



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : UA BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **08X269**

PRINCIPAL: **DAVID J. VAZQUEZ** EMAIL: **DVAZQUE4@SCHOOLS.NYC.GOV**,
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SUPERINTENDENT: **TIMOTHY BEHR, DISTRICT 8**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
David J. Vazquez	*Principal or Designee	
Vanessa Greaves	*UFT Chapter Leader or Designee	
Mary McGee	*PA/PTA President or Designated Co-President	
Marta Ramos	DC 37 Representative, if applicable	
Melonie Reyes Christopher Dominguez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Raymond Rios	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Our first goal is to increase the **rigor** of daily classroom tasks through the introduction of common core reading, writing, and mathematics standards across the curriculum. More specifically, in literacy, students will complete a task that asks them to **read and analyze informational texts** and **write opinions and arguments in response**.

- Grades 3-8: Written analysis of informational texts (Reading Informational Text Standards 1 and 10) OR Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1)
- Grades 9-12: Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1)

In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. (All Grades)

A high quality piece is defined as a piece with a task that is strategically aligned to the Common Core, academically rigorous, includes a process for completing the task (e.g. drafts, peer review notes, teacher feedback, etc.), a reflection piece, and final teacher feedback (grade rubric, checklist, etc.).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The *Bronx Studio School for Writers and Artists* (08X269) has underperformed, as measured by our last two consecutive progress reports, relative to our peer index, our prior performance, and most importantly, our own high expectations. If we unpack the causes for our statistical decline, they include: (1) inconsistent and untargeted teacher support and supervision, (2) professional development that did not squarely meet the needs of teachers and students, and (3) an instructional foci misaligned with the needs of a growing student population in the wake of significant alterations to the state's annual summative assessments. The growth of the school (e.g., launch of high school grades) coupled with increased city, state, and national expectations outpaced strategic planning and existing school support structures.

Our school's three, phased-in, instructional goals are premised on the principle that high quality professional development and supervision will result in improved teacher practices and a positive impact on student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Last April 2011 we formally introduced national common core standards to our faculty and staff and began work to unpack these vital compliments to the common core. During our annual *September Faculty Institute* (SFI 2011) all returning and new faculty returned to school a day early to review the justification for the common core and unpack several high priority reading, writing and mathematics standards in discipline or subject department teams. Our learning community reinforced the high premium placed on advance planning and preparation tightly aligned with the common core by providing written and verbal feedback on the drafts of each teacher's annualized curriculum maps and revisiting these maps during our first all faculty professional meeting where peers provided constructive feedback

to one another using a protocol.

As a result, observable evidence of increased rigor in classrooms includes:

1. Daily learning targets and classroom tasks *consistently* aligned with common core reading and writing standards (September 2011). Our mid-year expectation (January 2011) is that classroom tasks and unit assessments *consistently* meet our standard for rigor – differentiated challenging tasks tightly aligned with common core reading and writing standards (CCS) – so that by June 2012 students across all six grades will have independently produced final projects that met or exceeded grade level reading and writing expectations.
2. All advance planning and preparation tightly aligned with common core reading, writing standards, and speaking standards (e.g. Curriculum maps, unit plans, and daily lesson plans are anchored by standards-based learning targets).
3. Improved student achievement on MS ELA and Mathematics standardized exams and HS Regents exams in April/May 2011 and June 2011.

Ongoing professional development for teachers throughout the school year resides in three vehicles: weekly discipline or department teams, monthly all-faculty conferences, and ongoing one-one conferencing with a member of the Admin team. Each week discipline teams meet to study the quality of performance tasks aligned with the common core across grades throughout the curriculum, review units under construction, share curriculum maps, review student work, and study and model instructional strategies selected to strengthen students' reading, writing and mathematical problem solving skills. **Lesson study** will provide Colleagues within a **grade level** and **cluster team** to share lesson plans and receive timely critical feedback from peers.

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

This year monthly **extended professional development meetings** will build on the work begun on the common core and inquiry to support the effective design and implementation of learning targets aligned with appropriately rigorous standards.

In addition to improved professional development for teachers, the Admin team has adopted a supervisory model which blends conventional formal observations with more frequent and systematic immersions into our teachers' daily professional lives so we may acquire an accurate and up-to-the-minute assessment of teaching and learning in every classroom under our direct supervision and provide timely and targeted support.

- Frequent mini-observations and follow-up, face-to-face engagements will provide the Admin team with the data to support each teacher and student in a meaningful (e.g., highly specific & customized) and timely manner and drive our professional development calendar and foci. Mini observation data shapes the lens of subsequent formal observations and establishes the platform for teacher goal setting based on the instructional domains of the Danielson rubric.
- Each teacher will have been informally observed at least twice by mid-October 2011. By the close of that same month faculty will have selected their annual teacher goals after close consultation with their Admin liaison and the data retrieved from mini-observations the prior six weeks.
- By the close of January (mid-year), each teacher will have begun to assemble evidence demonstrating progress toward meeting each of those goals in a teacher evaluation portfolio.
- In May the Admin team shall schedule final evaluation conferences with the teachers they supervise. This conference is the final rating meeting for pedagogues.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The specific strategies we'll employ to increase parental involvement and support include:

- Having our Parent Coordinator (or a dedicated staff person) serve as an active liaison between the school and families and share a log of events and activities planned for parents each month.
- Conducting parent workshops around the common core state standards, grade-level curriculum and assessment expectations; and literacy in general to build parents' capacity to help their children at home;

- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Scheduling additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; and
- Translating all critical school documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our preliminary analysis of mini-observation data (September 2011) conveyed an immediate need to support our nine (9) first year teachers. Although their backgrounds and training vary (Bard MCAT, NYC Teaching Fellows, Hunter College School of Ed), they share common needs. Our **novice teacher seminar** meets twice a month to support this particular cohort of Colleagues. As a result, the Admin team possesses a firm grasp of each novice's strengths and areas in need of improvement. Our work, supported by our *Urban Assembly Achievement Coach*, places an emphasis of developing the foundations of effective teaching including, in past weeks, cultivating authentic engagement/classroom management and the vital importance of formative assessment or checks for understanding. After each seminar, our Admin team follows up with each novice as they apply these tools or techniques with a series of mini observations and immediate follow-up.

Our preliminary analysis of mini-observation data also conveyed a need to strengthen our entire faculty's capacity to assess student learning on-the-spot and make timely adjustments to instruction. Along the lines of our third school-wide goal, in October 2011 we launched a campaign to incrementally strengthen our instructional core and standardize our classroom practices by directing faculty to select one of the four **on-the-spot checks for**

understanding -- “**quick-writes,**” **exit slips, cold calls, and turn-and-talks** – and make a commitment to practice this strategy. Colleagues will share their preliminary progress and struggles with their chosen check for understanding strategy at our next all-faculty professional meeting (October 26). The Admin team will provide timely feedback on the specific strategy chosen during forthcoming mini-observations resulting in immediate pedagogical adjustments and improved data re: student understanding.

Timely analysis of student data derived from **rigorous interim assessments** to be administered every six to eight weeks will further enhance each faculty member’s ability to assess student progress on each taught unit’s standards, inform ongoing inquiry work, and provide teachers and Admin team an opportunity to assess whether observed teacher practices are resulting in improved student outcomes for individual students and targeted student sub groups including ELLs, sped, high flyers, overage students, holdovers, etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

At this juncture our instructional team is still exploring federal, state and local services that we may access to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- The first step toward realizing this critical goal was implemented last spring (May 2011). We re-allocated resources and restructured our table of organization to increase our capacity to support and supervise faculty from one person to three by hiring two new assistant principals for teaching and learning and re-deploying a third assistant principal to supervise pupil personnel, guidance, and compliance issues (using FSF and Title I funding).

- We also hired two additional special education teachers, one ESL teacher, and one additional full-time social worker MSW (again, using FSF and Title I funding) to support the successful implementation of common core state standards across all grades and subjects.
- We have also utilized NYSTEL textbook funding to re-stock our classroom libraries and class sets with texts aligned with CCSSs.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Our second school-wide instructional goal is improve our **annual average daily attendance** in the middle school and

high school by two percentage points, minimally.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our annual average daily attendance in the middle school and high school fell below 90% last year for the first time in BSSWA's eight year history (88.8%). Our subsequent data analysis revealed that 120 students across grades 6-10 were absent twenty-days or more last year. This statistically significant subset of students is the target group of a multi-faceted intervention designed to reduce chronic absenteeism.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Our first step was to establish an Attendance Intervention Team composed of our AP – pupil personnel services, Dean of Student Life, parent coordinator, a school aide. This team is responsible for implementing the following tasks and intervention strategies: daily phone calls home to absentee students, assigning Success Mentors to students, celebrating modest and significant gains in attendance, regularly studying attendance data, and conferencing with the parents and faculty advisors of chronically absent students. The Attendance Intervention Team in collaboration with Advisors and the Admin team will also offer incentives to students with exemplary attendance.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In addition to the identical school-wide strategies we shall employ to increase parental involvement and support previously listed and included below, we shall also host a Parent Summit designed to establish a working partnership with the parents of chronically absent students.

- Having our Parent Coordinator (or a dedicated staff person) serve as an active liaison between the school and families and share a log of events and activities planned for parents each month.
- Conducting parent workshops around the common core state standards, grade-level curriculum and assessment expectations; and literacy in general to build parents' capacity to help their children at home;
- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Scheduling additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; and
- Translating all critical school documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our Attendance Intervention Team will also be charged with leading student Advisors through a series of professional development activities periodically throughout the school year. Each such activity is designed to improve Advisors' ability to skillfully conference with students and parents and access available resources.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our Academic Intervention Team is presently consulting with members of the Mayor's City-wide Initiative on Absenteeism to acquire strategies and resources specifically targeted to reduce absenteeism. At this juncture our instructional team is also exploring additional federal, state and local services that we may access to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- This fall we re-allocated resources to hire a new Dean of Student Life and re-deploy one Assistant Principal to address attendance using FSF and Title I funding.
- The Mayor's Initiative on Absenteeism has provided each participating school \$5000 to support incentive programs designed to improve attendance.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Our third and final school-wide goal is to increase the percentage of HS students earning the maximum credits each semester and matriculating to the next grade on time.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Approximately forty-percent of all present “tenth” graders have acquired the pre-requisite credits after two semesters. Fourteen percent of all “eleventh” graders have passed the Global Studies Regents. Forty-percent of this same cohort has passed the Geometry Regents. CEP goal # 1 is designed to strengthen our students reading and writing skills. CEP goal #3 is designed to support our students ability to “remain on track with credits” by enhancing our faculty’s ability to accurately assess student understanding and mastery throughout the year and re-teach each unit’s learning targets in a timely and effective manner.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to

evaluate the effectiveness of the strategies/activities,
d) timeline for implementation.

In October 2011 we launched a campaign to incrementally strengthen our instructional core and standardize our classroom practices by directing faculty to select one of the four **on-the-spot checks for understanding** -- “**quick-writes,**” **exit slips,** **cold calls,** and **turn-and-talks** – and make a commitment to practice this strategy. Colleagues will share their preliminary progress and struggles with their chosen check for understanding strategy at our next all-faculty professional meeting (October 26). The Admin team will provide timely feedback on the specific strategy chosen during forthcoming mini-observations resulting in immediate pedagogical adjustments and improved data re: student understanding.

Timely analysis of student data derived from **rigorous interim assessments** to be administered every six to eight weeks will further enhance each faculty member’s ability to assess student progress on each taught unit’s standards, inform ongoing inquiry work, and provide teachers and Admin team an opportunity to assess whether observed teacher practices are resulting in improved student outcomes for individual students and targeted student sub groups including ELLs, sped, high flyers, overage students, holdovers, etc.

Finally, **mid-cycle progress reports** will provide all key constituents – parent, student, and teacher -- with timely projections of final grades in each subject area. Such projections should also trigger plans to re-teach core material and support students’ ability to achieve mastery of each unit’s learning targets.

Observable evidence of our improved ability to frequently and accurately assess student progress includes:

- Faculty frequently and effectively employ in-class checks for understanding and, essentially important, utilize the timely data to make in-class adjustments to instruction and revise long-term unit and lesson plans.
- Timely analysis of data derived from rigorous interim assessment administered every 6-8 weeks results in action plans that include immediate re-teaching of missed learning targets to select students.
- School-wide inquiry work shall yield evidence (e.g., student work, interim assessment data, etc.) which either supports our unyielding focus on teaching to learning targets aligned with common core standards is yielding results in the form of improved reading and writing or not.

Each of these three instructional goals requires Admin, faculty, students and families to regularly engage in **data analysis** individually and with one another to deeply inform our planning and ensure daily instruction is highly differentiated, tightly aligned with NYS and national common core standards, and highly effective.

- Each discipline and cluster team will critically examine multiple forms of records and assessments to accurately assess student learning, instructional effectiveness, and curricular rigor on an ongoing basis throughout the academic year.

We will conference regularly to assess each student's progress towards national and state standards by closely examining student work, the disaggregated results of last year's standardized MS ELA and Mathematics exams (*ARIS*), baseline assessment data, interim assessment data (*Acuity*), C-PAS, the products of unit projects, the results of weekly quizzes and tests, the accuracy of HW & class work assignments, as well as in-class student participation, conference notes, and attendance trends.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We shall employ the identical strategies to increase parental involvement and support that we have identified to address CEP goals #1 and #2.:

- Having our Parent Coordinator (or a dedicated staff person) serve as an active liaison between the school and families and share a log of events and activities planned for parents each month.
- Conducting parent workshops around the common core state standards, grade-level curriculum and assessment expectations; and literacy in general to build parents' capacity to help their children at home;
- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- Scheduling additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; and
- Translating all critical school documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Ongoing professional development for teachers throughout the school year resides in three vehicles: weekly discipline or department teams, monthly all-faculty conferences, and ongoing one-one conferencing with a member of the Admin team. Each week discipline teams meet to study the quality of performance tasks aligned with the common core across grades throughout the curriculum, review units under construction, share curriculum maps, review student work, and study and model instructional strategies selected to strengthen students' reading, writing and mathematical problem solving skills. **Lesson study** will provide Colleagues within a **grade level** and **cluster team** to share lesson plans and receive timely critical feedback from peers.

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

This year monthly **extended professional development meetings** will build on the work begun on the common core and inquiry to support the effective design and implementation of learning targets aligned with appropriately rigorous standards.

In addition to improved professional development for teachers, the Admin team has adopted a supervisory model which blends conventional formal observations with more frequent and systematic immersions into our teachers' daily

professional lives so we may acquire an accurate and up-to-the-minute assessment of teaching and learning in every classroom under our direct supervision and provide timely and targeted support.

- Frequent mini-observations and follow-up, face-to-face engagements will provide the Admin team with the data to support each teacher and student in a meaningful (e.g., highly specific & customized) and timely manner and drive our professional development calendar and foci. Mini observation data shapes the lens of subsequent formal observations and establishes the platform for teacher goal setting based on the instructional domains of the Danielson rubric.
- Each teacher will have been informally observed at least twice by mid-October 2011. By the close of that same month faculty will have selected their annual teacher goals after close consultation with their Admin liaison and the data retrieved from mini-observations the prior six weeks.
- By the close of January (mid-year), each teacher will have begun to assemble evidence demonstrating progress toward meeting each of those goals in a teacher evaluation portfolio.
- In May the Admin team shall schedule final evaluation conferences with the teachers they supervise. This conference is the final rating meeting for pedagogues.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

At this juncture our instructional team is still exploring federal, state and local services that we may access to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- The first step toward realizing this critical goal was implemented last spring (May 2011). We re-allocated resources and restructured our table of organization to increase our capacity to support and supervise faculty from one person to three by hiring two new assistant principals for teaching and learning and re-deploying a third assistant principal to supervise pupil personnel, guidance, and compliance issues (using FSF and Title I funding).
- We also hired two additional special education teachers, one ESL teacher, and one additional full-time social worker MSW (again, using FSF and Title I funding) to support the successful implementation of common core state standards across all grades and subjects.
- We have also utilized NYSTEL textbook funding to re-stock our classroom libraries and class sets with texts aligned with CCSSs.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	17	17	17	17	10	0	10	0
7	19	19	19	19	8	0	8	0
8	19	19	19	19	7	0	7	0
9	19	19	19	19	11	0	11	0
10	12	12	12	12	6	0	6	0
11	4	4	4	4	2	0	2	0
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students will receive small group tutoring, both in-school, extended day, and after school.</p> <p>Students will work with be immersed in a CTT classroom environment.</p> <p>Our faculty will regularly assess each student’s reading comprehension skills.</p> <p>Quarterly interim assessments juxtaposed against a baseline will be administered throughout the academic year to assess student progress.</p>
Mathematics	<p>Students will receive small group tutoring, both in-school and after school.</p> <p>Students will work with be immersed in a CTT classroom environment.</p> <p>Quarterly interim assessments juxtaposed against a baseline will be administered throughout the academic year to assess student progress.</p>
Science	<p>Students will receive small group tutoring, both in-school and after school.</p> <p>Students will work with be immersed in a CTT classroom environment.</p> <p>Quarterly interim assessments juxtaposed against a baseline will be administered throughout the academic year to assess student progress.</p>
Social Studies	<p>Students will receive small group tutoring, both in-school and after school.</p> <p>Students will work with be immersed in a CTT classroom environment.</p>

	Quarterly interim assessments juxtaposed against a baseline will be administered throughout the academic year to assess student progress.
At-risk Services provided by the Guidance Counselor	Please see job description attached
At-risk Services provided by the School Psychologist	Please see job description attached.
At-risk Services provided by the Social Worker	Please see job description attached.
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jon Green	District 08	Borough Bronx	School Number 269
School Name UA Bronx Studio School for Writers and A			

B. Language Allocation Policy Team Composition

Principal David J. Vazquez	Assistant Principal Emmanuel Polanco
Coach type here	Coach type here
ESL Teacher Mary Tahan	Guidance Counselor Kelly Von Hoene
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mildred Nunez
Related Service Provider type here	Other type here
Network Leader Jon Green	Other type here

C. 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	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	492	Total Number of ELLs	44	ELLs as share of total student population (%)	8.94%
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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. 

Paste response to questions 1-6 here

1. After an initial ELA baseline data is administered to all students at the opening of the academic year (August/September), subject teachers will identify students that may fall under the ELL category based on the summative score of this reading and writing assessment and informal oral interviews with each student and her/his caregiver(s). Our fully certified ESL teacher is delegated the responsibility of administering the HLIS, the LAB-R (if necessary), and the formal initial assessment under the direct supervision of our Staff developer and Assistant principal.
2. The caregivers of prospective ELLs are invited to school for a mini-conference in which all three programs (transitinal bilingual, dual language, freestanding ESL), as well as our formal recommendation, are reviewed within the first two weeks of the academic year.
3. Our school-wide Advisory ensures that every student is assigned a specific Advisor. In collaboration with an Advisor, our ESL teacher and staff developer will ensure that entitlement letters are distributed and parent survey and program selections Forms are returned.
4. Our ESL teacher, staff developer, and assistant principal, in consultation with the principal study various forms of performance data to determine whether identified ELL students will be placed in bilingual or ESL instructional programs.
5. Our families' program choices have been consistent with our team's program selections 100% of the time. We have not encountered a disagreement with our relatively modest school-wide ELL population (44 students).
6. Our program models are completely aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	8
SIFE		ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	21

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										0
Dual Language										0
ESL	9		1	14		3	21		4	44
Total	9	0	1	14	0	3	21	0	4	44

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							12	9	8	9	5	1		44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	12	9	8	9	5	1	0	44

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. All ELL students will receive direct support in the form of a pull-out schedule of English-acquisition-focused instruction organized by our ESL teacher. The program model is heterogenous and sometimes ungraded.
2. We lost one ELA instructor who was also a certified ESL instructor mid-year. Consequently, our sole ESL teacher has been providing as many instructional minutes as possible through a pull-out schedule of instruction .
3. ESL and pull-out minutes are built into our daily schedule that attempts to meet the number of instructional minutes in multiple areas of

A. Programming and Scheduling Information

instruction including ELA and Mathematics. These instructional minutes are provided by our sole ESL instructor whose portfolio is limited to working with ELLs.

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

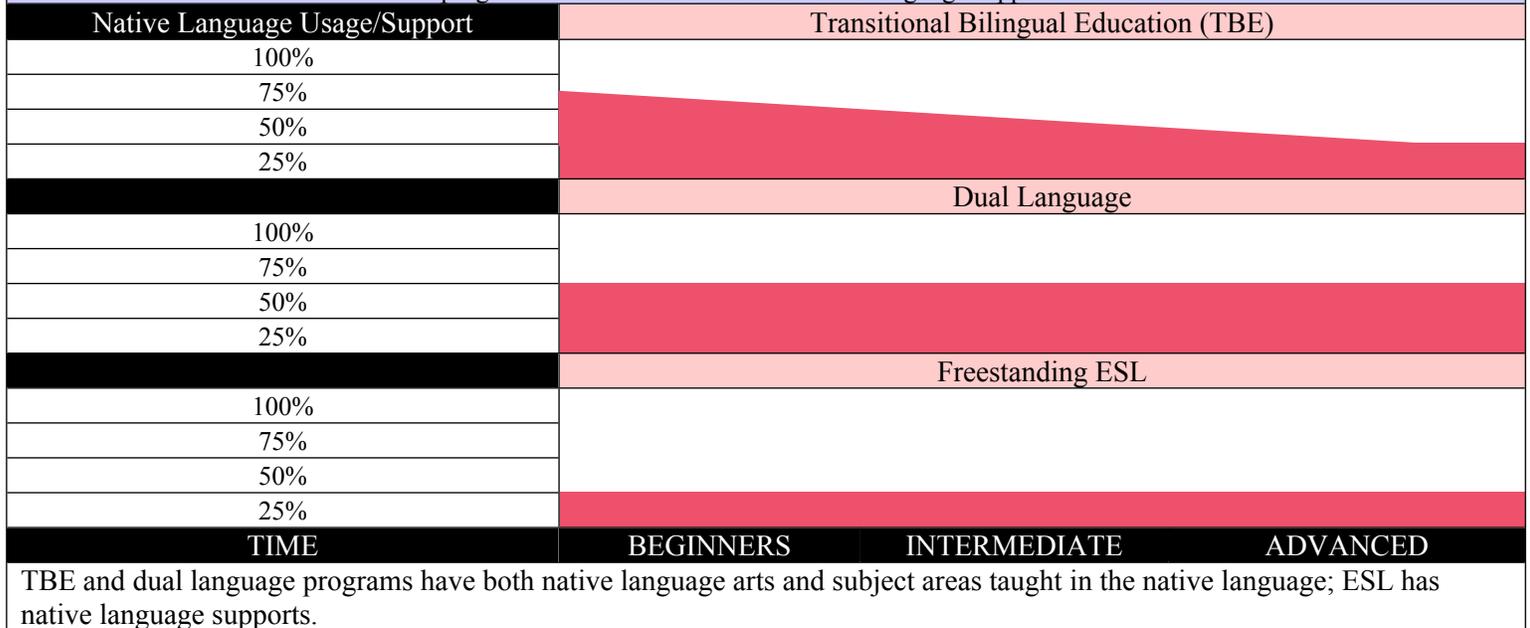
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

Faculty and students must revisit student portfolios and Round Table presentations more regularly in order to develop the portfolio culture we seek; perhaps, every marking period. Transitional support will include weekly check-ins with each f-ELLs academic advisor. ELLs have access to all school-wide academic and intramural programs. Mandated Homework Help after school (referrals based on student performance) and mandated Saturday Academy for struggling students will serve as supplementary services for ELLs. Chinese is offered as a language elective for a select number of ELL's in the 10th grade.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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Each cluster will be expected to:

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

Clusters will craft each semester's unit themes, essential questions, and projects. Cluster members will also determine the timing and content of

concept studios, Round Tables, oral defenses, the make-up of class lists, and may choose to adjust the schedule to better serve students' needs when appropriate and feasible. Each cluster will regularly devote common planning time to identifying the needs of our ELL and special needs students. Collectively, the cluster will determine the best teaching practices required to address our students' specific needs and implement an immediate plan of action.

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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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)							5	0	2	2	0			9
Intermediate(I)							2	5	5	6	3	1		22
Advanced (A)							5	4	1	1	2			13
Total	0	0	0	0	0	0	12	9	8	9	5	1	0	44

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							3	2	1	0	2		
	P							2	3	0	1	0		

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	3			10
7	2	7			9
8	5	3			8
NYSAA Bilingual Spe Ed				1	1

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	4		5		1				10
7	4		4		1				9
8	4		4						8
NYSAA Bilingual Spe Ed							1		1

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	7		3	
Geometry	1			

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1			
Living Environment	7		4	
Physics				
Global History and Geography	1			
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese 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.

Paste response to questions 1-6 here

1. Our school uses the DRP (Degrees of Reading Power) program to assess the literacy skills of our general education population and ELLs in the 6th, 7th, and 8th grades. DRP tests assess the ability to comprehend the surface meaning of text while it is being read. Surface understanding is a necessary prerequisite for being able to reason with, that is, analyze, evaluate, and extend the ideas that are presented in increasingly more difficult text. Students' scores delineate texts that are appropriate for independent reading (texts students need no help to comprehend), texts that are instructional (texts that need assistance from teachers for comprehension), and texts that are the most difficult for students to comprehend without any help

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X269 **School Name:** UA Bronx Studio School for Writers

Cluster: _____ **Network:**

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

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.

An assessment of written translation needs is conducted based on "Student Home Language Surveys" and (Part 154).
b. The RESI Report in ATS indicates the "home language" for every student. The findings showed that all students except three, were from hispanic descent. The other three were listed as speaking, chinese, Papiamento, and TWI in their homes.
d. The Lab-R exam results are used to appropriately place our ELL students into proper English as a Second Language (ESL) class level and to satisfy the minimum number of minutes per week for compliance.
e. The New York State English as a Second Language Achievement Test (NYSELAT) results are monitored and reviewed annually to determine the effectiveness of our ESL program. In addition, the NYSELAT results determine appropriate future placement into ESL class level and to determine if an ELL student has tested-out of ESL services.

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.

The findings showed that all students except three, were from hispanic descent. The other three were listed as speaking, chinese, Papiamento, and TWI in their homes. The findings were shared in a professional development session focused on ARIS data. The teachers were taught how to find this information out in ARIS through administrative details.

Part B: Strategies and Activities

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.

The BSSWA community considers parent involvement as an important component in enhancing and supporting students. There is a need and desire to create a respectful communication with parents. This could only be accomplished by informing parents in the language they understand. The proposed translation services will provide the school and its parents with the means to communicate both through written documents and oral translations in the language parents understand. The funds for this service will cover the following written translations: the translation service will be provided by the parent coordinator and teachers

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 proposed translation services will provide the school and its parents with the means to communicate both through written documents and oral translations in the language parents understand. The funds for this service will cover the following written translations: the translation service will be provided by the parent coordinator and teachers

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

School Leadership Team, PTA representatives, and our parent coordinator and community liaison serve as active ambassadors throughout the school community.

- o Information was disseminated to parents (non-SLT members) both formally (bilingual [Spanish-English] announcements during monthly PTA meetings, school-wide social events, and tri-annual parent-student-teacher conferences) and informally (word-of-mouth).
- o Announcements in both cluster (grade-wide) and all faculty meetings kept faculty and staff abreast of the School-wide Programs Planning Initiative.

- o All school-wide committees, including steering, are responsible for sharing their work and presenting their recommendations to the school-wide community.

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: UA Bronx Studio School	DBN: 08X269
Cluster Leader: Corinne Rollo Anemia	Network Leader: Jon Green
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ✱9 ✱10 ✱11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III Instructional Program: UA BSSWA ESL Program:

We presently serve 42 ELLs with one full-time ESL teacher. The majority of our students fall in the intermediate range of English language proficiency. In addition to our daily ESL program – push in and pull-out daily instructional support for advanced ELLs along with a stand alone ESL class for newcomers and students in lieu of ELA -- our mandated Title III program's mission is to accelerate our ELL participants' English language and literacy acquisition. Our team teaching instructional model is composed of a title III ESL teacher paired with one ELA teacher and an ESL teacher and one mathematics teacher serving our middle and high school students four days a week from 3:30PM to 4:30PM. The language of instruction is English. Student instruction shifts focus on alternating days (e.g., MS ELA - Monday, HS ELA - Tuesday, MS Mathematics - Wednesday, and HS Mathematics). It will start in October 2011 and end in May 2012. Daily instruction infuses non-fiction and fiction texts aligned with the national common core, again, to accelerate students' English language acquisition and literacy skills. This course also provides indirect preparation for the NYSESLAT, Regents, and MS ELA and Math examinations. Additional instructional materials to be utilized beyond texts recommended by the common core library include Prentice Hall Regents and MS ELA/Math test preparation materials.

Part C: Professional Development

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

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

Begin description here:

The introduction of national common core standards has created a greater urgency to support all students' acquisition of critical reading, writing and numeracy skills across the curriculum. Our ELL population requires additional support from all subject teachers, in addition the our one full-time ESL teacher, to meet these standards and emerge "college ready." As a result, a significant portion of all professional development offerings will focus on strengthening all teachers' capacity to dramatically strengthen our ELLs' fundamental or basic literacy skills -- basic decoding, reading for understanding,

Part C: Professional Development

and persuasive writing.

Our Title III ESL teacher will participate in a QTEL PD Building the Base professional development series in Spring 2012. The ESL teacher will plan ELL instruction in the Title III program collaboratively with the content area teachers using QTEL strategies. Our mandated Title III faculty team -- again, composed of 2 core subject teachers and our 1 ESL teacher -- shall also be expected to (1) visit other ESL teachers at neighboring schools serving similar ELL populations within our network, and, (2) attend professional development activities sponsored by TESOL in 2012. The primary purpose of these PD offerings is to accelerate students' acquisition of English and critical reading and writing skills.

In addition, our school-based professional development will revolve around professional development sessions facilitated by our Assistant Principal the third Wednesday of every month from September 2011 to June 2012, 3:30 - 4:30 PM.

Cluster, or interdisciplinary grade-level, team meetings are also expected to meet once a month after school to:

Collect and analyze data on ELL student performance.

Develop common assessments or scoring guides.

Assess student work roughly every 4-5 weeks.

Share best practices (ESL/ELL scaffolding).

Discuss individual student strengths and areas of weakness.

Introduce and review professional literature specifically related to a particular student need that arises or a pedagogical limitation identified by the group.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental support and involvement is absolutely essential to the success of our ELLs. In the spirit, we have designed several vehicles to cultivate parental participation and indirectly improve student performance.

Those vehicles include:

Part D: Parental Engagement Activities

Monthly Parent meetings co-led by our parent coordinator, social workers, and Admin team charged with orienting families around the NYSESLAT exam, the ARIS parent link, and a road map to HS graduation requirements. These monthly meetings, held from September 2011 to June 2012, will also inform parents on the role of Advisory.

In addition to these offerings, our Parent Association serves as space to introduce the families of "newcomer" students to the DOE and our the specific expectations of our school. Our PA hosts monthly meetings (usually the last Wednesday of the month) October to May, 8 sessions , 5:30 - 6:30 PM, which also serve as a resource where parents can gather information, forward recommendations or concerns related to curricula, school culture, and student life, and launch lobbying campaigns to obtain resources for the school.

Lastly, our two full-time social workers MSWs provide additional support to families through frequent phone check-ins, one-on-one interviews, and timely, on site, translation services for parents and guardians. All school literature shall also be published in both English and Spanish.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		