COMMUNICATE IN ENGLISH

#### PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

#### PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

#### PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

#### PART E: MONITORING PROVISION OF LANGUAGE SERVICES

### 2020-21 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations A663 for all schools

DBN:	10X308	School Name:	Bronx Dance Academy MS 308	Superintendent:	Maribel Hulla
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

First Name	Last Name	Title	In which school year did the LAC attend training conducted by the Field Language Access Coordinator?	The LAC was involved in the development of this plan? Yes/No
Shaoba	McCoy	Assistant Principal	2020	Yes

\*The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

#### Cover Page

**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** <<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>> ).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

- 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)
  - Automate The System (ATS) reports
  - Student Emergency Contact cards
  - 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). We using the RAPL report to identify parents needs to make sure their needs are meet in their preferred language..

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
BANGALI	BANGALI	.27	BANGALI	.27%
SPANISH	SPANISH	43.01	SPANISH	43.01
ENGLISH	ENGLISH	56.44	ENGLISH	56.44
N/A	N/A	N/A	N/A	N/A

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

5 staff speak Spanish  
1 staff speaks Irish

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Grading Policy	September/ Once	Our teachers and support staff translate by being fluent Spanish speakers. Also, we use online translation programs. Each document translated version is distributed alongside the English version.
School Supplies	September/ Once	Our teachers and support staff translate by being fluent Spanish speakers. Also, we use online translation programs. Each document translated version is distributed alongside the English version.
Monthly Calendar	Every Month/ Once	Our teachers and support staff translate by being fluent Spanish speakers. Also, we use online translation programs. Each document translated version is distributed alongside the English version.
Monthly Newsletter	Every Month/ Once	Our teachers and support staff translate by being fluent Spanish speakers. Also, we use online translation programs. Each document translated version is distributed alongside the English version.

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, when they will occur, and plans to provide interpretation at those meetings.

Meeting Name	Month/Frequency of Meetings	HOW DOES YOUR SCHOOL PLAN TO PROVIDE INTERPRETATION SERVICE(S)? Include strategies to ensure communication takes place in the parent's language.
Parent Teacher Conference	11/20, 3/21. 5/21	We offer interpretation services through our support staff and budgeted translations services
Engagement Tuesdays	Every Tuesday of the school Year	We offer interpretation services through our support staff and budgeted translations services
N/A	N/A	N/A
N/A	N/A	N/A

3. Describe your school's communication strategy to reach limited-English-proficient families in the event of (1) a school-wide emergency (i.e. lockdown, fire, etc..) and (2) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).

In the event of school emergency, we will use software base solutions, such as Skedula, which allows us to send texts and emails in the preferred parent language, In addition, we will use School Messenger, and Language Line. As well, there will be a letter head with the 1-800 number to Language Line.
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### Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of **Chancellor's Regulation A-663**

<<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>> and what resources are available to meet compliance.

We will provide professional development to our entire staff, during our initial staff PD. At that time, we will go over regulations A-663. We will also provide each staff member a physical and electronic version of A-663. For the upcoming school year, we will request training from our school district, As well, we reach out to our Field Support Network to help us deliver a staff professional development
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#### Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)

On our lobby announcement board, we will post, outline the rights to of parents to recieve information in their chosen language.

In the lobby area, our parents will have access to flyers, outling their righs.

All parent events will be available for translation services, through a certified DOE vendor. As well, we will use on-site services to translate.

#### Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language,on the language services they receive. How has your school implemented the feedback to improve language services?

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. All surveys will be giving online through Google. Each survery will be avaible in multiple languages through this platform.