



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL NAME : BRONX WRITING ACADEMY
MS323**

09X323

PRINCIPAL: KAMAR SAMUELS

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SUPERINTENDENT: DOLORES ESPOSITO

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
Kamar Samuels	*Principal or Designee	
Alberta Martin	*UFT Chapter Leader or Designee	
Damaris Malina	*PA/PTA President or Designated Co-President	
Tina Hicks	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Belinda Miller	Member/Parent	
Ramalingam Sivasakty	Member/Parent	
Anable Barriento	Member/Parent	
Elina Heredia	Member/Parent	
Brandy Franklin	Member/UFT	
Fatima Paez	Member/UFT	
Jacqueline Birkett-Johnson	Member/UFT	

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

- Every Student will make at Least one year's progress in all core Subjects (ELA, Math, Social Studies and Science). 80% of students will make at least 1.5 years progress in ELA.

Comprehensive needs assessment

- 2011 NYS ELA test data shows that BWA ranked 28.2% compared to peer schools and at 22.7% compared to all city schools in Student Progress.
- 2011 NYS ELA test data shows that BWA ranked 20.4% compared to peer schools and at 18.7% compared to all city schools in Student Performance.
- 2011 NYS Math test data shows that BWA ranked 34.8% compared to peer schools and at 29.3% compared to city schools in Student Progress.
- 2011 NYS Math test data shows that BWA ranked 31.7% compared to peer schools and at 27.0% compared to city schools in Student Performance.

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) Implement next generation curriculum and assessments
 - Develop and implement engaging competency based curricula and rigorous performance tasks using the UB.D 2.0, (Understanding by Design) and aligned with the Common Core Learning Standards
 - Revise our current Interim Assessments and data analysis systems in Math, ELA Social Studies and Science to align with the CCLS.
 - Research online testing services that allow teachers to create assessments and will allow students and teachers immediate access to the data.
 - School works toward having all students, including those with disabilities and ELLS demonstrate deep thinking, strong habits of mind, and higher order skills through their performance of academic tasks.
 - All 6th grade students have Extended Learning Time with second shift teachers.
 - I-learn platform for technology subscriptions and software
 - b) BWA staff and other resources used to implement these strategies/activities,
 - All teachers are working on developing the Curricula, and Assessments
 - I-zone 360 staff working with BWA i-zone leadership Committee to work on next steps
 - Eskolta, an i-zone partner to research and to lead us in developing next generation practices
 - Citizen Schools provide second shift teachers for Extended Learning Time
 - Network content area coaches
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - Open invitation to any staff member interested in i-zone Leadership team
 - All teachers meet 3x per week in Pod meeting, (across curriculum) to discuss shared students, and effective practices
 - Teachers meet 2x per week by subject area to develop curricula and assessments.

Strategies to increase parental involvement

- Strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
 - 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;

Strategies for attracting Highly Qualified Teachers (HQT)

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.

The BWA has fostered and maintains relationships with the Teach For America Program, The Fellows Program and has begun working with Relay Fellows to ensure that bright, innovative teachers are hired. THE BWA has a full time Instructional Coach and provides mentors to all first year teachers.

To ensure that our current staff becomes highly effective we have been and/or will be providing Professional Development in

- The Sheltered Instruction Observation Protocol (*SIOP Model*) to assist teachers in facilitating high quality instruction for ELs in content areas. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

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.
- We have a breakfast program in the schools and students are encouraged to take part in it. We have increased participation in the program especially for boys by providing a “Breakfast and Basketball.” For our special education students we have ensured that they receive breakfast in the classroom as requested by the teacher.

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.
- We have used Title 111 funding to fund Citizen Schools which provides an additional shift of teachers in our school to fund extended learning time activities for our entire 6th grade
- We have used iZone funding to provide professional development in Understanding by Design and Project Based Learning with the Buck Institute.

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

- Every student will be able to set realistic and appropriate academic goals for him/herself and to monitor the attainment of these goals.

Comprehensive needs assessment

- Records indicate recurrences of on and offline incidents in our school involving Level 1, 2 and 3 infractions, more specifically:
 - B03 Cutting classes (reporting to school and failing to attend one or more programmed classes)
 - B06 Failing to be in one's assigned place on school premises
 - B07 Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)
 - B08 Engaging in verbally rude or disrespectful behavior.
 - B15 Using profane, obscene, vulgar, lewd, or abusive language or gestures
 - B16 Lying to, giving false information to, and/or misleading school personnel
 - B17 Misusing property belonging to others
 - B20 Leaving class or school premises without permission of supervising school personnel
 - B21 Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents

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 and/or subgroups,
 - Students will work collaboratively with teachers, advisors, mentors, counselors and their families to use evidence from teacher data analysis and feedback, on-going diagnostic assessments, surveys, conversations, and other sources in goal-setting.
 - Parent outreach
 - Intervention by counseling staff
 - Guidance conference(s)
 - Restorative Approaches
 - Positive Behavioral Interventions and Supports (PBIS)
 - Individual/group counseling
 - Peer mediation
 - Mentoring program
 - Conflict resolution
 - Development of individual behavior contract
 - Short-term behavioral progress reports
 - b) staff and other resources used to implement these strategies/activities
 - BWA staff and faculty
 - Bronxworks mentoring, peer mediation training and group & individual counseling
 - Ramapo for Children
 - Individual teacher pods use the Ramapp step to create behavioral plans
 - c) Teachers are meeting in pods to plan and structure time to meet with parents and to refer students who have been identified by specific pods.
 - d) Part of our three year i-zone plan.

Strategies to increase parental involvement

- Strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
 - 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;
 - 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.

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.
 - Work with Educational Partners, (TFA, Fellows, and Relay) around behavioral management expectations
 - Instructional Coach, Behavioral Specialist, (Dean) work with new and more veteran teachers to suggest structures, protocols, and to demonstrate effective techniques for specific situations.
 - Offer ongoing training in the use of the Ramapo model.

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.

N/A

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.

With our i-Zone plan we have used our flexible program to provide more time for advisory so that students are able to write and track SMART goals for 30 minutes. Teachers work with students to ensure the quality and follow up on setbacks.

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

- Teachers will use formative assessment data to inform instructional decisions with a focus on differentiated instruction and appropriate intervention strategies

Comprehensive needs assessment

- 2010-2011 Interim Assessment Data
- Spring 2011
- Comparative Progress Data
- Individual Students' ARIS data over time

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) New Staff Roles so teachers have the time, structures, skills and student load needed to personalize learning experiences.
 - Students are authentically engaged with our competency based curricula that teach higher order, critical thinking capabilities, reflect mastery in and across subject areas; mirror how experts think, work and perform; and are aligned to rigorous standards, including the Common Core State Standards
 - Students use cutting edge learning units, including project-based, and on-line units to solve authentic problems and engage authentic audiences.
 - Department meetings by grade and content level to discuss trends in areas of strengths and weaknesses
 - Pod Meetings to discuss trends for individual students across the content areas
 - Creating flexible and real-world learning environments; students move in and out of Honors classes.
 - All units are competency based with an emphasis on Project-based learning aligned to the Common Core
 - Creating reliable and valid assessments
 - Use the Scantron Prosper software to deliver the necessary data, while continuing to research options for on-line testing software that includes and more comprehensive Data analysis
 - Ongoing PD in Differentiated instruction
 -
 - b) Staff and other resources used to implement these strategies/activities,
 - Teacher Content Teams and Teacher Pods
 - Instructional Coach
 - I-Zone Coach
 - Eskolta as i-zone partner
 - I-zone leadership team, (Teachers and BWA staff who volunteered, i-zone, Eskolta Personnel)
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - I-zone Leadership team represents teachers and staff in the decision making process, in finding new tools and software to assist teachers in this process.
 - Teachers are responsible for working in grade and content teams to create the Interim Assessments and to look at the data
 - Individual teachers work with instructional Coach and Administration to map out next steps according to the Interim Assessment Data.

- Teacher support and training for teachers in how to use the Interim Assessment as formative assessments to drive their instruction

d) On-going to full implementation as per our 3 year timeline

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.
 - 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;
 - 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;

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.
 - The BWA has fostered and maintains relationships with the Teach For America Program, The Fellows Program and has begun working with Relay Fellows to ensure that bright, innovative teachers are hired. THE BWA has a full time Instructional Coach and provides mentors to all first year teachers.

To ensure that our current staff becomes highly effective we have been and/or will be providing Professional Development in

- The BWA provides support and PD/Training so teachers can specialize in areas of strength such as coaching, lesson design, lesson, delivery, differentiation with model of what success looks like in a variety of instructional roles.

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.
N/A

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.

We are a DYO school. We use that funding to maintain our assessment system and our instructional Coach and assistant principal co-ordinate assessment creation and collaborative planning. Title 1 funding is used to free teachers up for common planning time.

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

- Ensure that all teachers are engaged in collaboration and reflection with regards to instructional practice in our school. We will also ensure that all teachers are formally observed twice per year and at least 3 times informally with feedback.

Comprehensive needs assessment

- Surveys, observation and student data showed that our expertise and knowledge were housed within individual people and not within our school.
- Practices and expertise were lost as our staff changed.

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,
 - There are new staff roles and developments so teachers have the time, structures, skills, and student load needed to facilitate a more personalized learning experience for each student through our pod meetings.
 - Teachers continue to receive Professional Development including experiences that model the same kind of personalized, competency based approaches that is used with students. This allows teachers to set individual goals, learn specific and varied strategies; access a variety of learning resources and collaborate in different settings with administrators, instructional Coach, peers, network personnel, and I-zone specialists..
 - Teachers work with an Instructional Coach to reflect on and progress toward mastery of specific teaching competencies.
 - Frequent informal visits by Principal and Assistant Principals and Behavior Specialist (Dean) with verbal and written feedback.
 - One on One meeting with Principal and faculty for goal setting based on data collected.
 - Scheduled visit by Instructional coach with both verbal and written feedback.
 - Scheduled planning sessions for lesson design, and delivery, unit design and creation.
 - Schedule 2 Formal Observations per teacher.
 - b) Staff and other resources used to implement these strategies/activities:
 - Principal
 - Assistant Principal
 - Instructional Coach
 - Behavior Specialist
 - Faculty
 - Talent management Rubric with 6 of the Danielson Competencies
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
 - Teachers know the particular competencies and progression they are working on through one on one conversations with the Principal, Assistant Principal, Coach, or Behavior Specialist. They help to decide which competency would most help their instruction and are then provided with a variety of resources, strategies and personnel who can help them progress.
 - In Progress

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.
 - 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- 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.
 - The BWA has fostered and maintains relationships with the Teach For America Program, The Fellows Program and has begun working with Relay Fellows to ensure that bright, innovative teachers are hired. THE BWA has a full time Instructional Coach and provides mentors to all first year teachers.

To ensure that our current staff becomes highly effective we have been and/or will be providing Professional Development in

- Differentiated Instruction
- Behavior/classroom management
- Understanding by Design 2.0
- Collaborative group Protocols
- Effective Instruction
- Technology integration in the classroom
- I-learn

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.

We are a part of the Talent Management Pilot funded by the Department of Education which provides the leadership team with a Talent Management Coach and professional development on the Charlotte Danielson Rubric.

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	144	28	20		15	As needed	As needed	As needed
7	56	33	30	22	32	As needed	As needed	As needed
8	58	15	20		36	As needed	As needed	As needed
9								
10								
11								
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	<ul style="list-style-type: none"> • All students including ELLS receive 7.5 periods of ELA instruction per week, 1.5 times the state mandated 5 periods. • Teachers conduct data analyses after each Interim Assessment and use the data to differentiate for at-risk students. • The most at risk reading students have been identified and receive Wilson Reading Program daily. <p>4. After school program: Citizen Schools Second Shift teachers provide ELA support and instruction</p>
Mathematics	<ul style="list-style-type: none"> • All students including receive 7.5 periods of Math instruction per week, 1.5 times the state mandated 5 periods. • Teachers conduct data analyses after each Interim Assessment and use the data to differentiate for at-risk students. • The most at risk Math students have been identified and receive Individualized help during lunch periods
Science	<ul style="list-style-type: none"> • All students including receive 7.5 periods of Science instruction per week, 1.5 times the state mandated 5 periods. • Teachers conduct data analyses after each Interim Assessment and use the data to differentiate for at-risk students. • The most at risk reading students have been identified and receive Individualized help during lunch periods. • 8th grade student receive after school help on a needs basis
Social Studies	<ul style="list-style-type: none"> • All students including receive 7.5 periods of Social Studies instruction per week, 1.5 times the state mandated 5 periods. • Teachers conduct data analyses after each Interim Assessment and use the data to differentiate for at-risk students. • The most at risk reading students have been identified and receive Individualized help during lunch periods

At-risk Services provided by the Guidance Counselor	The school guidance counselor provides at-risk services by meeting with students through a school referral system. The guidance counselor works with students either individually or in small groups for students dealing with common issues, such as anger management or conflict resolution. Additionally the counselor serves 40 students with mandated counseling on their IEPs.
At-risk Services provided by the School Psychologist	School psychologist will conduct evaluations and meet with parents of students referred by school administration.
At-risk Services provided by the Social Worker	Social workers will meet with parents of students referred by school administration.
At-risk Health-related Services	The school has a clinic which provides immunization and physical exams to students as needed. It is available to every student.

**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.

MS 323X Bronx Writing Academy's Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, and 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. The Bronx Writing Academy will maintain this information.

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;
- 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09X323 **School Name:** Bronx Writing Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1

Category: Comprehensive

Intervention: School Quality Review (SQR)

Part A: For All SINI Schools (Title I and non-Title I)

- 1. For each area of school improvement identification, describe the **school's findings of the specific academic issues** that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.**

We failed to make AYP in all our subgroups in ELA. Our proficiency rating in ELA went down by 9% (26%-17%). We recognized that we did not focus enough on non-fiction reading and writing in the ELA curriculum. We also realized that while we maintained 90 minute blocks in ELA, our social studies and science curriculum was being implemented 45 minutes periods. Therefore, we have decided to use Social Studies and Science literacy bolstered our teaching of informational texts as required by the Common Core Standards. Social Studies and science are a great opportunity to have students engaged in non-fiction reading and writing. *Describe the intervention(s) the school will We will increase the opportunity for afterschool collaborative planning and professional development. Teachers will work with Authentic Education and the Buck Institute (based on availability) to plan units using Understanding By Design and Project Based Learning respectively. If those organizations are available we will use our instructional coach and our CFN achievement coach to facilitate those sessions. At the end of these sessions ELA, Math, Social Studies, Science will have 6 quality UBD units that integrate PBL. This will ensure that we are well on our way to becoming common core ready.*

At the Bronx Writing Academy 26% of our students score level 1 on the ELA test. We will be funding afterschool programs that target these students and deliver instruction in small groups. This intervention will focus on student with limited English Language proficiency as well as African American and Hispanic or Latino students populations. We missed our AYP targets in those subgroups.

We implement interim assessments on a 6-week cycle. All of our students are assessed in all the four content areas. Teachers meet in data analysis and collaborative planning meetings for at least 3 hours. They discuss common trends based on the Common Core Standards as well as specific students to be targeted for intervention. This intervention takes the form of differentiated instruction through small group instruction, flexible grouping, extended learning and afterschool instruction.

All teachers who teach English Language Learners are implementing the Sheltered Instruction Observation Protocol (SIOP) Model in ELA, Social Studies and Science. In these classes students are engaged in a linguistic and content objective.

In special education we are assessing all our students and ensuring that students are receiving Wilson intervention by their level regardless of their grade. These students receive Wilson from a Wilson certified Special Education teacher 5 times per week. This ensures that they receive the necessary decoding skills that serve as a vehicle to success in their reading classes.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Our professional development will be addressed through a focus on Collaborative Planning in the following areas: Understanding by design (UBD) curriculum mapping, Project Based Learning, Wilson intervention, and the SIOP model. The UBD planning will help us to increase our integration of the Common Core expectations. At the end of the year we'll have six (6) units that are Common Core aligned. They will be receiving Professional Development from Authentic Education. Teachers will also be working on integrating Project Based Learning in our work in selected classes throughout the school year. They will be receiving professional development from the Buck Institute. We will use Title 1 Professional development funding to increase the number of sessions we will be conducting depending on the availability of the providers. If providers are not available, teams we will continue the sessions afterschool led by an instructional coach.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The school is made up of 6 small professional learning communities called pods. Each pod is made up 4-6 teachers across all content areas. The teachers in each pod are responsible for the same students (they all teacher the same students). They meet in pods 3 times per week. Each pod has a lead teacher who is able to facilitate discussions based on student work and student behavioral interventions. These lead teachers serve as mentor teachers during those pod meetings with regards to establishing a strong culture for learning and responding appropriately to student behavior. We also have departmental meetings 2 times per week where teachers serve as mentor teacher for others regarding strong UBD unit and lesson planning. They address appropriate questioning and discussion techniques, cognitively engaging students, and using assessment in instruction.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The main vehicle for communication to parents is our school leadership team (SLT). The Team is comprised of monolingual as well as bilingual parents. Through the SLT we engage the Parent Association and the Parent Coordinator. The Parent Coordinator and the principal will craft a letter to be sent to the parents. We will outline the implications of the school's identification for school improvement. We will outline the steps being taken in an effort to improve the school. The parent coordinator will partner with the instructional coach to conduct three workshops in order to ensure that parents are properly equipped to address the focus areas at home.

**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 Michael Alcott	District 09	Borough Bronx	School Number 323
School Name Bronx Writing Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Kamar Samuels	Assistant Principal Lisa Robinson
Coach Brandy Franklin	Coach type here
ESL Teacher Joani Ramirez	Guidance Counselor Karen Morgan
Teacher/Subject Area Lusida Delahoz	Parent Damaris Molina
Teacher/Subject Area type here	Parent Coordinator Evangelina Ortiz
Related Service Provider type here	Other type here
Network Leader Michael Alcott	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	3	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	477	Total Number of ELLs	143	ELLs as share of total student population (%)	29.98%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Ms. Delahoz, a bilingual teacher, manages the intake process and administers the Home Language Survey to new students. She makes herself available for an informal oral interview in English or in Spanish with both the parents and the students. Ms. Delahoz has time set aside in her program that allows her to fulfill this responsibility. When she is not available Ms. Ramirez (ESL teacher) or Ms. Franklin (ELA coach) serve as alternates. Ms. Ramirez and Ms. Paez (pupil accounting secretary) for over 5 years to streamline the intake process and to make sure that there is clarity around the importance of the intake process in terms of properly identifying ELLs and using data from ATS to ensure that students are not only properly identified as ELLs but also placed in the correct program. The informal interview conducted by Ms. Delahoz consists of reviewing the students' academic history (report cards from previous school,) getting a sense of how consistent schooling was for the student in their native country or previous school (if in the U.S.,) gauge how much English if any the students knows, discuss how the student feels about coming to New York City, explain school policy on uniform, attendance, cell phones and entry and dismissal times. Ms. Delahoz is a licensed Bi-lingual teacher and is responsible for scheduling and training staff conducting the LAB-R in English and in Spanish. The Spanish LAB-R for Spanish-speaking ELLs is administered by one of four teachers (Ms. Caro, Ms. Castillo, Ms. Delahoz, and Ms. Ramirez) within 10 days of a student being admitted to our school. It is administered in parts or all at once depending on the students' and the teachers' program availability. These teachers are bilingual and/or ESL certified. Spanish and English are the only languages spoken by these teachers. They make a testing roster based on data from the RLER and reviews the information with each staff member administering the exam. She reviews and signs off on all completed HLIS and returns them to the Pupil Personnel Secretary for filing.

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

2. Parents are informed of their program choices during the intake process. They are also brought back to school within 10 days of intake where they watch the DOE program video, tour the school, meet their child's teachers, view classroom teaching materials, learn about the high school selection process (for eighth grade students) and learn about school clubs and after-school programs.

3. Parents of newly admitted students complete the Parent Survey and Parent Selection Form during admission. Ms. Delahoz is responsible for this process which includes the distribution of the letters. We distribute to students based the results of the NYSESLAT. Entitlement letters are given directly to the students and copies kept by Ms. Delahoz and maintain on file in room 331.

4. Ms. Paez, our Pupil Personnel Secretary, contacts Ms. Delahoz before admitting ELL or possible ELL. They review and discuss the student's HLIS, report card from prior school, exam history on ATS (if available) and an interview with the parent and child to understand the English language program in the child's prior school for initial placement. The interview with the parent and child is conducted in English or Spanish. Parents of non-Spanish speakers have always come with individuals who can translate. (Should any difficulty arise with translation, a call will be made to the Office of Translations for on the phone translation.) After the DOE video is

shown and the parent selection form returned, the student's placement is confirmed. If a parent expresses a desire to move their child to a different program (usually from TBE to ESL,) a meeting is held between the parents, the students' teachers and Ms. Delahoz (if necessary.) In that meeting, the teachers inform the parents of the benefit of the child receiving ESL in a consistent program structure from year to year and a review of the child's grades and performance in his/her classes. The parents submit their request for the transfer in writing and the Pupil Personnel Secretary is notified to move the student to the ESL class. Home language survey and the parent choice documentation are stored by the pupil accounting secretary in our filing system in room 115b. Once the LAB-R is administered and scored the student receives a placement letter. The placement letters are kept on file in room 331.

5. Over the last 3 years more than 95% of our beginning Spanish ELLs have chosen to enter our transitional bilingual education program. Infact many of our parents say the come to the school because of the strength of our bilingual program. The other ELLs chose our ESL program.

6. The program at our school is aligned with parents requests. We have a large hispanic population (more than 60%) and they usually request a transitional bilingual program.

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): Spanish
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%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	144	Newcomers (ELLs receiving service 0-3 years)	97	Special Education	14
SIFE	24	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	22

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	57	12		8	2					65
Dual Language										0
ESL	40	10	2	17		4	22		3	79
Total	97	22	2	25	2	4	22	0	3	144

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	22	30					64
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	12	22	30	0	0	0	0	64

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22	24	25					71
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic							2	1	1					4
Haitian														0
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	25	28	27	0	0	0	0	80

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. Students are taught in either self-contained bilingual or self-contained ESL homerooms based on parent preference. Students are programmed in 72 minute blocks for ESL each day. The classrooms are based on heterogenous groups on their grade. All students are taught by licensed ESL teachers. There are two classroom sections on each grade. One section is a transitional Bi-lingual section and the other is ESL only. All students in each section travel together all day.
2. Teachers are assigned by grade based on their certification. There are two NLA teachers (One teaches grade 7 and 8 and the other teaches grade 6) Our block programming ensures that mandated service time is met, because of heterogenous grouping, some students receive above the mandated time. Students in the bilingual homerooms receive 5 periods of NLA per week. Students in the bilingual homerooms receive five 72 minute blocks of ESL per week. Students in the self-contained ESL homerooms also receive five 72 blocks of ESL per week.
3. Content area instruction consists of Science, Social Studies, Technology and Art using the Sheltered Instruction Observation Protocol (SIOP) model. This means that students receive a content objective as well as a language objective during every lesson. In the bilingual homerooms, Science and Art are taught in the native language. Social Studies and technology are taught in English for all classes. ESL content area teachers co-plan with the general education content teachers to identify the themes and enduring understanding to prioritize when implementing the curriculum. The goal of the content area instructors is to build vocabulary and support the reading comprehension strategies students need to be successful when approaching non-fiction reading. Math teachers are bi-lingual certified and conduct their classes in spanish. They also use the SIOP model and present and content and a language objective in every lesson. They focus on higher order questioning to ensure that are engaging in high level discussions in math. They use cognates to help students to identify words that are easily transferrable to english. Teachers dedicate time to front-loading strategies that activate prior-knowledge and build student vocabulary. Teachers incorporate technology in their instruction and an option for students to demonstrate understanding of what they are learning. Students practice and write a variety of genres based on the content area they are working on.
4. The Bronx Writing Academy (BWA) administers formative(interim) assessments to all students in 6 weeks cycles. The assessments are created in Spanish for math and science on each grade. We use also translate some assessments to arabic. We order the appropriate number

A. Programming and Scheduling Information

of state tests in Spanish and other available languages. We reach out to the office of translation where necessary for languages not covered.

5. Differentiating instruction for different ELL subgroups:

Using the gradual release of responsibility approach is used throughout our school. For ELL students this gives us the opportunity to use flexible grouping on a daily basis. We scaffold for our SIFE and newcomers using various ELL instructional approaches including concept definition maps, Frayer model and story boards. SIFE and newcomers receive an additional There are also after-school programs specifically designed for newcomers and SIFE students. During these programs students continue to work with ESL and Bi-Lingual certified teachers in small groups for 8 hours per week. In each class there leveled libraries with grade and age appropriate books. We also use an anthology (Milestone) to help to provide a structured approach to differentiation in the classroom. Longterm ELLs receive multiple opportunities to integrate with the mainstream population. They are integrated in our extended day and after school activities with the mainstream population. Newcomers receive push in small group instruction during that ELA block (360 minutes per week) from a certified bi-lingual teacher. This is in addition to their ESL mandated time of 360 minutes. ELL students who are 4-6 year within program models receive 360 minutes in ELA from a certified ELA teacher. These teachers have been trained in the SIOP model and are teaching ELA at a level accessible to our ELLs. We modify the school curriculum to ensure an appropriate level of rigor. There is a targeted after school program designed specifically for long-term ELLs. The work with an ESL teachers who administers intervention strategies in a small group setting.

6. ELL students with disabilities receive pull out services from a certified Special Education and ESL teacher. This is done based on the students' IEPs. The students' IEP goals are used to drive the instruction in the pull out program. ELL Students in ICT programs are also pulled out. Teachers in the classroom are implementing the SIOP model which ensures that there is a content and a language objective on a daily basis. They use appropriate questioning and discussion techniques. At the BWA this is grounded in appropriate 'accountable talk' which includes strategies such as 'think, pair, share.' Teachers also ensure appropriate wait time so that our ELLs with disabilities are able to appropriately process questions. We have 3 levels of an anthology series geared at ELLs. We have purchased and leveled novels in Spanish. Students in NLA access novels at their level.

7. ELL students' IEPs are reviewed annually with parents and teachers. In all our reviews we ensure that the student is placed in the least restrictive environment Teachers of these students meet weekly to collaborate and ensure that the students are receiving the appropriate interventions. One such intervention is the Wilson program. ELLs students with disabilities receive Wilson from a Wilson trained teacher where necessary. They often do this instead a traditional ELA block. They are programmed for Wilson based on their levels not their grades. This kind of flexibility is possible because of our i-Zone plan that is focused on personalization for every child. Students are assessed monthly to ascertain their levels.

Courses Taught in Languages Other than English ⓘ

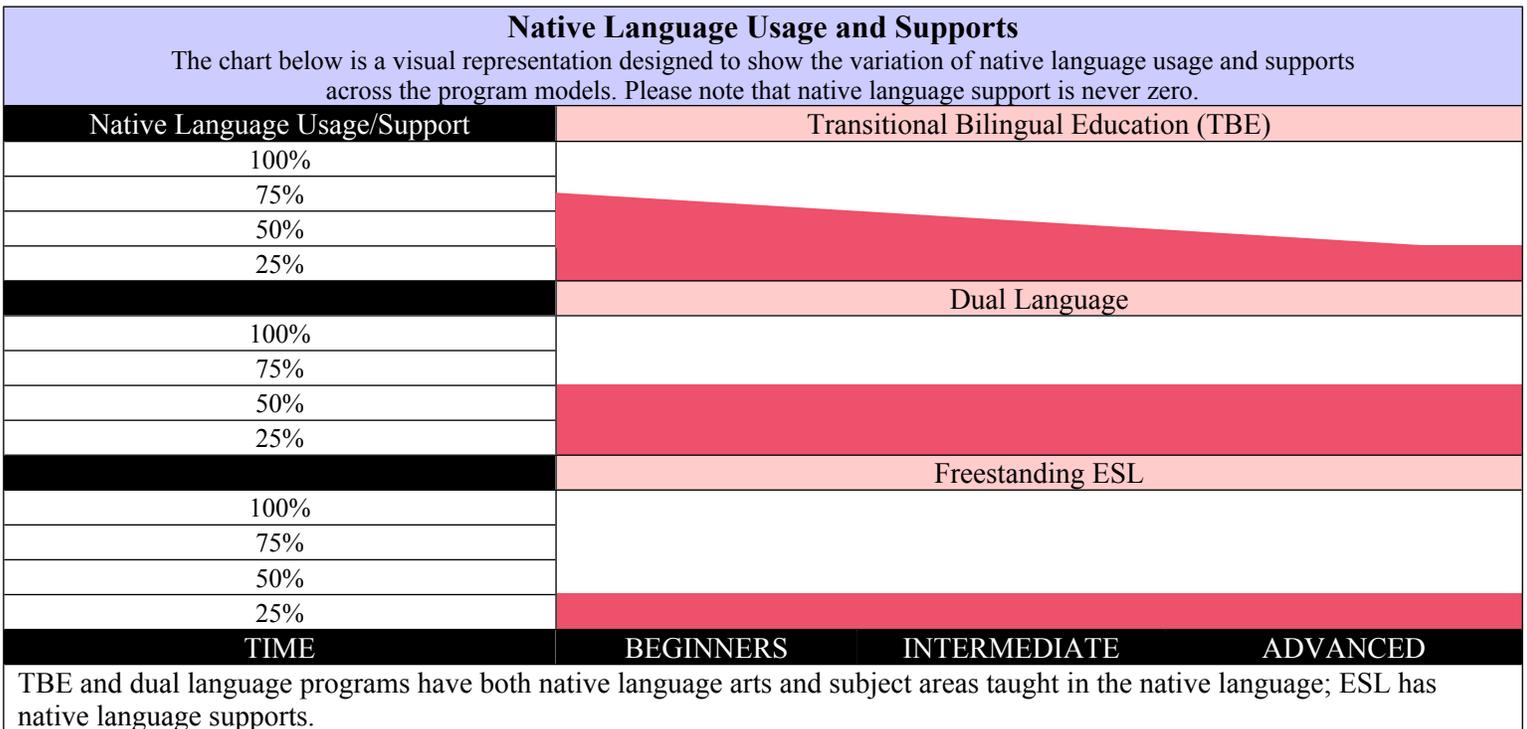
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	Spanish			
Social Studies:				
Math:	Spanish			
Science:	Spanish			

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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.
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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?

8. ELLs identified by their scores on state ELA and Math exams as needing or benefitting from additional support are grouped to work with their current content teachers for the "extended day" 37 minute intervention. The total number of students in each "extended day" intervention group should not exceed 12 students per teacher. The focus in the ELA "extended day" intervention are reading comprehension strategies and writing development. Students also receive Math intervention during the regular scope of the school day by the current math teacher in small groups of 5 students. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention during "extended day" with the NLA teacher. An ELL after-school program is also offered for additional support in reading, math and Spanish literacy for all students in addition to enrichment activities. Social Studies is taught by a licensed ESL teacher. They focus on using the SIOP model. They identify big themes and enduring understandings that need to be prioritized. In science students are taught in their language where appropriate. The teachers are focused on high-level cognitive engagement and discussion strategies. They use labs to ensure that students have concrete examples of theories explained in class.

NLA teachers focus on using Understanding By Design to plan their lessons. They meet twice per week in collaborative planning and they ensure that their NLA lessons are aligned to common core standards.

9. Students who have scored "Proficient" in the NYSESLAT receive extended time during test taking as mandated. Teachers in their new general education homerooms are made aware of their former-ELL status. Teachers of these former ELLs meet with ESL teachers on the grade to discuss the students and strategies for engaging them 3 times per week. Students who are former ELLs for less than 2 years receive 1 1/2 (time and a half) for New York State assessments and school based interim assessments.

10. Teachers are heavily involved in creating units using understanding by design aligned to the Common Core Standards. These units are being created in social studies on each grade. These units ensure that the students will have the necessary skills as well as the transfer goals that will ensure sustained success. The units focus on non-fiction reading and writing as well as citing text evidence to support arguments and claims.

11. No programs are being discontinued at the BWA this year.

12. ELL homerooms are located within the same grade level areas as other homerooms and as such have equal access to postings of after-school and supplemental activities. All students receive notices, flyers, and application forms for all activities. ELL homerooms are taken into the same considerations when opportunities arise e.g. participating in "Rock the Boat" program, Junior Achievement, Yearbook Staff, and all school sports teams

13. The Bronx Writing Academy is an iZone school which means that we are embarking on increased technology integration. Students will soon have the ability to access the BWA curriculum through online classes. All teachers are encouraged to incorporate technology into their instruction to support comprehension, differentiation for student modality strengths, and to build student's exposure and skillset in preparation for 21st century learning and workplace. Most teachers use computer projectors in the classroom to present part or all of their lessons. Students in both bilingual and ESL homerooms use the school's computer lab or Macbook carts to learn and produce artifacts using a variety of Microsoft Office programs. The depth of technology integration is at the teacher's discretion and comfort level. The 8th grade ELLs in particular have a high level of technology integration in their classes. In addition to learning and using Microsoft Office, they interact and dialog on classroom blogs (8th grade), use Google documents to create, edit, and share their work, create digital storybooks, and will be working on creating web 2.0 content

14. Students in the transitional bilingual homerooms receive native language support in a variety of ways. Math, Science, and NLA are taught in the native language. In ELA/ESL and Social Studies students are allowed to use the native language with their peers to facilitate comprehension of the material. Cognates are taught with each reading lesson as a scaffold and strategy during ELA/ESL and Social Studies plus bilingual English/Spanish dictionaries are available for the students to use at will. In the ESL homerooms students are also allowed to use their native language with their peers if available to support comprehension. Bilingual dictionaries and glossaries are available for use during any class.

15. All Milestone program materials are developmentally appropriate and proficiency levels were determined by administering a placement

B. Programming and Scheduling Information--Continued

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E. Parental Involvement

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

1. The parents of our ELLs are strongly represented at our workshops and at school events. It is one of the highlights of our school. They are usually very responsive to teachers and they seek to proactively address issues with the students. We work very close with our bilingual parent co-ordinator to ensure that our parents are aware of the services in their community. Parents of ELLs are invited to participate in all meetings and initiatives of the Parent/Teacher Association and are represented on the School Leadership Team. Parents of ELL students also participate in multiple workshops provided by the ELL team (for example during open school night and selection of high schools).

2. Currently we parent with Citizen Schools (an extended learning time program) to conduct workshops for parents explaining the options in extended learning time. This is a bilingual (english-spanish) presentation. We also work with Bronx Works, The Committee for Children and Families, and the Dominican Alliance.

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

4. The PTA surveys are analyzed by the school leadership team. We look at the trends and plan activities to respond to the needs of the parents. Parents of ELL students also participate in focus groups to provide input and feedback on changes occurring school wide based on the strategic planning initiatives being implemented. We provide a number of workshops for our parents that help them to track the students' academic progress. These include ENGRADE and Aris training. We also provide workshops through The Committee for Children and Families as well as the Dominican Alliance.

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.

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

The Assistant principal, bilingual/ESL coordinators, common branches teachers, subject area teachers, bi-lingual and ESL teachers, have received PD in the SIOP model. Guidance counselors, speech therapists and special education teachers meet with ELL instructors to plan and create intervention plans for ELLs and they also attend ELL professional development at the network level and BETAC.

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calendar of PD dates

November 8th - Questioning and discussion techniques, Using assesments in instruction

December 2th - Goal Setting with ELLs

Decebmer 16th - cognitive engagement

January 20th - UBD planning for ELLs

February - SIOP training (Date TBD)

March - UBD performance task planning

April - Questioning and discussion teachniques revisited

May - Using assessment in instruction revisited

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

3. Per the mandates of Jose P. staff are able to take part in after-school PD on ELL strategies provided by the ESL teachers. Topics have included understanding the stages of language acquisition, pre-during-and post reading strategies to support ELLs, and understanding the needs of ELLs in specific content areas. Links and resources to online ESL websites are provided to all teachers through the school's online portaportal. Agendas, dates and sign of these meetings are kept on file in room 115.

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2. Currently we parent with Citizen Schools (an extended learning time program) to conduct workshops for parents explaining the options in extended learning time. This is a bilingual (english-spanish) presentation. We also work with Bronx Works, The Committee for Children and Families, and the Dominican Alliance.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							15	10	7				
	I							11	12	12				
	A							15	16	18				
	P							0	10	14				
READING/ WRITING	B							19	22	13				
	I							9	15	27				
	A							10	9	10				
	P							3	2	10				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	6			15
7	10	13	2		25
8	19	13	1		33
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	6	8	1	1				19
7	7	2	4	7	11	7	1	1	40
8	4	7	9	10	5	6	3	3	47
NYSAA Bilingual Spe Ed									0

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

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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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Paste additional information here

Part VI: LAP Assurances

School Name: Bronx Writing

School DBN: 09X323

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kamar Samuels	Principal		1/1/01
Lisa Robinson	Assistant Principal		1/1/01
Evangelina Ortiz	Parent Coordinator		1/1/01
Joani Ramirez	ESL Teacher		1/1/01
Damaris Molina	Parent		1/1/01
Lusida Delahoz	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Brandy Franklin	Coach		1/1/01
	Coach		1/1/01
Karen Morgan	Guidance Counselor		1/1/01
Michael Alcoff	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: **09X323** School Name: **Bronx Writing Academy**

Cluster: _____ Network: **CFN411**

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.

Over 25% of our parents have identified Spanish as their primary language. This has indicated to us that every written notice must be in both English and Spanish and that every meeting requires Spanish translation. During registration non-English speaking parents are provided with a home identification language in their native language. We document the languages that are present in our school and work with the DOE translated using the DOE Translation & Interpretation Unit as needed. The unit is used for translation of assessments analysis and progress reports. Continued collection of data informs the school of those parents/guardians who are in need of written translation and oral interpretation.

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.

Our primary need for translation is Spanish. However, we do have a few parents who speak French. Some of our families from West Africa speak Fulani and other languages but they also speak English as well. We communicate this to the staff during faculty conferences. This is also communicated to our School leadership team and at parent association meetings.

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.

All documents that are sent home need to be sent in both English and Spanish. Spanish Translation is provided in-house by a teacher proficient in written Spanish. Over the past three years, the school has translated many documents which now only require date changes (ex. half day notice, school closure notice and Parent Teacher Conferences).

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.

We provide oral translation in Spanish at all meetings through the use of an in-house translator. The school is currently pricing electronic systems to deliver translation without having to repeat what was previously said in English; in this way, the translator can translate concurrently as the initial speaker speaks. Once the school receives the translation allocation, we will make the determination as to whether the purchase of such equipment is feasible. However, Spanish translation is currently available at every meeting.

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>.

The school will survey all parents in September 2011 to assess language needs. The school will also identify crucial documents that need to be translated at least 30 days in advance, to ensure that all necessary documents are translated and available. The school will create a schedule of all meetings and ensure that translation is available.

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: Bronx Writing Academy	DBN: 09X323
Cluster Leader: Chris Groll	Network Leader: Michael Alcott
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 6
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:

After-school instruction

ELL students at the Bronx Writing Academy need additional time on task beyond the regular school day. There is a constant flow of newcomers as well as students with interrupted formal education (SIFE). Our longterm ELL students will be a focus this year as well. These students have been receive 6 years of service and have not achieved proficiency on the NYSESLAT. Therefore the additional time on task is an indispensable resource for these students. This is particularly important in ELA/ESL classes.

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

The duration of the program will be Febuary 13 through - May 14th 2012. This program will be for 80-100 students.

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:

After-school Curriculum Planning

ESL Teachers at the Bronx Writing Academy use The Sheltered Instruction Observation Protocol (SIOP) Model. It is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The Professional Development consists of eight interrelated components of the SIOP model:

- Lesson Preparation: Teachers will be taught planning strategies for specifically engaging ELL

Part C: Professional Development

students - September, 2011

- Building Background: Teachers' background knowledge of ELL instruction will be broadened - October 2011
- Strategies: Teachers will be introduced to specific inclass strategies that will encourage target ELL students - October 2011
- Practice/Application: they will be given opportunities practice and apply their knowledge in a the classroom and engage in follow up work with the staff developer - September 2011.
- Lesson Delivery: This PD will dramatically increase the effectiveness of lesson delivery which will directly impact students - May 2012
- Review/Assessment: Teachers will meet as a department to review and assess the work done and their progress in each area - June 2012

Our teachers need to become more proficient in this way of teaching and this time together will be useful in planning more effective lessons and units.

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

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:

It is often difficult for parents of students ELL students to provide help with academic work. Therefore, we will be hosting 2 (January and March) additional parent conferences designed to target ELL students.

At these conferences we will:

provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

begin to foster a caring and effective home-school partnership to ensure that parents can effectively

Part D: Parental Engagement Activities

support and monitor their child’s progress;

provide assistance to parents in understanding City, State and Federal standards and assessments;

share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

ESL and bi-lingual Teachers will provide the parent workshops.

We will announce workshops 2 month in advanced. Parents will be notified via school messenger system, flyers will be poseted throughout the school, and emails will be sent through our Engrade system.

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)		
Travel		
Other		
TOTAL		

