



**BRONX WRITING ACADEMY  
MS 323**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (09X323)**  
**ADDRESS: 270 EAST 167<sup>TH</sup> STREET, BRONX, NY 10456**  
**TELEPHONE: 718-293-9048**  
**FAX: 718-293-9748**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** MS323      **SCHOOL NAME:** Bronx Writing Academy

**SCHOOL ADDRESS:** 270 East 167<sup>th</sup> Street, Bronx, NY 10456

**SCHOOL TELEPHONE:** 718-293-9048      **FAX:** 718-293-9748

**SCHOOL CONTACT PERSON:** Kamar Samuels      **EMAIL ADDRESS:** ksamuels  
@schools.nyc.go  
v

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CO-CHAIRPERSONS:**

Alberta Martin, Brandy Franklin

**PRINCIPAL:**

Kamar Samuels

**UFT CHAPTER LEADER:**

\_\_\_\_\_

**PARENTS' ASSOCIATION PRESIDENT:**

\_\_\_\_\_

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

\_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 09

**CHILDREN FIRST NETWORK (CFN):** 12

**NETWORK LEADER:**

Emily Sharrock

**SUPERINTENDENT:**

Dolores Esposito

**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
<b>Kamar Samuels</b>	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Tina Hicks</b>	DC 37 Representative, if applicable	
	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 Bronx Writing Academy can be characterized in one word since opening our doors in 2004: *progress*.

The BWA opened its doors in September 2004 with one of the lowest performing populations in the district and some of the highest crime rates of any school in the city. In the first four years the ELA and Math scores rose every single year. We became a good school. However, it is obvious from our most recent progress report that there is more work to be done. While we received a grade "A" on our most recent Progress Report the "A" was based on the progress rather than the proficiency of our students. This meant that when compared with other schools the BWA is making significant progress. However, this is clearly not good enough especially in light of the change in the New York State Standards.

We are now working toward becoming, not a good school, but instead a **GREAT** school. We at the Bronx Writing Academy are not satisfied with simply keeping our students at their proficient level. Our belief is that all students no matter what level of proficiency they have in September can and should gain in their levels of proficiency. Significant gains are possible for all students given the appropriate curricula, instruction, differentiation, and faculty and staff involvement.

We received a score of well developed on our most recent School Quality Review, however we are continuing to develop. With this in mind The Bronx Writing Academy is implementing several new programs to address our goal of becoming a great school. Students are sent to school daily; the question is are they socially and emotionally ready to learn. We are initiating a committee to explore and address the Social-Emotional Learning of our students. "It's not enough to simply fill students' brains with facts. A successful education demands that their character be developed as well. That's where social and emotional learning comes in. SEL is a process to help students develop the skills necessary to manage their emotions, resolve conflict nonviolently, and make responsible decisions. Research shows that promoting social and emotional skills leads to reduced violence and aggression among children, higher academic achievement, and an improved ability to function in schools and in the workplace. Social Emotional Learning can be successfully incorporated into project learning and other teaching styles and is easily integrated into all subject areas. It also contributes to a productive classroom environment where students feel they can learn without concern for their emotional welfare."

Additionally, we work with struggling students by providing Academic Intervention Strategies. Students test into this program through our interim assessments. Our student takes these exams every three to four weeks. The results determine who will receive the services and which students have tested out.

Struggling students are not the only students that need to progress. We are offering a two-hour after-school program. The first hour will address academic needs, homework, the organization of school-work and time. In the second hour we will provide an enrichment component.

An integral part of being a GREAT school is effective teaching. Because we expect all our students to progress it is essential that we provide them with effective teachers. All our teachers are provided with coaching in their subject areas and new teachers are also provided with mentors to help them to develop their craft. Just as we believe all students can progress, we believe that all teachers should continue to develop. The state of education is continually changing and our teachers are provided with the coaching and professional development to keep them current and moving toward being highly effective. Teachers will continue to receive Professional Development in differentiation. We are now offering professional development in teacher-student inter-personal relationships.

Our school has a clear vision:

***The BWA will be a community where we:***

- ◆ *Become outstanding citizens, learners and writers who celebrate and respect everyone's culture and values. We listen attentively to every voice.*
- ◆ *Work together and work hard in a safe haven. We ask challenging questions and think critically. We embrace innovation.*
- ◆ *Achieve extraordinary things for our school, community and world by making conscientious and informed decisions.*

*Ultimately, our school should be a place where:*

- *All students are achieving at levels of proficiency or above on state exams in all major subjects*
- *Students are writing in every class, every day*
- *Teachers, parents, and students know exactly what students must know and be able to do in every subject for every grade*
- *Teachers work in teams and are learning together as professionals, by participating in study groups, analyzing student data, and planning daily lessons and units of instruction together*
- *Every member of the community feels safe and welcome*
- *Student work – in notebooks, displayed on bulletin boards, and heard through accountable talk – is rigorous and outstanding.*
- *Academic support services are in place for every student who is not achieving at levels of proficiency*
- *English Language Learners demonstrate consistent progress in learning English, at the rate of at least one proficiency level per year.*
- *92% or more of our students are in school every day*
- *Enrichment programs are offered in writing, sports, and the arts*
- *We have 2-3 solid, long term community / corporate partnerships that advance the mission of the school*
- *Teachers build a personal relationship with students and help them achieve their academic and personal goals*
- *KIDS LOVE TO COME HERE, TEACHERS LOVE TO WORK HERE, PARENTS LOVE TO SEND THEIR KIDS HERE*

This is a lofty vision, but it is important for us to think big. To quote Robert Greenleaf, **“Not much happens without a dream. And for something great to happen, there must be a great dream. Behind every great achievement is a dreamer of great dreams.”**



**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>	Bronx Writing Academy				
<b>District:</b>	09	<b>DBN #:</b>	09X323	<b>School BEDS Code:</b>	320900010323

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	* 6	* 7
	* 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	* 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					86.0	86.31	86.6		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					84.9	80.0	75.7		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					84.1	81.5	91.0		
Grade 6	129	153	120	<b>Students in Temporary Housing: Total Number</b>					
Grade 7	158	167	192	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	213	200	177		14	30	37		
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11					27	24	33		
Grade 12				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded	1	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Total	501	520	490						
<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	38	35	34						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	16	11	Principal Suspensions	84	47	59
Number all others	20	23	25	Superintendent Suspensions	14	24	17
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	58	70	70	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	74	61	73	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	5	8	(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	45	44	36
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	8	8	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	2
	20	12	179				
				<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	100.00	100.00	100.00
American Indian or Alaska Native	0.4	0.6	0.05	Percent more than two years teaching in this school	60.0	59.1	63.8
Black or African American	39.9	37.3	34.6	Percent more than five years teaching anywhere	42.2	47.7	58.3
Hispanic or Latino	58.7	61.2	63.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.6	0.4	Percent Masters Degree or higher	64.0	59.0	86.1
White	0.2	0.4	0.04	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.1	73.5	83.3
Multi-racial							
<b>Male</b>	49.1	48.1	43.6				

DEMOGRAPHICS							
Female	50.9	51.9	56.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)		√		
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>	<b>Elementary/Middle Level ( <input checked="" type="checkbox"/> )</b>		<b>Secondary Level ( <input checked="" type="checkbox"/> )</b>	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	--						
Black or African American	X	√					
Hispanic or Latino	X	√					

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	X	√				
Limited English Proficient	X	√				
Economically Disadvantaged	X	√				
<b>Student groups making AYP in each subject</b>	0/6	6/6	1/1			

#### 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

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Well Developed
<b>Overall Score</b>	69.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	3.6	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	8.0	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	47.4.0	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	10.3	Quality Statement 5: Monitor and Revise	Well Developed
<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?
- 

•**Consistent Improvement in ELA and Math Proficiency, as Measured by State Tests** – our scores had gone up every year since we opened. The past two years show lower gains and fewer students moving up in performance levels. Additionally, with the change in the cut off score in the June 2010 tests, it is evident that new interventions, strategies, and planning are necessary.

•**Gains with Struggling Students, Special Needs Students and English**

**Language Learners** – In 2009 we made exemplary gains with our ELL populations as well with our Special Needs students in ELA and with all subgroups on the progress report in Mathematics.

•**Building a “data conscious” teaching corps** – Three years ago we began to conduct data reviews with teachers to look at course failure rates and create intervention plans with students. These meetings have led to steady reduction in holdover rates and improvement in test scores for these students. Last year we developed Interim Assessments to be given at 8 regular intervals. For each Interim Assessment, our teachers conducted a skills analysis prepared on excel. They used this data to assign AIS and to find areas that need to be re-taught. We have adjusted our curricula slightly and have revised our interim assessments to be aligned with these changes. We have purchased the Scantron Prosper Data Analysis software to further our understanding of the data. we can now more easily look at students, classes and grades longitudinally. We have high expectations that this initiative will help our students on, not only State Exams, but also in all academic areas, and thus reduce failure rates even further.

•**Comprehensive Technology Integration** - When the school opened there was an outdated computer lab with obsolete desktops in classrooms. We now have a part-time technology coach to provide support and professional development to teachers and their students. We have a ratio of one laptop computer for every 5 students as well as a fully functioning computer lab. Both teachers and students consistently utilize technology to enhance and complement instruction. We have a full time student technician program, known as *The Mouse Squad*, which has earned the title of Mouse Squad of the year (out of over 100 participating schools citywide) in both 2006 and 2007. We also received a \$91,000 grant from the Bronx Borough president in recognition of our technology integration in everyday learning. Last year we came in second among a group of competitors at the High School

level.

We have been recognized as a model site for technology integration and are used to pilot several new technology initiatives from the Office of Instructional Education. We have several teachers, coaches taking part in a two-year program from a Technology grant that helps us to integrate technology into the literacy classroom. This year we are participating in Cycle 2, which is a Project Based Learning initiative using technology. More of our staff, from different content areas are participating in this cycle 2. This upcoming year we have applied for and hope to be part of NYCDOE's Project connect to further our technology integration and to bring technology into our students' and their Parent's homes.

- **A Continually Improving and Evolving Curriculum** --Curriculum Development has been a focus since the school started. The goal is to have units of study with clear and consistent objectives focused on essential learning and measured by common assessments and performance tasks. The clarity and consistency of the curriculum has improved each year. Teachers play the major role in writing and revising these documents. This past spring and throughout the summer a team of teachers and coaches revised our curricula. We have developed units of study with calendared objectives in all subject areas. Each unit has clear specific objectives, skills, content and tasks that are aligned with New York State Standards. Each grade and content area uses common assessments and performance tasks to determine mastery. As we continue this work, we will be revising our curricula, units of study and assessments to be aligned with the new Common Core Standards.
- **Improved Delivery of Academic Intervention Services** – Utilizing newly granted budget flexibility, we have reallocated resources so that teachers provide academic intervention to students identified as needing extra help or who are at-risk. These students are identified using the skills analysis completed after every Interim Assessment. These groups are flexible and student may test out of Intervention, while others may be identified for inclusion. This intervention takes place during the school day by subject area teachers and may be a push-in or pull-out setting. We are also offering an After-school Program that will be half academic and half enrichment.\
- **Sustainable Partnerships That Benefit our Students** – We have built partnerships with outside organizations in a very deliberate manner to provide the maximum benefit to our students and our school. We have been partners with Chess in the Schools for four years, building up a championship caliber chess team that is one of the best in the city. CIS also provides chess instruction to five of our classes and provides academic and chess support after school. We recently partnered with Junior Achievement to provide mentors for our Latino students in the 8<sup>th</sup> grade. This year we are partnering with Morningside Center for Social Emotional Learning to help us in several areas—to provide professional development
- **Our data also revealed that although our school performs well, we still face several challenges.** These include:
  - Despite continued gains in ELA and Mathematics, our students still do not make the progress expected. We have few students who have scored a 3 or 4 on the State Exams who make major gains in scale scores the following year. We have reworked our curricula to include more differentiation for higher achieving students. We are devising strategies to help all our students to progress. This is ever more apparent with the changes in the cut-off scores on New York State ELA and Mathematics tests.
- **Differentiating Instruction to Meet Students at All Levels** – The BWA was founded as a school with heterogeneous classes; the founding principal was a fierce believer in the principles of efficacy,

this is absolutely non-negotiable for us as well. However, this does lead to many challenges – specifically, the need to differentiate instruction within each class. We are having a particular challenge in terms of our highest performing students and keeping them adequately challenged and engaged. Our progress report indicates lots of movement for struggling students and less movement for successful ones. For the past three years we engaged in a study of differentiation with the staff and are working to incorporate various strategies. We are continuing this process and have now several well-trained staff members who can lead Professional Development Workshops for new and/or less experienced teachers. A survey conducted during the 2009-2010 school year indicated that 100% of our teachers are using some form of differentiation in their classroom instruction. Some are at a very basic level of differentiation, while others are in the middle, with a few experts trying out new and innovative approaches. We will continue our learning around differentiation so that we may continue to help every teacher grow as a professional and thus will help every child make adequate progress.

**Improved Assessment Structures and Improved Quality in Academic Intervention** – frequent data examination is a constant practice here at the BWA, but in the past the data we looked at was often not actionable. As part of NYCDOE’s DYO, (Design Your Own), we have developed and continue to revise and perfect more frequent formative assessments that we can actually use to adjust instruction. In the Spring of 2009, we did a skills-analysis of the past NYS ELA, and Math Exams in each of our grades 6-8. We then identified the skills, standards and performance objectives most frequently tested. We used this data to guide our curricula and units of study. From these data and units, we created our own interim assessments—eight in all. We also created specific excel workbooks and sheets for each assessment to analyze student performance. This year we adjusted some of our units, in both ELA and Mathematics and revised our assessments to be aligned. We are continuing this process of revision and alignment to correspond with the new Common Core Standards.

Teachers are being trained in this specific skills analysis and are freed up to do this work. The teachers use the skills-analysis to adjust teaching, to differentiate, and to identify students for Academic Intervention Services. However this is a large endeavor and needs to be monitored closely for effectiveness

We have established better structures for academic intervention than we have ever had before. We now have the systems to identify struggling students. Teacher programs are arranged, so that one 6<sup>th</sup> grade teacher is able to push in to another 6<sup>th</sup> grade teacher’s class according to subject area. The same for seventh and eighth grade teachers. In other words, we have a greater quantity of academic intervention than we have had in the past. Intervention teachers are held accountable and are trying out a wide variety of approaches. Because this is a new initiative, we are monitoring it closely as student will test out of services and others in. We will also look at the correlation between our AIS and student progress.

•**Improving the quality of professional development** – In order to meet the challenges stated above, we need to improve our professional development around differentiation and enrichment programs. We also have some new and second year teachers who need more professional development in other areas, as well as a core of returning teachers who need differentiated PD. The school has embarked on a plan to provide PD using the Danielson Frameworks of Highly effective Teaching to ensure effective mentoring protocols for all teachers –not just new ones – to help teachers self-identify PD goals and work on those goals with mentors, coaches, and supervisors throughout the year. Additionally, we have sent out surveys and our collecting data about what kinds of PD our teachers want and need.



## 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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1. To implement a comprehensive socio-emotional learning initiative that will improve adult to student as well as student to student interactions. This will lead to increased time on task by reducing various types of conflicts that often lead to insubordination and other behavioral challenges. This should lead to improved responses on the schools learning environment survey which will translate to a 3 point increase on that section of the schools' progress report. There will also be a 15% reduction in referrals to the dean's office for continuous insubordination coupled with a 10% decrease in superintendent suspensions.

2. To increase the practice of differentiated instruction by deepening our use of formative assessments and collaborative planning to drive the instruction and interventions in the classroom. There will be a 5% increase in ELA and Math Proficiency.

3. Deliver differentiated professional development around Student Engagement, School Identity, and Goal Setting. This will be implemented during the Election Day Professional Development and through ongoing, monthly faculty and committee meetings. We will be following up last year's work by implementing some of the plans developed by the committees. By June 2011 we will have furthered our work in each of these areas to be implemented for the 2011-2012. 100% percent of our teachers will be engaged in this professional development.



**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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. To implement a comprehensive socio-emotional learning initiative that will improve adult to student as well as student to student interactions. This will lead to increased time on task by reducing various types of conflicts that often lead to insubordination and other behavioral challenges. This should lead to improved responses on the schools learning environment survey which will translate to a 3 point increase on that section of the schools’ progress report. There will also be a 15% reduction in referrals to the dean’s office for continuous insubordination coupled with a 10% decrease in superintendent suspensions.</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>Work with Morningside Center for Teaching Social Responsibility to explore and address the Social-Emotional Learning of our students. Our goal is to promote social and emotional skills that will lead to reduced violence and aggression among children. Moreover, by addressing the Social-emotional learning of our students we hope to, as research suggests, promote higher academic achievement, and an improved ability to function in schools.</p> <p>Four members of our administration/staff will be responsible for piloting, administering and monitoring the program. They will receive the training from the Morningside Center. We will be implementing “Be the Change” an advisory program, Peer Mediation training and intervention program, and a child study program.</p> <p>Every student in our school is scheduled to receive a period of Advisory. Morningside will provide coaches to train staff in their “Be the Change” curriculum. Morningside Center offers a comprehensive program for middle schools aimed at helping young people develop skills in dealing well with conflict, handling strong emotions, and making good decisions—skills they will use the rest of their lives. The curriculum consists of engaging lessons on listening, dealing with feelings, assertiveness, mediation, collaborative problem-solving, intercultural understanding,</p>

	<p>countering bias, and making a difference.</p> <p>Spring of 2010 teachers nominated 10 sixth grade and 10 seventh grade students to participate in the Peer Mediation Program. Along with Morningside Center, we will support development of a positive peer culture by engaging students in such activities as mediating disputes, conducting anti-harassment workshops, and organizing community service projects. Morningside Center provides the consultation, training, and ongoing support for student leaders and faculty advisors.</p> <p>Our child study program will look closely at specific students who have been referred by their teachers for this program. Students with attendance issues, at-risk behaviors, or who exhibit the ability, but that continue to fail are the students who will be chosen for these studies. The guidance counselor, Dean, Parent Coordinator are part of the team that will interview the student using Morningside's protocols. Appointments with parents, caseworkers or other adults that are serving the needs of the family will be invited in so that the team can gather a holistic view of the child. The team along with the parent will create and individualized action plan for each student to address the concerns and to help the child succeed. The team will meet with the students weekly to assess the child's progress.</p>
<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>\$472,259 in title 1 SWP and \$61,748 Title 1 ARRA for Morningside collaboration curriculum, professional development and on-site coaches.</p> <p>Two Guidance Counselors, Principal, Assistant Principal, teacher, Dean will spearhead program and then provide professional development to all staff conducting daily Advisories.</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>	<p>We can measure the success of these programs by using baseline measures in academic performance, violent incidences, and Dean referrals and then doing bimonthly checks to measure the changes.</p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-</i></p>	<p>To increase the practice of differentiated instruction by deepening our use of formative assessments and collaborative planning to drive the instruction and interventions in the</p>

<p><i>bound.</i></p>	<p>classroom. There will be a 5% increase in ELA and Math Proficiency.</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>	<p>All subject area teachers will use our newly revised frequent, formative assessment systems to monitor student progress. By November 2010, they will use Scantron Prospers data analysis software program to disaggregate the data, and adjust instruction and AIS accordingly.</p> <p>Administer newly revised Interim Assessments every 3-4 weeks in Math and ELA. Math and ELA assessments will be administered on different days. The day following an Interim Assessment is used for Skills analysis. Teachers will be freed up for the day to score the test using Scantron Prosper software to complete a skills analysis, identify struggling students, compile and AIS list and begin planning based on the result of the analysis. Teachers will identify needs area by performance standards indicated on the skills analyses. 100% of students scoring below 65%, on any Interim assessment, and who are not receiving any other services (SETTS) will receive AIS services until they are tested out (receive a 65% or higher on subsequent assessment). School-wide Data for these assessments will be collected and analyzed to determine the effectiveness of the program after the 5<sup>th</sup> and 8<sup>th</sup> Interim Assessments.</p> <p>With New York State's adoption of the Common core Standards we are adjusting our curricula, and aligning our units and Interim Assessments to reflect these new standards.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 SWP funds are used to free up teachers so that they are able to attend all-day collaborative planning sessions. Full-time ELA and Math coaches lead these sessions. These coaches are funded using Contract for Excellence funding. They also offer demo lessons as well as feedback to teachers based on in-class observations.</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>	<p>New skills are taught and other skills are spiraled. After 3-4 weeks of new teaching and AIS services, students will be reassessed. The data will be compared to the previous data results and adjustments will be made. The skills analysis is from Scantron Prosper software and will allow us to look at a student's progress in each specific skill for a test and over time.. As the new results are shown, student may test into, out of, or remain as recipients of AIS. Teachers will continue to use the results to plan lessons and to re-teach where necessary. We will be examining the data to determine which students are testing out, how long it takes students to test out and whether or not the at-risk students are likely to be re-assigned AIS after having</p>

	<p>tested out previously. We will compare the results of the Interim Assessments to the statewide, Math, ELA, Social Studies and Science test. Then we can determine if this program is truly effective.</p>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Deliver differentiated professional development around Student Engagement, School Identity, and Goal Setting. During the Election day Professional Development and through ongoing, monthly faculty and committee meetings. We will be following up last year’s work by implementing some of the plans developed by the committees. By June 2011 we will have furthered our work in each of these areas to be implemented for the 2011-2012 school year. 100% percent of our teachers will be engaged in this professional development.</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>	<ul style="list-style-type: none"> <li>•For the past two years we identified certain areas of improvement and with the help of the McKinsey Group and Learning Centered Initiative. We formed committees in the above-mentioned three. We have adapted our classroom structures and expectations to assist with student engagement. We will be working more closely with more of our teachers to help them find ways aligned with their professional goals to help with student engagement. We will be offering Professional development and individual meetings with administrators and coaches to help teachers develop their teaching craft. We will continue to work with our Network on Teacher effectiveness to develop all our teachers.</li> <li>• Teachers, students and parents helped to develop our new school uniform. We are using our SBOs to use our teachers and staff to help foster our identity. We have a tentative schedule for assemblies and school dances. The goal Setting team has trained some staff in identifying strengths and weaknesses. They set realistic, academic and personal goals and then make plans to reach those goals. By October 2010, these teachers will have helped their students set realistic academic and personal goals. The teachers will help the students to formulate and monitor a plan to reach those goals. These pilot teachers and students will then turn-key the procees to the rest of the staff and students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>•Funding for Inquiry Data teams allows teachers to meet before and after school.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>•During bi-monthly walk-throughs teams will be able to assess the effectiveness of our engagement and goal setting teams. Through the use of end-year surveys we will assess the identity team’s implementation of the measure to increase our sense of community and identity.</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	49	48	26	25	23	As needed	20	As needed
7	50	49	17	24	26	As needed	20	As needed
8	50	51	12	4	31	As needed	20	As needed
9								
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**

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	<ol style="list-style-type: none"> <li>1. <b>All students (except ELLS) receive 10 periods of ELA instruction per week, 2 times the state mandated 5 periods. Half of these periods are dedicated to specific writing instruction. In addition, ELA teacher have a reduced schedule with which to provide AIS services to students identified as at risk after each Interim Assessment.</b></li> <li>2. <b>Wilson Reading Program for the most at-risk students is available as an after-school intervention</b></li> <li>3. <b>Push-in, small group, during ELA class. Flexible grouping. 2-3x per week</b></li> <li>4. <b>After school program; 1 class per grade; skills, standards, and test prep</b></li> </ol>
<b>Mathematics:</b>	<ol style="list-style-type: none"> <li>1. <b>All students receive 10 periods of math instruction, which is twice the mandated amount of required math instruction per week. In addition, math teacher have reduced programs with which to provide AIS services to students identified as at risk after each Interim Assessment.</b></li> <li>2. <b>Push-in, small group, during Math class. Flexible grouping. 2-3x per week</b></li> <li>3. <b>After school program; 1 class per grade; skills, standards, and test prep</b></li> </ol>
<b>Science:</b>	<b>After school and lunch time tutoring is available in science.</b>
<b>Social Studies:</b>	<b>After school and lunch time tutoring is available in Social Studies.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>The school guidance counselor provides at-risk services by meeting with students through a school referral system. The guidance counselor works with students either individually or in small groups for students dealing with common issues, such as anger management or conflict resolution.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>School psychologist will conduct evaluations and meet with parents of students referred by school administration.</b>

<b>At-risk Services Provided by the Social Worker:</b>	<b>Social workers will meet with parents of students referred by school administration.</b>
<b>At-risk Health-related Services:</b>	<b>The school has a clinic which provides immunization and physical exams to students as needed. It is available to every student.</b>

**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) 6-8                      Number of Students to be Served: 157 LEP                      \_\_\_\_\_ Non-LEP

Number of Teachers 8                      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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### Instructional Program

#### ELL Reading and Mathematics after School Program

- *Rationale for program*

#### **After-school instruction**

ELL students at the Bronx Writing Academy need additional time on task beyond the regular school day. There is a constant flow of new students as well as students who miss long periods of school. Therefore the additional time on task is an indispensable resource for these students. This is particularly important in ELA/ESL classes.

- *Description of Program*

#### **After-school instruction**

Students will receive ELL and Math instruction after school for 2 hours. In reading, the sessions will focus on language acquisition through building basics vocabulary skills. Students will be to find the meaning of unfamiliar words by using context clues. In Math, students will focus on preparing for the state exams. Math teachers will place particular emphasis on teaching students how to appropriately read the directions in order to figure out what the question is asking.

#### **After-School Curriculum Planning**

Teachers will meet and revise unit plans and lesson plans across all grades. This will ensure that ELL students have effective language and content objectives in every lesson. They will also use this time to analyze student data and student work in an effort to identify the trends across the school. This will lead to more targeted instruction for our ELL students.

- *Language(s) of Instruction*

In the bilingual classes students will be taught in Spanish. In ESL students will be taught in English.

- *Service providers (must be ESL/Bilingual certified)*

The network's ELL specialist will be providing the PDs. ESL teachers who participate in these PDs will turnkey the information on a regular basis during their departmental meetings.

*8 ELL/Bi-lingual teachers will participate in the PDs:*

Ms. Cole

Ms. Caro

Ms. De La Hoz

Mr. Carrasco

Mr. Caceres

Ms. Ramirez

Ms. Castillo

Mr. Veliz

- *Frequency of program*

3 days per week (Monday, Tuesday, Wednesday) for 425 hours.

- *Duration of program*

November – June (In March - June classes will be 2 days per week)

- *Number of students:* 157

- *Grade levels* **6-8**

- *Materials (must be supplementary and should not exceed 20% of the total allocation)*

The Bronx Writing Academy will purchase test prep and vocabulary building materials. This will be used in the after school intervention program. Cost: \$2,354 (10% \* 23,540).

**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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### **Professional Development**

ESL Teachers at the Bronx Writing Academy use The Sheltered Instruction Observation Protocol (SIOP) Model. The teachers will receive professional development from the network’s ELL specialist. Teachers will be visited by the specialist at least once per month. They will be exposed to appropriate ELL/SIOP strategies and will be observed applying those strategies in the classroom. The group will meet again for feedback session and to learn new strategies. Teachers will also do inter-visitations to other schools to observe best practices. They will also be video taping lessons in their classroom and sharing those lessons with other members of the ELL team.

The PD session will consist of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

**Section III. Title III Budget**

School: MS323X BEDS Code: 320900010323

<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.

Over 25 % of our parents have identified Spanish as their primary language. This has indicated to us that every written notice must be in both English and Spanish and that every meeting requires Spanish translation.

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.

All documents that are sent home need to be sent in both English and Spanish. Spanish translation is provided in-house by a teacher proficient in written Spanish. Over the past two years, the school has translated many documents which only require date changes (half day notices, school closure notices, etc.) and kept in a database.

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.

The school provides oral translation at all meetings in Spanish through the use of an in-house translator. The school is currently pricing electronic

systems to deliver translation without having to repeat what was previously said in English; in this way, the translator can translate concurrently as the initial speaker speaks. Once the school receives the translation allocation, we will make the determination as to whether the purchase of such equipment is feasible. In either case, Spanish translation is available at every meeting.

- 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>.

The school will survey all parents in September 2010 to assess language needs. The school will also identify crucial documents that need to be translated at least 30 days in advance, to ensure that all necessary documents are translated and available. School will create a schedule of all meetings and ensure that translation is available.

**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:	\$ 472,259	\$ 161,748	\$ 634,007
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,723	\$ 1,617	\$ 6,340
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 23,613	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 47,226	*	

- Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
- 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.

### School-Parent Compact (revised for 2010-2011)

We at The Bronx Writing Academy will strive to be an outstanding faculty by...	We as the Outstanding Parents of students at the Bronx Writing Academy will strive to	We as the outstanding Students at the Bronx Writing Academy will...
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<ul style="list-style-type: none"> <li>•Consistently working toward providing a safe and secure learning environment where every student has opportunities for success.</li> <li>•Providing teachers with Professional Development, mentors, and coaches so they are able to implement rigorous instruction aligned with the State Standards in every content area.</li> <li>•Providing extra time and support for student who need academic help.</li> <li>•Being respectful, honest, professional, and polite to all students and parents.</li> <li>•Supporting, modeling, and encouraging hard work and rewarding good behavior.</li> <li>•Developing and implementing a set of fair and consistent consequences for negative behaviors aligned with the City’s Code of Conduct</li> <li>•Maintaining ongoing communication to keep parents up-to-date and informed about upcoming events and school news.</li> <li>•Providing a PTA room where all parents are welcome.</li> <li>•Inviting parents to be partners in their children’s education and part of our school community by volunteering at their convenience.</li> <li>•Working to provide opportunities for parent workshops.</li> <li>•Treating every student as an individual</li> <li>•maintaining a commitment that all students can learn and achieve at high standards</li> </ul>	<ul style="list-style-type: none"> <li>•Review and reinforce the school mission and vision with our children</li> <li>•Make sure that students are on time and prepared to learn every day.</li> <li>•Make sure students are in dress code.</li> <li>•Promote a positive and respectful attitude toward all school staff.</li> <li>•Partner with teachers to support and encourage hard work and good behavior, and to help children accept consequences for negative behaviors.</li> <li>•Monitor student homework and grades.</li> <li>•Ensure their child is completing homework assignments.</li> <li>•Check for notices and letters nightly.</li> <li>•Make sure that the students, who need it, attend extra academic programs.</li> <li>•Attend school meetings.</li> <li>•Keep important information (phone number, address, e-mail address) current in the school data base.</li> <li>•Volunteer when possible</li> <li>•Attend workshops when possible.</li> <li>•Praise and encourage your children at every opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>•Come to school in dress code.</li> <li>•Come to school on time and prepared to learn <b>every</b> day.</li> <li>•Come to school in dress code.</li> <li>•Obey <b>all</b> school staff; be respectful, honest and polite.</li> <li>•Take ownership for our actions</li> <li>•Resolve all conflicts peacefully—threats and fighting are <b>unacceptable</b>.</li> <li>•Be responsible for your learning—be in class at all times, be engaged, and put forth maximum effort.</li> <li>•Know your grades and your tests scores, and always work to improve them.</li> <li>•Complete all homework every night.</li> <li>•Bring home all school notices and present them to your parents</li> <li>•Attend after-school programs for academics and enrichment.</li> <li>•Always display resilience.</li> </ul>
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**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 School-wide 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. 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.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: “Conceptual” Consolidation of Funds in a Title I School-wide 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>1</sup> Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page
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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.

		(R)			FY'11 school allocation amounts)	number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	R			\$ 396,697	R	Add Page #
Title I, Part A (ARRA)	Federal	R			\$ 160,131	R	Add Page #
Title II, Part A	Federal			R	N/A	N/A	N/A
Title III, Part A	Federal	R			\$ 15,000	R	Add Page #
Title IV	Federal			R	N/A	N/A	N/A
IDEA	Federal	R			\$ 62,728	R	Add Page #
Tax Levy	Local	R			\$ 2,510,525	R	Add Page #

#### 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>3</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 Writing Academy					
<b>District:</b>	9	<b>DBN:</b>	09X323	<b>School</b>		320900010323

**DEMOGRAPHICS**

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

<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	0		86.0	88.2	86.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	153	123	139				
Grade 7	167	192	167				
Grade 8	200	183	201				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	1				
<b>Total</b>	<b>520</b>	<b>498</b>	<b>508</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	84.9	86.9	85.5

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	84.1	91.1	89.7

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	14	42	42

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	27	24	7

<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	35	32	33	Principal Suspensions	84	47	59
# in Collaborative Team Teaching (CTT) Classes	16	11	7	Superintendent Suspensions	14	24	17
Number all others	23	27	30				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</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	70	65	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	61	76	TBD	Number of Teachers	45	44	41
# ELLs with IEPs	5	15	TBD	Number of Administrators and Other Professionals	8	8	5

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	2

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	12	43	% fully licensed & permanently assigned to this school	100.0	100.0	91.7
				% more than 2 years teaching in this school	60.0	59.1	61.0
				% more than 5 years teaching anywhere	42.2	47.7	56.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	59.0	70.7
American Indian or Alaska Native	0.6	0.6	0.4	% core classes taught by "highly qualified" teachers	88.1	73.5	74.1
Black or African American	37.3	34.3	32.1				
Hispanic or Latino	61.2	63.5	66.5				
Asian or Native Hawaiian/Other Pacific	0.6	1.4	0.8				
White	0.4	0.2	0.2				
<b>Male</b>	48.1	44.0	46.5				
<b>Female</b>	51.9	56.0	53.5				

#### 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	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	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:	v	ELA:
Math:	v	Math:
Science:	v	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>	v	v	v	-	-		
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v		-	-		
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-	-	-		
Limited English Proficient	v	v					
Economically Disadvantaged	v	v		-	-		
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	69.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	3.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.3						

<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)

**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>411</b>	District <b>09</b>	School Number <b>323</b>	School Name <b>Bronx Writing Academ</b>
Principal <b>Kamar Samuels</b>		Assistant Principal <b>Lisa Robinson</b>	
Coach <b>Brandy Franklin</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Joani Ramirez</b>		Guidance Counselor <b>Karen Morgan</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Eva Ortiz</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>type here</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Emily Sharrock</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>7</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>511</b>	Total Number of ELLs	<b>157</b>	ELLs as Share of Total Student Population (%)	<b>30.72%</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.
5. 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.)
6. 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.

1. Fatima Paez, our Pupil Personnel Secretary manages the intake process and administers the Home Language Survey to new students. Ms. Ramirez, one of our ESL teachers, is usually available for an informal oral interview in English or in Spanish with both the parents and the students. Ms. Ramirez and Ms. Paez have worked together for over 5 years to streamline the intake process and to make sure that there is clarity around the importance of the intake process in terms of properly identifying ELLs and using data from ATS to ensure that students are not only properly identified as ELLs but also placed in the correct program. The informal interview conducted by Ms. Ramirez consists of reviewing the students' academic history (report cards from previous school,) getting a sense of how consistent schooling was for the student in their native country or previous school (if in the U.S.,) gauge how much English if any the students knows, discuss how the student feels about coming to New York City, explain school policy on uniform, attendance, cell phones and entry and dismissal times. Ms. Ramirez is a licensed ESL teacher and is responsible for scheduling and training staff conducting the LAB-R in English and in Spanish. She makes a testing roster based on data from the RLER and reviews the information with each staff member administering the exam. She reviews and signs off on all completed HLIS and returns them to the Pupil Personnel Secretary for filing.

We use NYSESLAT data at the beginning of the school year to determine class placement and programming (e.g. providing ELA class to Advanced students in the Transitional Bilingual Classes.) We also use NYSESLAT data for grouping students within classes and in after school reading programs for targeted support against the modalities they are struggling with. The NYSESLAT is administered to all ELLs within the window determined by the DOE. ESL teachers administer the exam and make-ups with support from other staff as needed. Students are tested in testing conditions similar to the ELA exam in their homerooms.

2. Parents are informed of their program choices during the intake process. They are also brought back to school for an open house night where they watch the DOE program video, tour the school, meet their child's teachers, view classroom teaching materials, learn about the high school selection process (for eighth grade students) and learn about school clubs and after-school programs.

3. Parents of newly admitted students complete the Parent Survey and Parent Selection Form during open house night. Entitlement letters are given directly to the students and copies kept by Ms. Ramirez.

4. Ms. Paez, our Pupil Personnel Secretary, contacts Ms. Ramirez with every newly admitted ELL or possible ELL. They review and discuss the student's HLIS, report card from prior school, exam history on ATS (if available) and an interview with the parent and child to understand the English language program in the child's prior school for initial placement. The interview with the parent and child is conducted in English or Spanish. Parents of non-Spanish speakers have always come with individuals who can translate. (Should any difficulty arise with translation, a call will be made to the Office of Translations for on the phone translation.) After the DOE video is shown and the parent selection form returned, the student's placement is confirmed. If a parent expresses a desire to move their child to a different program (usually from TBE to ESL,) a meeting is held between the parents, the students' teachers and Ms. Ramirez (if necessary.) In that meeting, the teachers inform the parents of the benefit of the child receiving ESL in a consistent program structure from year to year and a review of the child's grades and performance in his/her classes. The parents submit their request for the transfer in writing and the Pupil Personnel Secretary is notified to move the student to the ESL class. Ms. Ramirez

## Part III: ELL Demographics

### A. ELL Programs

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

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

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	157	Newcomers (ELLs receiving service 0-3 years)	100	Special Education	17
SIFE	9	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	29

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	68	3	2	5	0	0	4	0	0	77
Dual Language										0
ESL										0
<b>Total</b>	<b>68</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>77</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

**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							14	26	31					71
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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>26</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</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	
	EL L	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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	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>	<b>0</b>									

**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							18	20	20					58
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French							1	1	3					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	2					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>22</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>

## 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.

1. Students are taught in either self-contained bilingual or self-contained ESL homerooms based on parent preference. Students are programmed in 90 minute blocks for ESL each day. The classrooms are based on heterogenous groups on their grade. All students are taught by licensed ESL teachers. There are two classroom sections on each grade. One section is a transitional Bi-lingual section and the other is ESL only. All students in each section travel together all day.
2. Teachers are assigned by grade based on their certification with the exception of the NLA teacher who teaches all three bilingual classes (grades 6, 7, and 8 and the 7th and 8th grade bilingual Science periods which are taught by the same teacher.) Students' block programming ensures that mandated service time is met, because of heterogenous grouping, some students receive above the mandated time. Students in the bilingual homerooms receive 8 periods of NLA per week. Students in the bilingual homerooms receive 8 periods per week of ESL. Students in the self-contained ESL homerooms receive 13-15 periods of ESL per week that is divided to provide ESL through ELA and Social Studies.
3. Content area instruction consists of Science, Social Studies, Technology and Art using the Sheltered Instruction Observation Protocol (SIOP) model. This means that students receive a content objective as well as a language objective during every lesson. In the bilingual homerooms, Science and Art are taught in the native language. Social Studies and technology are taught in English for all classes. The goal of the content area instructors is to build vocabulary and support the reading comprehension strategies students need to be successful when approaching non-fiction reading. Teachers dedicate time to front-loading strategies that activate prior-knowledge and build student vocabulary. Teachers incorporate technology in their instruction and an option for students to demonstrate understanding of what they are learning. Students practice and write a variety of genres based on the content area they are working on. Content area teachers are also supporting the "extended day" intervention initiative working with the ELLs they teach to build their reading and writing skills.
4. Differentiating instruction for different ELL subgroups:  
Using the gradual release of responsibility approach is used throughout our school. For ELL students this gives us the opportunity to use flexible grouping on a daily basis. We scaffold for our SIFE and newcomers using various ELL instructional approaches including concept definition maps, Frayer model and story boards. There are also after-school programs specifically designed for newcomers and SIFE students. During these programs students continue to work with ESL and Bi-Lingual certified teachers in small groups for 8 hours per week. In each class there leveled libraries with grade and age appropriate books. We also use an anthology (Milestone) to help to provide a structured approach to differentiation in the classroom. Longterm ELLs receive multiple opportunities to integrate with the mainstream population. They are integrated in our extended day and after school activities with the mainstream population.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

<b>NLA Usage/Support</b>	<b>TBE</b>
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## 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?

5. ELLs identified by their scores on state ELA and Math exams as needing or benefitting from additional support are grouped to work with their current content teachers for the "extended day" 37 minute intervention. The total number of students in each "extended day" intervention group should not exceed 12 students per teacher. The focus in the ELA "extended day" intervention are reading comprehension strategies and writing development. Students also receive Math intervention during the regular scope of the school day by the current math teacher in small groups of 5 students. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention during "extended day" with the NLA teacher. An ELL after-school program is also offered for additional support in reading, math and Spanish literacy for all students in addition to enrichment activities.

6. Students who have scored "Proficient" in the NYSESLAT receive extended time during test taking as mandated. Teachers in their new general education homerooms are made aware of their former-ELL status.
7. A new literacy program called "Milestone" is being implemented for teaching ELA/ESL this school year. The program is expected to provide the means through which to structure instruction to include multiple formative and summative assessments practicing the discreet reading comprehension and metacognitive skills tested in the state ELA exam as well as include tools for differentiating independent practice and assessment based on students mastery of those skills. The program includes an online tracker application that can support the "extended day" and after-school intervention efforts.
8. No programs have been slated to be discontinued at this time.
9. ELL homerooms are located within the same grade level areas as other homerooms and as such have equal access to postings of after-school and supplemental activities. All students receive notices, flyers, and application forms for all activities. ELL homerooms are taken into the same considerations when opportunities arise e.g. participating in "Rock the Boat" program, Junior Achievement, Yearbook Staff, and all school sports teams
10. All teachers are encouraged to incorporate technology into their instruction to support comprehension, differentiation for student modality strengths, and to build student's exposure and skillset in preparation for 21st century learning and workplace. Most teachers use computer projectors in the classroom to present part or all of their lessons. Students in both bilingual and ESL homerooms use the school's computer lab or Macbook carts to learn and produce artifacts using a variety of Microsoft Office programs. The depth of technology integration is at the teacher's discretion and comfort level. The 8th grade ELLs in particular have a high level of technology integration in their classes. In addition to learning and using Microsoft Office, they interact and dialog on classroom blogs (8th grade), use Google documents to create, edit, and share their work, create digital storybooks, and will be working on creating web 2.0 content
11. Students in the transitional bilingual homerooms receive native language support in a variety of ways. Math, Science, and NLA are taught in the native language. In ELA/ESL and Social Studies students are allowed to use the native language with their peers to facilitate comprehension of the material. Cognates are taught with each reading lesson as a scaffold and strategy during ELA/ESL and Social Studies plus bilingual English/Spanish dictionaries are available for the students to use at will. In the ESL homerooms students are also allowed to use their native language with their peers if available to support comprehension. Bilingual dictionaries and glossaries are available for use during any class.
12. All Milestone program materials are developmentally appropriate and proficiency levels were determined by administering a placement test.
13. Newly arrived students who enroll prior to the start of the school year are met by one of the ESL teachers and receive a small orientation with the parents as they view the program selection video. A more structured student led orientation is being developed.
14. There are no foreign language offerings currently available at Bronx Writing Academy.

### **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)?

N/A

### **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.

1. All ELL personnel at the school are participating on a school-wide initiative to incorporate differentiated instruction approaches and strategies in instruction as well as how to incorporate technology into classroom instruction to better engage students in learning. The ESL teachers have weekly collaborative planning meetings to review current strategies and best practices, discuss student progress and plan interdisciplinary thematic units and assessments. ELL staff participates in Office of ELL and BETAC workshops based on interest and relevancy to content area. SIOP training is being researched for the ESL teachers and any other key ELL staff. Intervisitations and learning walks are conducted to model Bilingual/ESL schools in the district and network. Internal PD is also conducted to share research and best practices for ELLs and on how to conduct formative assessments.

2. A goal setting initiative is being tested to support all 6th graders (including ELLs) make the transition from elementary to middle school. The 8th grade ELL homeroom teachers work closely with the guidance counselor to provide direction on understanding and using the high school directory. The high school directory is available and provided to all ELLs in their native language. A workshop is provided to all parents of 8th grade ELLs to explain the high school selection process, to provide information on bilingual and ESL programs in high school, and guidance on completing the high school application form.

3. Per the mandates of Jose P. staff are able to take part in after-school PD on ELL strategies provided by the ESL teachers. Topics have included understanding the stages of language acquisition, pre-during-and post reading strategies to support ELLs, and understanding the needs of ELLs in specific content areas. Links and resources to online ESL websites are provided to all teachers through the school's online portaportal.

### 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?

1. Parents of ELLs are invited to participate in all meetings and initiatives of the Parent/Teacher Association and are represented on the School Leadership Team. Parents of ELL students also participate in multiple workshops provided by the ELL team (for example during open school night and selection of high schools).

2. The PTA sends a bilingual (English-Spanish) monthly newsletter to parents updating them on news and opportunities at the school. The PTA surveys parents on workshops they offer and ask for parents to suggest other alternative workshops based on their need and/or experience.

3. The PTA surveys are analyzed by the school leadership team. We look at the trends and plan activities to respond to the needs of the parents. Parents of ELL students also participate in focus groups to provide input and feedback on changes occurring school wide based on the strategic planning initiatives being implemented.

4. They are consistently informed regarding the status and progress of their children. They are also invited to attend workshops specifically targeted at supporting their language needs.

## 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)							4	14	25					43
Intermediate(I)							9	13	18					40

Advanced (A)							15	10	13					38
Total	0	0	0	0	0	0	28	37	56	0	0	0	0	121

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	10	7				
	I							2	12	20				
	A							12	13	10				
	P							9	3	22				
READING/ WRITING	B							4	14	25				
	I							8	8	17				
	A							14	10	13				
	P							2	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	8	0	0	22
7	11	13	4	0	28
8	12	1	0	0	13
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	7	3	9	4	5	0	0	0	28
7	5	1	10	4	8	5	3	5	41
8	8	3	14	6	7	13	0	6	57
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	14	5	17	4	23	2	3	0	68
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	28	9	12	1	22	3	1	0	76
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
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)								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use running records as well as DY0 assessments in order to get an accurate view of the students' skills and reading levels. We use this information to get the appropriate data to form our groups in class as well as to identify students for extended day and after-school intervention. For example there 45% of our 8<sup>th</sup> graders scored at the beginner level on the NYCESLAT. Based on these results we saw the need to create an after school program where we address the specific needs of our students at the beginner level.

2. We have more advanced 6<sup>th</sup> graders ( 54%) than 8<sup>th</sup> graders ( 23%). 45% of our 8<sup>th</sup> graders are beginners compared to 14% of 6<sup>th</sup> graders in the beginner level. What this data reveals to us is that we are not doing so great in helping our ESL students progress once they are in our program. The good news is that we have a better cohort this year which we could help transition from ESL to mainstream.

3. The data from the NYSESLAT modality report reveals that our students are performing better in listening and speaking than reading and writing. To address this issue, we put in place a rigorous reading and writing program which will help our ESL students excel in these areas. The SIOP model we integrate and the reading and writing workshops we put into place will be very helpful in addressing this deficiency.

4. a) Our ESL students did better in science, math and social studies than English. Most of them scored level 2 and 3. There are very few students that scored level 4 across the content area. The percentage of students scoring level 2s and 3s are similar across grades. Our 8<sup>th</sup> graders are the ones that we need to target because 100% of them scored level 1 on the ELA test. Our students fare relatively similar in tests taken in English as compared to the native language except for Math where we had more students who took the tests in NL scored level 4 than students who took the test in English. That is due to a successful implementation of our bilingual program. Our teachers are successful in implementing a true transitional bilingual model.

b. Our teachers and school leadership use periodic assessments to the fullest extent to inform instruction. Students are given diagnostic tests frequently alongside of the DY0 tests that we have in place. The results are analyzed and strategies are developed to address areas in need of improvement. The results that we get from ELL periodic assessments help our teachers provide individualized and targeted instruction for our ESL students.

c. We are learning that our students are becoming strong decoders. They recognize many words and can pronounce the words appropriately. However, they continue to struggle with comprehension in particular it is difficult for them to figure out the meaning of word using context clues.

6. Even though the ESL program that we put in place is not where we want it to be, we could safely say that it is on its way to becoming a very effective and solid program. As we go along, we make some adjustments and improvements to the program based on teacher, student, parent and any other feedback we get from staff developers that we partner with. For example, the results of the last year's NYSESLAT results revealed that we need to put special emphasis on reading and writing. We did that by adjusting our program to include more reading and writing thematic units in our curriculum and created supplemental programs specifically designed for this purpose.

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

## Additional Information

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		11/8/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		