



**URBAN ASSEMBLY  
BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS  
  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 08X269  
ADDRESS: 928 SIMPSON STREET  
TELEPHONE: 718 893 5158  
FAX: 718 893 5982**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 08X269      **SCHOOL NAME:** UA Bronx Studio School for Writers and Artists

**SCHOOL ADDRESS:** 928 Simpson Street

**SCHOOL TELEPHONE:** 718 893 5158      **FAX:** \_\_\_\_\_

**SCHOOL CONTACT PERSON:** David J. Vazquez      **EMAIL ADDRESS:** Dvazque4@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** David J. Vazquez

**UFT CHAPTER LEADER:** Vanessa Greaves

**PARENTS' ASSOCIATION PRESIDENT:** Suzy Figueroa

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Melonie Reyes

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 08      **CHILDREN FIRST NETWORK (CFN):** Urban Assembly

**NETWORK LEADER:** Jon Green/Patrick Fagan

**SUPERINTENDENT:** Timothy Behr

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
David J. Vazquez	*Principal or Designee	
Vanessa Greaves	*UFT Chapter Chairperson or Designee	
Suzy Figueroa	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Melonie Reyes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The *Urban Assembly Bronx Studio School for Writers and Artists (UA-BSSWA)*, established in September 2004, presently serves **304 students** across grades 6-9. We are a **thoughtful, self-critical, and highly dedicated community** of teachers, artists, writers, and activists committed to **preparing each of our students to read, write, and speak critically, persuasively, and independently**. We believe these are the essential skills students of *all* academic abilities require to succeed in high school, college, and the workplace.

These essential skills are also prerequisite ingredients of empowered citizenship. Our faculty has placed a high premium on cultivating a generation of ***scholar-activists*** – a cohort of globally-minded, **readers and writers** committed to lifelong learning, personal wellness, the protection of human rights, the empowerment of local communities, and the preservation of the Earth.

We are a learning community that values academic rigor and high quality teaching above all else. We place a high premium on inclusion and social justice and we embrace and celebrate infinite diversity in infinite combinations. We also seek to construct engaging encounters with diverse forms of texts throughout our students' daily school experience. As a result, every member of the faculty is expected to approach their specific discipline through the lens of a reading and writing teacher.

Please note: we are *not* an Art school, in the classical sense. We are a community-based, college preparatory, public middle school that extensively employs the Arts to inspire our students and prepare them to excel, academically and socially, in high school, college and/or the professional world. We regard Art as a fundamental literacy each student should acquire so that she or he may better decipher, negotiate, and enrich our complex world. We seek to incorporate the voices of students, parents, and community members throughout the curricular and extracurricular life of the school, support teacher-designed staff development, and employ various forms of performance-based assessment including portfolios and exhibitions.

### ***Organizational Design of Our School***

One basic organizing unit of our school is the ***cluster***, or grade-level team. Each grade is lead and anchored by an interdisciplinary grouped ***cluster***, or team of teachers. The interdisciplinary ***clusters*** are designed to: personalize learning, support frequent collaboration with colleagues and students, establish rich and meaningful connections from subject-to-subject, and increase student achievement. ***Clusters*** will meet regularly each week to **closely assess student work** and **data** as it relates to teaching and learning, **share best practices**, develop multiple **common assessments**, construct inquiry-driven, interdisciplinary **projects** and curricula, and craft detailed academic profiles and **education plans for each student**. Most courses will be taught in ***block periods***, approximately 60 minutes in length.

Every student becomes a member of an *Advisory* beginning in the 6<sup>th</sup> grade. This *Advisory* is facilitated by at least one teacher or staff member so that each student becomes well known by at least one adult. *Advisory* meets several times a week and is designed to offer academic and emotional guidance and support to each student, provide students with a forum to discuss issues they face, and build community within the school. *Advisory* teachers teach the same grade levels as their *Advisees* to ensure each advisor is intimately familiar with his or her students' academic program. Consequently, *Advisory* serves as the first-line of communication with parents.

We seek highly creative teachers with a demonstrated commitment to establishing the following:

### ***Community Expectations: Advisory and the teacher-counselor model***

- Facilitating a student *Advisory* designed to serve the academic and affective needs of all our students.
- Contacting and **collaborating with our students' families** on a regular basis.
- Teaching and **mentoring** across grades.
- Collaborating with our partners: *The Urban Assembly*, *Casita Maria*, *F.E.G.S.*, City Hall, Bloomberg LP, and *the Afro-Latin Jazz Alliance*.
- Crafting authentic, **service learning activities** with students, parents, artists, community members, and our community partners (*Action Projects*).

### ***Collegial and Professional Development Expectations***

- Designing concept and project based inquiry curriculum in **collaboration** with colleagues. We place a high premium on **teamwork** and reject "rugged individualism" and teacher isolation.
- Adopting and adapting a **peer visitation** model in which we regularly invite our colleagues to visit our classrooms and share areas of pride and concern.
- Participating in ad-hoc, teacher-led, **focus groups** designed to study and discuss specific instructional issues.
- Participating in **committee work** related to the governance of our school.
- Student **discipline is a collective responsibility** of the entire staff.

### ***Curriculum Design and Assessment Expectations***

- Investing the time needed to craft **literacy-rich, interdisciplinary** curricula that are **academically rigorous, engaging, and project and inquiry** based (before, during, and after school, and part of the summer).
- Ensuring curricula are aligned with both the school's mission/values and the state's performance and content **standards**.
- Employing **diverse forms of assessment** (e.g. narrative report cards, performance tasks & projects, academic prompts, informal checks for understanding, exhibitions and portfolios, etc.) to **frequently gauge** students' grasp of core knowledge and enduring understandings.
- Embracing the "**backward design**" process: 1) identify desired results, 2) determine acceptable evidence, 3) and plan learning experiences and instruction.
- Crafting detailed academic profiles and **education plans for each student**.
- Identifying and **mapping** the enduring understandings, core knowledge, and skills students should acquire grade by grade.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	UA Bronx Studio School for Writers and Artists			
<b>District:</b>	08	<b>DBN #:</b>	X269	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.0%	90.2%	88.9%		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	75	62	63	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	64	86	77		85.6%	85.6%	86.0%		
Grade 8	69	63	65						
Grade 9			93	<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					5	3	5		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	36	36	30						
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions	12	14	20		
Number all others				Superintendent Suspensions	2	1	3		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	n/a	n/a	n/a
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	2	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	26	28	35
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	3	3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native				Percent more than two years teaching in this school	25%	33%	45%
Black or African American	27%	33%	35%	Percent more than five years teaching anywhere	5%	10%	20%
Hispanic or Latino	73%	67%	65%				
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher	100%	100%	100%
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%	100%
Multi-racial							
<b>Male</b>	49%	49%	50%				
<b>Female</b>	51%	51%	50%				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	X	X	X
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>							
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	✓	✓	✓	✓	✓	✓	✓
Hispanic or Latino	✓	✓	✓	✓	✓	✓	✓
Asian or Native Hawaiian/Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	✓	✓	✓	✓	✓	✓	✓
Multiracial	✓	✓	✓	✓	✓	✓	✓
<b>Other Groups</b>							
Students with Disabilities	✓	✓	✓	✓	✓	✓	✓
Limited English Proficient	✓	✓	✓	✓	✓	✓	✓
Economically Disadvantaged	✓	✓	✓	✓	✓	✓	✓
<b>Student groups making AYP in each subject</b>	✓	✓	✓	✓	✓	✓	✓

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade</b>	C	<b>Overall Evaluation:</b>	n/a
<b>Overall Score</b>	27.8	<b>Quality Statement Scores:</b>	n/a
<b>Category Scores:</b>		Quality Statement 1: Gather Data	n/a
School Environment (Comprises 15% of the Overall Score)	5.8	Quality Statement 2: Plan and Set Goals	n/a
School Performance (Comprises 25% of the Overall Score)	6.7	Quality Statement 3: Align Instructional Strategy to Goals	n/a
Student Progress (Comprises 60% of the Overall Score)	14.3	Quality Statement 4: Align Capacity Building to Goals	n/a
Additional Credit	1.0	Quality Statement 5: Monitor and Revise	n/a
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

#### SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

This past academic year our school declined from an "A" on its annual progress report (2008-2009) to a "C" (2009-2010). Clearly, our community was extremely disappointed in our performance. The 2009-2010 progress report data conveyed several important trends.

- Only 25.5% of our MS students scored at or above proficiency on the state's standardized ELA exam.
- Thirty percent (30.5%) of our MS students scored at or above proficiency on the state's standardized Math.

Regardless of how similar MS schools in our peer horizon and the city perform, we **MUST** re-attain the levels of student performance that we achieved only the year before when 61.5% of MS students achieved proficiency or better in ELA and 73.5% achieved a similar score in Mathematics.

As we've analyzed our student performance data, it became overwhelmingly clear we must once again place particular attention on the performance of our school's "**lowest third.**" A year ago, eighty four percent (**84.3%**) of students in the lower third made at least one year of progress as measured by the annual standardized **ELA exam**. Eighty five percent (**85.3%**) of students in the lower third made at least one year of progress as measured by the annual standardized **Mathematics exam** in **2008-2009**.

One year later, seventy one percent (**71.0%**) of students in the lower third made at least one year of progress as measured by the annual standardized **ELA exam**. Eighty five percent (**57.5%**) of students in the lower third made at least one year of progress as measured by the annual standardized **Mathematics exam** in **2009-2010**.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) *In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section.* (2) *Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.*

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Our learning community’s overarching instructional goal is to dramatically (a) **enhance the overall quality of project-based, student work** in English Language Arts, Social Studies, Mathematics, and Science. A particular emphasis will be made to **improve the overall quality and rigor of reading and writing tasks and assessments** in each discipline (“task predicts performance”).

We have identified three concurrent steps toward improving the overall quality and rigor of reading and writing tasks in each discipline and, subsequently, raising student performance on standardized MS ELA and Mathematics tests and HS Regents exams to 2008-2009 performance levels.

1. We will regularly engage in **data analysis** individually and with one another to deeply inform our planning and ensure daily instruction is highly differentiated and effective.
  - Each discipline and cluster team will critically examine multiple forms of records and assessments to accurately assess student learning, instructional effectiveness, and curricular rigor on an ongoing basis throughout the academic year.
  - We will conference regularly to assess each student’s progress towards national and state standards by closely examining student work, the disaggregated results of last year’s standardized MS ELA and Mathematics exams (*ARIS*), baseline assessment data, interim assessment data (*Acuity*), C-PAS, the products of unit projects, the results of weekly quizzes and tests, the accuracy of HW & classwork assignments, as well as in-class student participation, conference notes, and attendance trends.

(EQs: **What is data and which forms of data best assess student understanding and progress toward national and state standards?**)

2. We will *collaboratively construct a college preparatory curriculum across all grades and disciplines*. The collaborative *curriculum mapping initiative* begun by our ELA team last spring will be extended throughout our learning community as yet another means of ensuring teamwork, rigor, relevance, and transparency amongst colleagues and across disciplines.
  - Each subject teacher across each grade will (i) **construct an annual curriculum map** for her/his subject class that will be (ii) initially presented in her/his discipline team and (iii) peer reviewed or “fine tuned” twice this academic year in cluster or grade level teams.

□ Each such map, anchored by *learning targets* directly aligned with *national core standards*, will articulate the major themes, key skills, core knowledge and texts that each young scholar should expect to encounter and learn in each subject class.

□ Each map will be constantly revised independently and collaboratively to serve differentiated student populations.

(EQs: *What are we teaching our young scholars and why? What's the relevance of the content and tasks presented to our mission* (college readiness and completion)?

3. We will focus on *establishing a common instructional tool kit* within the framework of the *workshop model*. This “tool kit” will include explicit strategies for teaching critical reading and writing skills during the mini-lesson (whole group) and conferencing times to a differentiated student audience.

□ **Discipline teams** will schedule protocol-driven **peer visitations** to observe best practices, study self-identified problems of practice, and apply new techniques designed to improve student performance.

□ **Lesson study** will provide Colleagues within a **grade level** and **cluster team** to share lesson plans and receive timely critical feedback from peers.

□ We will establish a **new teacher study group** to introduce novice and emerging teachers to proven best practices and protocols to support their individual growth in the areas of curriculum planning, classroom management, delivery of instruction (pedagogy), assessment, family & community outreach, and professional responsibilities.

□ This year monthly **extended professional development meetings** (January 2011) will build on the work begun on Election Day 2010 related to improving the quality of differentiated instruction in classrooms.

4. Finally, we also seek to construct a **three-year, middle school Advisory curriculum** which instills and strengthens key “habits of mind” and “habits of work” critical to students’ academic success. This year we will also begin work on our ninth and tenth grade *Advisory* curriculum.

□ Each *Advisory* curriculum unit project will be peer reviewed by members of our school-wide *Advisory* committee over the course of the academic year.

□ *Advisory* curriculum unit projects will be piloted by select student *Advisories* and focus groups.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ELA, Mathematics, Social Studies, and Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our learning community’s overarching instructional goal is to dramatically (a) <b>enhance the overall quality of project-based, written work</b> in English Language Arts, Social Studies, Mathematics, and Science. A particular emphasis will made to <b>improve the overall quality and rigor of reading writing tasks and assessments</b> in each discipline (“task predicts performance”).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1. We will regularly engage in <b>data analysis</b> individually and with one another to deeply inform our planning and ensure daily instruction is highly differentiated and effective.</p> <ul style="list-style-type: none"> <li>□ Each discipline and cluster team will critically examine multiple forms of records and assessments to accurately assess student learning, instructional effectiveness, and curricular rigor on an ongoing basis throughout the academic year.</li> <li>□ We will conference regularly to assess each student’s progress towards national and state standards by closely examining student work, the disaggregated results of last year’s standardized MS ELA and Mathematics exams (<i>ARIS</i>), baseline assessment data, interim assessment data (<i>Acuity</i>), C-PAS, the products of unit projects, the results of weekly quizzes and tests, the accuracy of HW &amp; classwork assignments, as well as in-class student participation, conference notes, and attendance trends. We will <i>collaboratively construct a college preparatory curriculum across all grades and disciplines</i>. The collaborative <i>curriculum mapping initiative</i> begun by our ELA team last spring will be extended throughout our learning community as yet another means of ensuring teamwork, rigor, relevance, and transparency amongst colleagues and across disciplines.</li> </ul>

2. Each subject teacher across each grade will (i) **construct an annual curriculum map** for her/his subject class that will be (ii) initially presented in her/his discipline team and (iii) peer reviewed or “fine tuned” twice this academic year in cluster or grade level teams.
- Each such map, anchored by *learning targets* directly aligned with *national core standards*, will articulate the major themes, key skills, core knowledge and texts that each young scholar should expect to encounter and learn in each subject class.
  - Each map will be constantly revised independently and collaboratively to serve differentiated student populations.
3. We will focus on **establishing a common instructional tool kit** within the framework of the **workshop model**. This “tool kit” will include explicit strategies for teaching critical reading and writing skills during the mini-lesson (whole group) and conferencing times to a differentiated student audience.
- **Discipline teams** will schedule protocol-driven **peer visitations** to observe best practices, study self-identified problems of practice, and apply new techniques designed to improve student performance.
  - **Lesson study** will provide Colleagues within a **grade level** and **cluster team** to share lesson plans and receive timely critical feedback from peers.
  - We will establish a **new teacher study group** to introduce novice and emerging teachers to proven best practices and protocols to support their individual growth in the areas of curriculum planning, classroom management, delivery of instruction (pedagogy), assessment, family & community outreach, and professional responsibilities.
  - This year monthly **extended professional development meetings** (January 2011) will build on the work begun on Election Day 2010 related to improving the quality of differentiated instruction in classrooms.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Each faculty member will share curriculum maps and unit projects under construction on an ongoing basis in two settings: discipline team meetings and cluster or grade level team meetings.</li> <li>▪ Quarterly binder reviews with Admin (principal and AP) will showcase curriculum unit projects completed and under construction and, most importantly, assess student quarterly performance (disaggregated data analysis).</li> </ul>

**Subject/Area (where relevant)** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We also seek to construct a <b>three year, middle school <i>Advisory</i> curriculum</b> which instills and strengthens key “habits of mind” and “habits of work” critical to students’ academic success. This year we will also begin work on our ninth grade and tenth grade HS <i>Advisory</i> curriculum.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Each grade level team will develop a newly revised project-based <i>Advisory</i> curriculum.</li> <li>▪ Our targeted work toward this goal began during August Faculty Institute 2009 (AFI ‘09) during which our expectations were articulated and each Admin liaison and coach meet with each faculty member to draft an individualized work plan toward meet our secondary school-wide instructional goal.</li> <li>▪ Each grade will craft a <b>ten-month, project-rich, <i>Advisory</i> curriculum.</b></li> <li>▪ Each grade-specific curriculum will be anchored by <b>theme-based units</b> that support the <b>development of leadership and academic skills.</b></li> <li>▪ Each curriculum will also include a menu of service learning oriented “<b>Action</b>” projects for each Advisor to choose from and implement with her/his Advisees.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Each grade's curriculum will include developmentally appropriate learning goals for each student.</li> <li>▪ Each grade-level team will produce and review a first draft of the first three Advisory units by the close of December 2009. A first draft of the next three Advisory units will produce the next three Advisory units by the first week of April 2010.</li> </ul>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	15 (mandated)/16	15 (m)/16	0	15 (m)/16	0	0		0
7	9 (m)/15	9 (m)/15	0	9 (m)/15	0	0		0
8	11 (m)/25	11 (m)/25	0	11 (m)/25	0	0		0
9	15	15	0	15 (m)	0	0		0
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Students will receive small group tutoring, both in-school, extended day, and after school.          Students will work with be immersed in a CTT classroom environment.          Our faculty will regularly assess each student’s reading comprehension skills.          Quarterly interim assessments juxtaposed against a baseline will be administered throughout the academic year to assess student progress.</p>
<p><b>Mathematics:</b></p>	<p>Students will receive small group tutoring, both in-school and after school.          Students will work with be immersed in a CTT classroom environment.          Quarterly interim assessments juxtaposed against a baseline will be administered throughout the academic year to assess student progress.</p>
<p><b>Science:</b></p>	<p>Students will receive small group tutoring, both in-school and after school.          Students will work with be immersed in a CTT classroom environment.          Quarterly interim assessments juxtaposed against a baseline will be administered throughout the academic year to assess student progress.</p>
<p><b>Social Studies:</b></p>	<p>Students will receive small group tutoring, both in-school and after school.          Students will work with be immersed in a CTT classroom environment.          Quarterly interim assessments juxtaposed against a baseline will be administered throughout the academic year to assess student progress.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>n/a</p>

<b>At-risk Services Provided by the School Psychologist:</b>	n/a
<b>At-risk Services Provided by the Social Worker:</b>	All students will meet with our social worker the number of times mandated by their most recent IEP.
<b>At-risk Health-related Services:</b>	n/a

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** 6-10      **Number of Students to be Served:** 34 LEP 0 Non-LEP

**Number of Teachers:** 1      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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ESL Program: We will support our ELLs by helping all students establish bridges between their primary language and the English and Spanish that will be the school's dominant languages. Learning how to speak and write standard, edited English, or the "language of wider communication" will be seen as adding language knowledge to a prior knowledge of language and literacy. In the final analysis, we must collectively make thoughtful adjustments and modifications to our teaching and curricula without lowering our standards and expectations of ELLs.

A great effort will be made to hire additional bilingual teachers that speak the languages students bring to the school, at least two of our daily *Advisories* will be led by faculty members fluent in the native languages of our ELLs, and all students will have access to our *ESL resource center* throughout the entire day.

#### I. Parent/community involvement

**Parent/family involvement:** Parents will also play a large role in shaping our school's curricula and culture. We will maximize the input and creativity derived from ongoing "family conversations" -- two-way interviews with an eye toward supportive collaboration and ongoing family partnerships (from photo documentary projects and family journals to school functions and celebrations). Such conversations help us to establish community, evaluate what children need, and determine what families desire for their children.

Holding *curriculum nights* early in the year to explain new grade-level expectations and assessments, share our hopes for the year, and provide a welcoming forum for parents to provide invaluable input and impart their collective wisdom. We will also devote select PTA meetings to discuss parts of the curriculum, dedicate the school's parent-friendly *newsletter* to curriculum items, and host ad-hoc *parent-teacher inquiry groups* for parents with specific requests for information on one aspect of the curriculum throughout the year. Besides *open houses*, *parent-teacher book clubs*, and *open school nights*, parents will be strongly encouraged to sign up for *school walkthroughs* with the principal and participate in (and eventually lead) *evening reading, writing*, and *math workshops* as a means of acquiring a better understanding of their children's school life.<sup>1</sup>

#### II. Project Jump Start (Programs and activities to assist newly enrolled LEP students)

Our teachers will need to help students of varied learning styles and achievement levels to successfully teach "detracked" classes. "Traditional lecture classes won't work because they must be pitched at just one level."<sup>2</sup> Visitors and guests to our school will find our teachers often employing a "studio" or "**workshop**" method where students actually perform the target activity while teachers demonstrate, mentor, and provide appropriate feedback. The studio, or workshop, is decentralized and individualized. Students assume greater responsibility for their learning and ownership over their work by frequently choosing topics for investigation and being responsible for process and outcome quotas. Teachers will also need to employ flexible grouping.

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*Going Public: Priorities & Practice at the Manhattan New School.* By Shelley Harwayne (p. 223).

*Rethinking High School.* By H. Daniels, M. Bizar, and S. Zemelman (p. 69).

1. **Literacy intensive program in the middle school:** *The primary focus of Division I: Foundations, grades 6-8 of our middle school, must be to immerse our students in an engaging, literacy-rich, academic culture specifically designed to address the particular needs of every child bring each of them up to proficiency by the close of grade eight.*

- Daily 75-minute *Humanities* block replaced with **two, stand alone, 60 minute periods of ELA and Social Studies** that meet daily in grades 6-8.
- Students will receive **60 minutes of Mathematics instruction daily** coupled with **an additional 60 minutes of Science instruction every other day.**
- Administer **common, base line, literacy and numeracy assessments** to all students, followed by **interim assessments** of students' progress throughout the year. Interim assessments will be offered every 6 weeks.
- **Mandated Homework Help** after school based on student performance.
- **Mandated Saturday Academy** for struggling students.
- **Push-in & Pull-out Daily Instructional Support for ELLs:** An **additional literacy instructor** will be hired to support ELA/Social Studies teachers daily by team teaching (*pull in*) or selectively *pulling students out* for more personalized instruction.
- **Literacy and Math coaches** must observe and collaborate with faculty on a consistent weekly basis.

Faculty and students must **revisit student portfolios and Round Table presentations more regularly** in order to develop the portfolio culture we seek; perhaps, every marking period. The administration and pedagogical team are committed to actively recruiting and including parents and students on all major committees related to student life (rules, norms, and expectations), personnel (staff hiring), and graduation requirements (*oral defense* committees). Several vehicles, including our school leadership team will facilitate consistent and meaningful outreach:

- a bilingual, quarterly newsletter generated by faculty and students for parents,
- our *Parent Teacher Association*: a space where parents can gather information, forward recommendations or concerns related to curricula, school culture, and student life, and launch lobbying campaigns to obtain resources for the school.
- volunteer opportunities during school (e.g. providing tutoring, chaperoning) or after-school (parents may be able to formally pass on skills of interest to our students including painting, photography, carpentry, and web design).
- workshops that provide parents with specific recommendations and skills to support students with their learning at home.
- Timely, on site, translation services for parents and guardians/
- All school literature is published in both English and Spanish.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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A significant portion of our school-based professional development will revolve around our weekly *cluster*, or interdisciplinary grade-level, team meetings. An interdisciplinary grouped *cluster*, or team of teachers, consisting of specialists in the following areas, will anchor each grade: English, Mathematics, Social Studies, Science, Physical and Health Education, and an Art or second language elective. The interdisciplinary clusters are designed to personalize learning, support frequent collaboration amongst colleagues and students, establish rich and meaningful connections from subject-to-subject, and increase student achievement.

Each *cluster* will be expected to:

- Meet weekly after school.
- Collect and analyze data on student performance.
- Develop common assessments or scoring guides.
- Assess student work roughly every 4-5 weeks.
- Share best practices (ESL/ELL scaffolding).
- Establish and practice a system of peer observations and review.
- Construct and revise interdisciplinary unit projects, curricula, and *portfolios*.
- Discuss individual student strengths and areas of weakness.
- Introduce and review professional literature specifically related to a particular student need that arises or a pedagogical limitation identified by the group.

*Clusters* will craft each semester’s unit themes, essential questions, and projects. *Cluster* members will also determine the timing and content of *concept studios*, *Round Tables*, *oral defenses*, the make-up of class lists, and may choose to adjust the schedule to better serve students’ needs when appropriate and feasible. Each *cluster* will regularly devote common planning time to identifying the needs of our ELL and special needs students. Collectively, the *cluster* will determine the best teaching practices required to address our students’ specific needs and implement an immediate plan of action.

We will also introduce a critical friend, peer visitation model as another means of sharing and improving our teaching practices. Each teacher will host rounds of their classes for other members of their cluster. The teacher chooses an observable lesson, writes a lesson plan, and hosts a pre-round to discuss potential areas of concern or success that she/he would like the group to focus on in their observation. A post-round follows the class for feedback. Teachers will be encouraged to videotape the class to help the teacher evaluate her or his own practice.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>

<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - School Leadership Team, PTA representatives, and our parent coordinator and community liaison serve as active ambassadors throughout the school community.
  - Information was disseminated to parents (non-SLT members) both formally (bilingual [Spanish-English] announcements during monthly PTA meetings, school-wide social events, and tri-annual parent-student-teacher conferences) and informally (word-of-mouth).
  - Announcements in both cluster (grade-wide) and all faculty meetings kept faculty and staff abreast of the School-wide Programs Planning Initiative.
  - All school-wide committees, including steering, are responsible for sharing their work and presenting their recommendations to the school-wide community.

Several vehicles, including our school leadership team will facilitate consistent and meaningful outreach:

- a bilingual, quarterly newsletter generated by faculty and students for parents,
  - our *Parent Teacher Association*: a space where parents can gather information, forward recommendations or concerns related to curricula, school culture, and student life, and launch lobbying campaigns to obtain resources for the school.
  - volunteer opportunities during school (e.g. providing tutoring, chaperoning) or after-school (parents may be able to formally pass on skills of interest to our students including painting, photography, carpentry, and web design).
  - workshops that provide parents with specific recommendations and skills to support students with their learning at home.
  - Timely, on site, translation services for parents and guardians.
  - All school literature is published in both English and Spanish.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	<b>\$161,748</b>	<b>\$336,090</b>	<b>\$498,657</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>\$3369</b>		<b>\$3369</b>
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>\$8087</b>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<b>\$50,000</b>	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Last August our Admin team and Steering Committee conducted a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

This past academic year our school declined from an “A” on its annual progress report (2008-2009) to a “C” (2009-2010). Clearly, our community was extremely disappointed in our performance. The 2009-2010 progress report data conveyed several important trends.

- Only 25.5% of our MS students scored at or above proficiency on the state’s standardized ELA exam.
- Thirty percent (30.5%) of our MS students scored at or above proficiency on the state’s standardized Math.

Regardless of how similar MS schools in our peer horizon and the city perform, we **MUST** re-attain the levels of student performance that we achieved only the year before when 61.5% of MS students achieved proficiency or better in ELA and 73.5% achieved a similar score in Mathematics.

As we've analyzed our student performance data, it became overwhelmingly clear we must once again place particular attention on the performance of our school's "**lowest third.**" A year ago, eighty four percent (**84.3%**) of students in the lower third made at least one year of progress as measured by the annual standardized **ELA exam**. Eighty five percent (**85.3%**) of students in the lower third made at least one year of progress as measured by the annual standardized **Mathematics exam** in **2008-2009**.

One year later, seventy one percent (**71.0%**) of students in the lower third made at least one year of progress as measured by the annual standardized **ELA exam**. Eighty five percent (**57.5%**) of students in the lower third made at least one year of progress as measured by the annual standardized **Mathematics exam** in **2009-2010**.

Our learning community's overarching instructional goal is to dramatically (a) **enhance the overall quality of project-based, student work** in English Language Arts, Social Studies, Mathematics, and Science. A particular emphasis will be made to **improve the overall quality and rigor of reading and writing tasks and assessments** in each discipline ("task predicts performance").

We have identified three concurrent steps toward improving the overall quality and rigor of reading and writing tasks in each discipline and, subsequently, raising student performance on standardized MS ELA and Mathematics tests and HS Regents exams to 2008-2009 performance levels. Embedded in these goals are the in-school professional development vehicles for teachers, principals, and paraprofessionals to enable all children in the school-wide program to meet the State's student academic standards.

1. We will regularly engage in **data analysis** individually and with one another to deeply inform our planning and ensure daily instruction is highly differentiated and effective.
- Each discipline and cluster team will critically examine multiple forms of records and assessments to accurately assess student learning, instructional effectiveness, and curricular rigor on an ongoing basis throughout the academic year.
- We will conference regularly to assess each student's progress towards national and state standards by closely examining student work, the disaggregated results of last year's standardized MS ELA and Mathematics exams (*ARIS*), baseline assessment data, interim assessment data (*Acuity*), C-PAS, the products of unit projects, the results of weekly quizzes and tests, the accuracy of HW & classwork assignments, as well as in-class student participation, conference notes, and attendance trends.

(EQs: **What is data and which forms of data best assess student understanding and progress toward national and state standards?**)

2. We will *collaboratively* **construct a college preparatory curriculum** across all grades and disciplines. The collaborative *curriculum mapping initiative* begun by our ELA team last spring will be extended throughout our learning community as yet another means of ensuring teamwork, rigor, relevance, and transparency amongst colleagues and across disciplines.

- Each subject teacher across each grade will (i) **construct an annual curriculum map** for her/his subject class that will be (ii) initially presented in her/his discipline team and (iii) peer reviewed or “fine tuned” twice this academic year in cluster or grade level teams.
- Each such map, anchored by *learning targets* directly aligned with *national core standards*, will articulate the major themes, key skills, core knowledge and texts that each young scholar should expect to encounter and learn in each subject class.
- Each map will be constantly revised independently and collaboratively to serve differentiated student populations.

(EQs: **What are we teaching our young scholars and why? What’s the relevance of the content and tasks presented to our mission** (college readiness and completion)?

3. We will focus on **establishing a common instructional tool kit** within the framework of the **workshop model**. This “tool kit” will include explicit strategies for teaching critical reading and writing skills during the mini-lesson (whole group) and conferencing times to a differentiated student audience.

- **Discipline teams** will schedule protocol-driven **peer visitations** to observe best practices, study self-identified problems of practice, and apply new techniques designed to improve student performance.
- **Lesson study** will provide Colleagues within a **grade level** and **cluster team** to share lesson plans and receive timely critical feedback from peers.
- We will establish a **new teacher study group** to introduce novice and emerging teachers to proven best practices and protocols to support their individual growth in the areas of curriculum planning, classroom management, delivery of instruction (pedagogy), assessment, family & community outreach, and professional responsibilities.
- This year monthly **extended professional development meetings** (January 2011) will build on the work begun on Election Day 2010 related to improving the quality of differentiated instruction in classrooms.

4. Finally, we also seek to construct a **three-year, middle school Advisory curriculum** which instills and strengthens key “habits of mind” and “habits of work” critical to students’ academic success. This year we will also begin work on our ninth and tenth grade *Advisory* curriculum.

- Each *Advisory* curriculum unit project will be peer reviewed by members of our school-wide *Advisory* committee over the course of the academic year.

- *Advisory* curriculum unit projects will be piloted by select student *Advisories* and focus groups.

The highly collaborative and supportive nature of our learning community coupled with our mission to serve the neediest students in our district should attract additional high-quality, highly qualified teachers. Our parent coordinator and our school's governance body – Steering Committee – will continue to work toward increasing parental involvement by providing translation services and targeted training on ARIS, high school placement, and college advisement.

Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided effective, timely additional assistance in the form of targeted *extended day activities*, *Saturday Academy*, *after-school study hall*, and *small group tutoring* throughout the formal school day including during lunch.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>3</sup> Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>4</sup> of each program whose funds are consolidated.
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		(✓)				Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$336,909		
Title I, Part A (ARRA)	Federal	✓			\$161,748		
Title II, Part A	Federal		✓		0		
Title III, Part A	Federal	✓			\$15,000		
Title IV	Federal		✓		0		
IDEA	Federal		✓		0		
Tax Levy	Local		✓		0		

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>5</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Bronx Studio School for Writers and Artists					
<b>District:</b>	8	<b>DBN:</b>	08X269	<b>School</b>		320800011269

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9	v	Ungraded		
	2		6		v 10	v			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				88.8 /
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				95.4
Grade 4		0	0				
Grade 5		0	0				
Grade 6		70	90				
Grade 7		64	80				94.7
Grade 8		80	60				94.7
Grade 9		92	104				
Grade 10		0	60				
Grade 11		0	0				43
Grade 12		0	0				
Ungraded		0	0				
<b>Total</b>		<b>306</b>	<b>394</b>				<b>0</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		39	39	Principal Suspensions			47
# in Collaborative Team Teaching (CTT) Classes		7	10	Superintendent Suspensions			21
Number all others		21	31				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		36	TBD
# ELLs with IEPs		14	TBD
Number of Teachers			33
Number of Administrators and Other Professionals			4
Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			20	% fully licensed & permanently assigned to this school			96.7
				% more than 2 years teaching in this school			36.4
				% more than 5 years teaching anywhere			30.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.3	0.5	% core classes taught by "highly qualified" teachers			92.3
Black or African American		22.9	22.3				
Hispanic or Latino		73.9	74.9				
Asian or Native Hawaiian/Other Pacific		1.6	1.3				
White		1.0	1.0				
<b>Male</b>		47.1	42.6				
<b>Female</b>		52.9	57.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	27.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	14.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Bronx Studio School for Writers and Artists						
<b>District:</b>	8	<b>DBN:</b>	08X269	<b>School</b>		320800011269	

**DEMOGRAPHICS**

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	1		5		9	v	Ungraded	
	2		6	v	10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
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Kindergarten		0	0				
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Grade 9		92	104				
Grade 10		0	60				
Grade 11		0	0				43
Grade 12		0	0				
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<b>Total</b>		<b>306</b>	<b>394</b>				<b>0</b>

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# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only		36	TBD	Number of Teachers			33
# ELLs with IEPs		14	TBD	Number of Administrators and Other Professionals			4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			20	% fully licensed & permanently assigned to this school			96.7
				% more than 2 years teaching in this school			36.4
				% more than 5 years teaching anywhere			30.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.3	0.5	% core classes taught by "highly qualified" teachers	92.3		
Black or African American		22.9	22.3				
Hispanic or Latino		73.9	74.9				
Asian or Native Hawaiian/Other Pacific		1.6	1.3				
White		1.0	1.0				
<b>Male</b>		47.1	42.6				
<b>Female</b>		52.9	57.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	27.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	14.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **Template for Title I Parent Involvement Policy and Parent-School Compact for UA Bronx Studio School for Writers and Artists 08X269**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore **Bronx Studio School for Writers and Artists 08X269**, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. **Bronx Studio School for Writers and Artists 08X269** policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. **Bronx Studio School for Writers and Artists 08X269** will support parents and families of Title I students by:

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

*[add other activities, if applicable]*

**Bronx Studio School for Writers and Artists 08X269**'s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the **Bronx Studio School for Writers and Artists 08X269** Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, **Bronx Studio School for Writers and Artists 08X269** will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a 'dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure

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Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**Bronx Studio School for Writers and Artists 08X269 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **Section II: School-Parent Compact**

**Bronx Studio School for Writers and Artists 08X269**, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. **Bronx Studio School for Writers and Artists 08X269** staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

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

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

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

**Provide parents reasonable access to staff by:**

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

**Provide general support to parents by:**

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

### **Parent/Guardian Responsibilities:**

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

**Student Responsibilities:**

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **David J. Vazquez, Principal** on **March 30, 2011**.

This Parent Involvement Policy was updated on **March 30, 2011**.

The final version of this document will be distributed to the school community on **March 30, 2011** and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Bronx Studio School for Writers and Artists						
<b>District:</b>	8	<b>DBN:</b>	08X26	<b>School</b>		320800011269	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9	v	Ungrade
	2		6	v	10	v	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		0	0				88.8 /
Kindergarten		0	0				
Grade 1		0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		0	0				95.4
Grade 4		0	0				
Grade 5		0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6		70	90	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7		64	80			94.7	94.7
Grade 8		80	60				
Grade 9		92	104	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10		0	60	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11		0	0				43
Grade 12		0	0				
Ungraded		0	0	<b>Recent Immigrants - Total Number:</b>			
Total		306	394	<i>(As of October 31)</i>	2007-	2008-	2009-
							0
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		39	39	Principal Suspensions			47
# in Collaborative Team Teaching (CTT)		7	10	Superintendent Suspensions			21
Number all others		21	31				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants			0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes		0	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only		36	TBD	Number of Teachers			33
# ELLs with IEPs		14	TBD	Number of Administrators and Other Professionals			4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
			20	% fully licensed & permanently assigned to this			96.7
				% more than 2 years teaching in this school			36.4
				% more than 5 years teaching anywhere			30.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			78.8
American Indian or Alaska Native		0.3	0.5	% core classes taught by "highly qualified" teachers			92.3
Black or African American		22.9	22.3				
Hispanic or Latino		73.9	74.9				
Asian or Native Hawaiian/Other Pacific		1.6	1.3				
White		1.0	1.0				
<b>Male</b>		47.1	42.6				
<b>Female</b>		52.9	57.4				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
<b>Student groups</b>								

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>						
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>						NR
<b>Overall Score:</b>	27.8	<b>Quality Statement Scores:</b>						
<b>Category Scores:</b>		Quality Statement 1: Gather Data						
School Environment:	5.8	Quality Statement 2: Plan and Set Goals						
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals						
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals						
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise						
Student Progress:	14.3							
<i>(Comprises 60% of the</i>								
Additional Credit:	1							

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

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**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>08</b>	School Number <b>269</b>	School Name <b>UA BSSWA</b>
Principal <b>David J. Vazquez</b>		Assistant Principal <b>Kelly Von Hoene</b>	
Coach <b>Maria Cortes</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Peter Nunez</b>		Guidance Counselor <b>Melissa Duran</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Mildred Nunez</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Jon Green</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>400</b>	Total Number of ELLs	<b>42</b>	ELLs as Share of Total Student Population (%)	<b>10.50%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

- After an initial ELA baseline data is administered to all students at the opening of the academic year (August/September), subject teachers will identify students that may fall under the ELL category based on the summative score of this reading and writing assessment and informal oral interviews with each such student and her/his caregiver(s). Our fully certified ESL teacher is delegated the responsibility of administering the HLIS, the LAB-R (if necessary), and the formal initial assessment under the direct supervision of our Staff developer and Assistant principal.
- The caregivers of prospective ELLs are invited to school for a mini-conference in which all three programs (transitional bilingual, dual language, freestanding ESL), as well as our formal recommendation, are reviewed within the first two weeks of the academic year.
- Our school-wide Advisory ensures that every student is assigned a specific Advisor. In collaboration with an Advisor, our ESL teacher and staff developer will ensure that entitlement letters are distributed and parent survey and program selections Forms are returned.
- Our ESL teacher, staff, developer, and assistant principal, in consultation with the principal study various forms of performance data to determine whether identified ELL students will be placed in bilingual or ESL instructional programs.
- Our families' program choices have been consistent with our team's program selections 100% of the time. We have not accounted a disagreement with our relatively modest school-wide ELL population (42 students).
- Our program models are completely aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>		
6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							1	1	1	1	1			5
<b>Total</b>	0	0	0	0	0	0	1	1	1	1	1	0	0	5

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	2
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	31			11		2				42
<b>Total</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	13	11	11	1			42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	6	13	11	11	1	0	0	42

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Our organization model includes one self contained ESL class for students across grades 6-10 (ungraded) that scored at the beginner level on the most recently administered NYSESLAT exam. Participating students will take this course in lieu of their general ed ELA class. Students that scored intermediate and advanced will receive direct support in the form of a pull-out schedule organized by our ESL teacher.
2. ESL and pull out minutes are built into our daily schedule that exceeds the number of instructional minutes in multiple areas of instruction including ELA and Mathematics. These instructional minute are provided by our sole ESL instructor whose portfolio is limited to working with ELLs.
3. We will support our ELLs by helping all students establish bridges between their primary language and the English and Spanish that will be the school's dominant languages. Learning how to speak and write standard, edited English, or the "language of wider communication" will be seen as adding language knowledge to a prior knowledge of language and literacy. In the final analysis, we must collectively make thoughtful adjustments and modifications to our teaching and curricula without lowering our standards and expectations of ELLs.

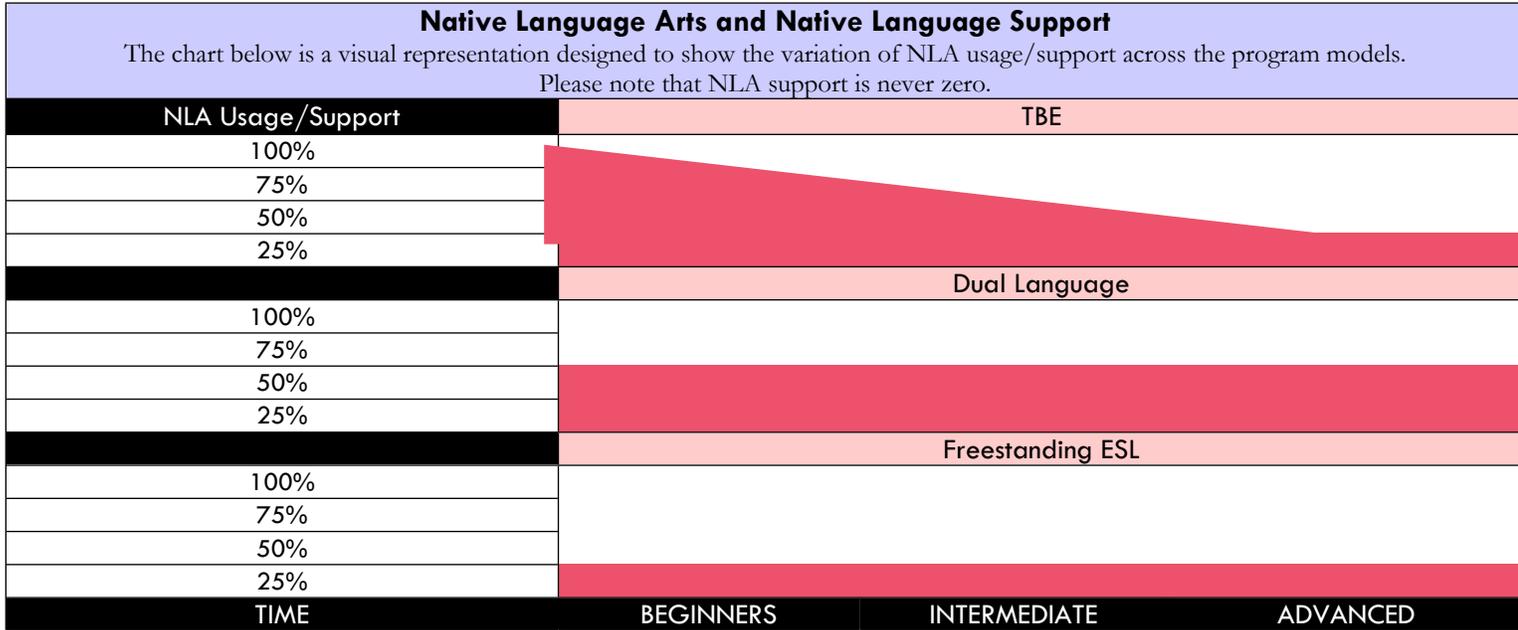
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Literacy intensive program in the middle school: The primary focus of Division I: Foundations, grades 6-8 of our middle school, must be to immerse our students in an engaging, literacy-rich, academic culture specifically designed to address the particular needs of every child bring each of them up to proficiency by the close of grade eight.

§ Daily 75-minute Humanities block replaced with two, stand alone, 60 minute periods of ELA and Social Studies that meet daily in grades 6-8.

§ Students will receive 60 minutes of Mathematics instruction daily coupled with an additional 60 minutes of Science instruction every other day.

§ Administer common, base line, literacy and numeracy assessments to all students, followed by interim assessments of students' progress throughout the year. Interim assessments will be offered every 6 weeks.

§ Push-in & Pull-out Daily Instructional Support for ELLs: An additional literacy instructor will be hired to support ELA/Social Studies teachers daily by team teaching (pull in) or selectively pulling students out for more personalized instruction.

§ Literacy and Math coaches must observe and collaborate with faculty on a consistent weekly basis.

Faculty and students must revisit student portfolios and Round Table presentations more regularly in order to develop the portfolio culture we seek; perhaps, every marking period. The administration and pedagogical team are committed to actively recruiting and including parents and students on all major committees related to student life (rules, norms, and expectations), personnel (staff hiring), and graduation requirements (oral defense committees).

6. Transitional support will include weekly check-ins with each f-ELLs academic advisor.

7. Please see question 5.

8. n/a

9. ELLs have access to all school-wide academic and intramural programs.

10. Mandated Homework Help after school (referrals based on student performance) and mandated Saturday Academy for struggling students will serve as supplementary services for ELLs.

11.

12. Yes.

13.

14. No language electives are offered at this time.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

A significant portion of our school-based professional development will revolve around our weekly cluster, or interdisciplinary grade-level, team meetings. An interdisciplinary grouped cluster, or team of teachers, consisting of specialists in the following areas, will anchor each grade: English, Mathematics, Social Studies, Science, Physical and Health Education, and an Art or second language elective. The interdisciplinary clusters are designed to personalize learning, support frequent collaboration amongst colleagues and students, establish rich and meaningful connections from subject-to-subject, and increase student achievement.

Each cluster will be expected to:

- § Meet weekly after school.
- § Collect and analyze data on student performance.
- § Develop common assessments or scoring guides.
- § Assess student work roughly every 4-5 weeks.
- § Share best practices (ESL/ELL scaffolding).
- § Establish and practice a system of peer observations and review.
- § Construct and revise interdisciplinary unit projects, curricula, and portfolios.
- § Discuss individual student strengths and areas of weakness.
- § Introduce and review professional literature specifically related to a particular student need that arises or a pedagogical limitation identified by the group.

Clusters will craft each semester's unit themes, essential questions, and projects. Cluster members will also determine the timing and content of concept studios, Round Tables, oral defenses, the make-up of class lists, and may choose to adjust the schedule to better serve students' needs when appropriate and feasible. Each cluster will regularly devote common planning time to identifying the needs of our ELL and special needs students. Collectively, the cluster will determine the best teaching practices required to address our students' specific needs and implement an immediate plan of action.

We will also introduce a critical friend, peer visitation model as another means of sharing and improving our teaching practices. Each teacher will host rounds of their classes for other members of their cluster. The teacher chooses an observable lesson, writes a lesson plan, and hosts a pre-round to discuss potential areas of concern or success that she/he would like the group to focus on in their observation. A post-round follows the class for feedback. Teachers will be encouraged to videotape the class to help the teacher evaluate her or his own practice.

1.

#### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parents will also play a large role in shaping our school's curricula and culture. We will maximize the input and creativity derived from ongoing "family conversations" -- two-way interviews with an eye toward supportive collaboration and ongoing family partnerships (from photo documentary projects and family journals to school functions and celebrations). Such conversations help us to establish community, evaluate what children need, and determine what families desire for their children.

Holding curriculum nights early in the year to explain new grade-level expectations and assessments, share our hopes for the year, and provide a welcoming forum for parents to provide invaluable input and impart their collective wisdom. We will also devote select PTA meetings to discuss parts of the curriculum, dedicate the school's parent-friendly newsletter to curriculum items, and host ad-hoc parent-teacher inquiry groups for parents with specific requests for information on one aspect of the curriculum throughout the year. Besides open houses, parent-teacher book clubs, and open school nights, parents will be strongly encouraged to sign up for school walkthroughs with the principal and participate in (and eventually lead) evening reading, writing, and math workshops as a means of acquiring a better understanding of their children's school life.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B													
	I													
	A													
	P													
READING/WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		