



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS

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

PRINCIPAL: DAVID J. VAZQUEZ

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SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

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

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Our last Quality Review identified a need to “systematize the use of tools to enable school leaders (Admin and faculty) to evaluate a range of data to identify and address performance needs.” (page 5, QR, October 2012)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers throughout our middle and high schools shall employ CCSS aligned interim assessments designed to increase the quality of timely produced student performance data. The data these assessments yield shall form the basis of quarterly grade-wide data analysis meetings which drive ongoing individual student goal setting and frame Admin/faculty mini-observation feedback conferences.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Strategy: Select interim assessments aligned with New York and common core state standards for each MS and HS grade and major subject area (ELA, Math, Science, and Social Studies/History) and develop protocols for analyzing student data and assessing student work.

Activity: Cluster/grade level and discipline/department teams shall meet twice a month to select interim assessments aligned with New York and common core state standards, analyze student results, conduct item analyses, and review protocols for studying student work.

Key personnel: Our assistant principals for MS and HS shall collaborate closely with discipline/department and cluster/grade level team leaders to facilitate quarterly data analysis meetings and supervise the selection of interim assessments aligned with New York and common core state standards. The Admin team shall also co-lead and facilitate ongoing professional development activities that introduce and reinforce protocols for analyzing student data and assessing student work.

Targets (benchmark): Our overall standardized ELA and Mathematics test scores will increase by three percentage points across MS grades 6-8. Our overall passing rate for the Integrated Algebra and ELA Regents shall increase by three percentage points.

Timeline: Student work will be assessed against CCSS aligned rubrics throughout each cycle or quarterly marking period. Mid-cycle progress data will also be monitored and analyzed on an ongoing basis.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants X Other-describe here: __Priority/focus_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Our last Quality Review also recommended we “implement structures to consistently monitor content pacing calendars, unit plans, teacher practice, and student action plans that are aligned with CCSS and improve instructional coherence.” (page 5, QR, October 2012)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our second annual goal is strengthen the quality and consistency of teacher support and supervision by introducing frequent cycles of observations and feedback in the form of timely and meaningful instructional guidance and support to faculty and staff on a reliably consistent basis. Special emphasis shall be placed on ensuring daily learning targets and unit performance tasks are aligned with New York and common core state standards.

Instructional strategies/activities

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

Strategy: BSSWA’s supervisory model is anchored by three vehicles - **mini-observations, formal observations,** and our select **co-facilitation of bi-monthly discipline and cluster team meetings.**

Activity: Each MS and HS teacher will be informally observed twice a month and formally observed 2-3 this year. Each mini and formal observation concludes with a one-to-one debrief which assesses their **pedagogy** or delivery of instruction and **planning and preparation’s alignment with BSSWA’s instructional core** which consists of three core elements: **cognitively rigorous** and **appropriate tasks** aligned with CCSS or NYS standards, high **level questioning** and **discussion techniques** to help students understand concepts throughout the major components of our daily instruction block, and frequent **checks for student understanding** throughout the major components of our daily instructional block. All teachers will participate in professional development around best practices in questioning and

discussion techniques.

Key personnel: The principal and two assistant principals charged with supervising instruction in the MS and HS respectively shall lead successive rounds of formal and informal observations throughout the academic year. The trends, strengths, and challenges identified from these successive rounds shall serve the basis of Admin and teacher-led professional development designed to strengthen areas of weakness in pedagogy and planning and preparation. Bib monthly discipline teams

Targets (benchmark) & timeline: Each subject teacher will participate in training and receive support as they craft an annualized curriculum map (October) and two CCSS aligned curriculum units (by January and June) reviewed by Admin and peers. During teacher team meetings, ongoing student work will be assessed each quarter against CCSS aligned rubrics throughout each cycle or quarterly marking period to gauge the results of our curricula's alignment with common core and NYS standards.

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants X Other-describe here: ___Priority/focus_____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Targets (benchmark) & timeline: Each subject teacher will craft two data driven, peer reviewed, CCSS aligned curriculum units (by January and June) that provide multiple access for specifically targeted groups of students within each cohort. All teachers will receive training on best practices in this area, and participate ongoing professional development to monitor and revise curriculum according to student progress.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants X Other-describe here: _____ Priority/focus _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Although we are frequently lauded for our school’s culture and tone, this past year our MS progress report indicated a decline in academic expectations, engagement, as well as safety and respect. (MS progress report, page 4).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

This year we shall place a special emphasis on increasing overall student attendance and decreasing the number of students suspended by explicitly coupling our expectations for academic excellence with our commitment to develop the entire college-bound scholar-activist: a student committed to strengthening her/his physical and emotional health along with her/his mind.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Strategy: (1) Integrate our existing Wellness Team, FECS clinic, and Dean’s office, into one holistic vehicle (e.g., Intervention Team) designed serve the specific socio-emotional and academic needs of our MS and HS students. (2) Establish a College Advisement Center designed to serve the need of our junior and senior high school students as well as assist in the cultivation of a college bound culture through grades 6-10. (3) Increase MS and HS faculty’s capacity to teach out students collaborative problem solving/conflict resolution skills.

Activity: (1) Department chairpersons of the Wellness team, FECS, and Dean’s office meet to clearly establish the roles and responsibilities of each faculty and staff. (2) Newly hired guidance counselor shall begin to establish the daily functions of a college advisement center which caters to the needs of a secondary school population. (3) targeted faculty will participate in ongoing professional development activities designed to prepare these peer leaders to turn key these problem solving/conflict resolution skills sets to peers on the faculty and staff.

Key personnel: Administration, department chairpersons, and faculty leads will anchor the organizational design and professional development work.

Targets (benchmark): Increasingly engaged students are more likely to attend school and less likely to merit suspensions. Our overall MS and HS attendance shall meet or exceed 80%. The number of principal suspensions issued in the MS and HS shall also decrease.

Timeline: Each cycle or marking period the newly formed "Intervention Team" shall monitor school-wide progress toward attendance and disciplinary targets.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority/focus_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Although our Quality Review noted “students are happy and engaged” and “you feel welcome as you enter the building because the climate is warm and inviting,” parent participation amongst our high school students continues to decline the older students become (page 3, QR, October 2012).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our fifth and final annual goal is to increase parent engagement; particularly amongst our new and returning high school students.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategy: (1) Hire a new parent coordinator and redesign her/his portfolio of responsibilities. (2) Assign the two newly hired assistant deans for student life and community associate to support our campaign to increase parent engagement across all grades. (3) Host multiple *Family Nights* designed to celebrate student success, provide relevant information to the college bound parent and student, and (4) design parent-student activities (e.g., College Night) designed to strengthen relationships between parent, student, and the BSSWA community.

Activity: (1) Our parent coordinator in collaboration with our Admin team, Intervention Team, and key faculty will collaboratively design multiple grade-wide and school-wide activities that draw families in. (2) Our Steering Committee shall devote a segment of each meeting to addressing family involvement and supporting parental recruitment vehicles.

Key personnel: Parent coordinator, Administration, Parent Association cabinet, and our Steering Committee..

Targets (benchmark): The percentage of parents attending parent-student-teacher conferences and Family Nights shall increase by 3-5% in the MS and HS.

Timeline: (Spring) parent-student-teacher conferences, March 2013, Family Nights, February 2013, April 2013, and June 2013.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III X Set Aside Grants X Other-describe here: ___Priority/focus_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Increased deployment of ICT providers throughout the instructional day, Academic Clinic (after school), and Saturday Academy	Small group & one-on-one instruction,	Both during and after the school day.
Mathematics	Increased deployment of ICT providers throughout the instructional day, Academic Clinic (after school), and Saturday Academy	Small group & one-on-one instruction,	Both during and after the school day.
Science	Increased deployment of ICT providers throughout the instructional day, Academic Clinic (after school), and Saturday Academy	Small group & one-on-one instruction,	Both during and after the school day.
Social Studies	Increased deployment of ICT providers throughout the instructional day, Academic Clinic (after school), and Saturday Academy	Small group & one-on-one instruction,	Both during and after the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Addition of two assistant deans and one MSW increased our capacity to provide counseling to both	One-on-one and small group counseling.	

	mandated and non- mandated students in a timely manner.		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

[Empty response box]

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	492	Total Number of ELLs	44	ELLs as share of total student population (%)	8.94%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9		1	14		3	21		4	44
Total	9	0	1	14	0	3	21	0	4	44

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	9	8	9	5	1		44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	12	9	8	9	5	1	0	44

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

A. Programming and Scheduling Information

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

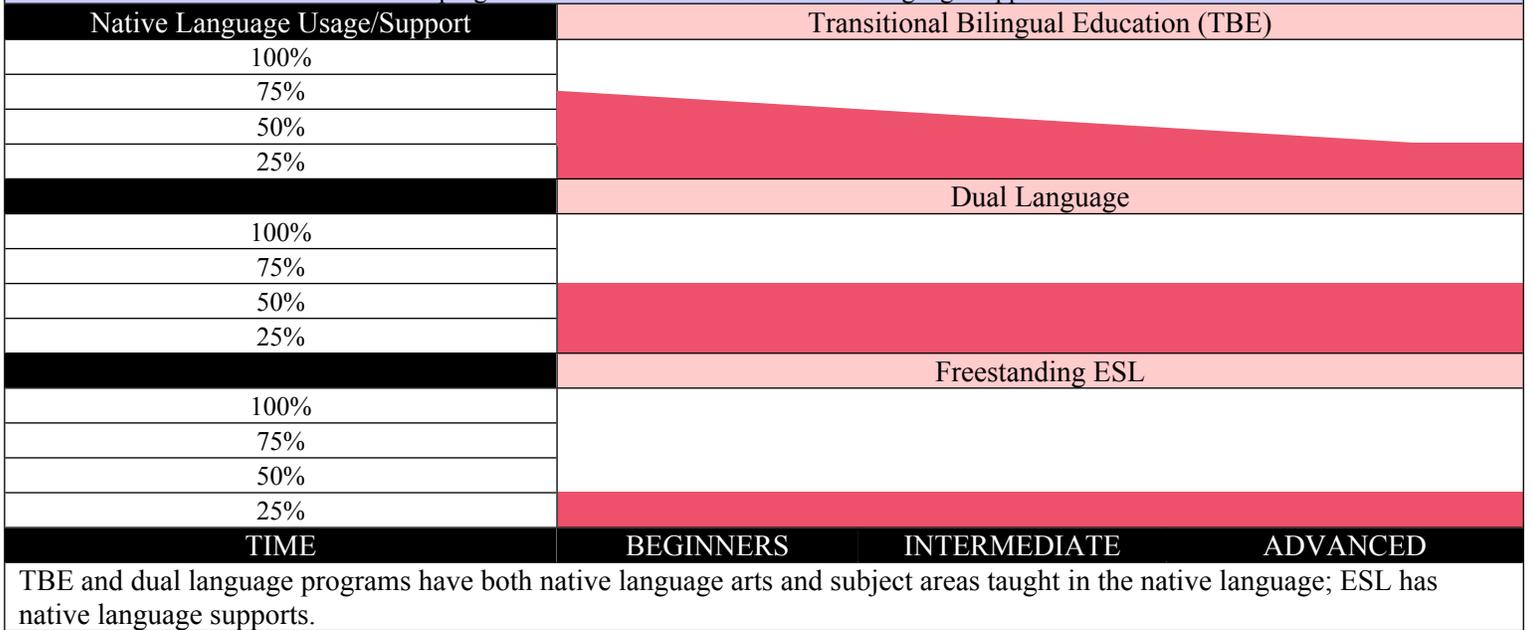
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

Each cluster will be expected to:

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	0	2	2	0			9
Intermediate(I)							2	5	5	6	3	1		22
Advanced (A)							5	4	1	1	2			13
Total	0	0	0	0	0	0	12	9	8	9	5	1	0	44

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	7		3	
Geometry	1			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1			

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	7		4	
Physics				
Global History and Geography	1			
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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

2, 3. The NYSESLAT data pattern across proficiency and grade levels reveals that approximately 20% of students scored as Beginners,

50% scored as Intermediates, and 30% as Advanced. This data alone does not provide insight until we look at the NYSESLAT Modality Analysis. For example, whereas 58% of 6th graders scored as overall Beginners and Intermediates, we find that 67% percent of them were Advanced or Proficient in the Speaking/Listening Modality; in the 7th grade, 56 % were overall Intermediates (there were no Beginners) whereas 78% were Advanced or Proficient in Speaking/Listening; in the 8th grade, 88% were overall Beginners and Intermediates, while 100% were Advanced or Proficient in Speaking/Listening; in the 9th grade, 89% were overall Beginners and Intermediates, while 78% were Advanced or Proficient in the Listening/Speaking Modality; in the 10th grade, 60% were overall Intermediates (there were no Beginners) while 60% were Advanced or Proficient in Speaking/Listening. This means that Beginner and Intermediate students throughout all grades made more gains in listening and speaking than in reading and writing. The implications for instruction are that Beginner and Intermediate students require more development of reading and writing capabilities and academic vocabulary. Instructors need to model and scaffold academic language and concentrate on developing reading comprehension—using context clues, deriving inferences, differentiating between opinion and fact—and improving writing mechanics.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

- o Information was disseminated to parents (non-SLT members) both formally (bilingual [Spanish-English] announcements during monthly PTA meetings, school-wide social events, and tri-annual parent-student-teacher conferences) and informally (word-of-mouth).

- o Announcements in both cluster (grade-wide) and all faculty meetings kept faculty and staff abreast of the School-wide Programs Planning Initiative.

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: UA Bronx Studio School	DBN: 08X269
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 53
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

Towards the goal of increasing achievement for our ELL students, we provide additional support after school five days a week provided both by our ESL teacher as well as an ELA teacher. The ESL teacher will team teach each Title III class for five days a week. These sessions are held from 3:15-4:15 Monday through Thursday and from 2:30-3:30 on Fridays. The Title III sessions will take place between October 2012 and May 2013. We work with families to make sure that all our beginner, intermediate and advanced ELL students attend. All our English Language Learners need additional support as indicated by their NYSELAT and ELA state tests. The middle school students will attend Mondays, Wednesdays and Friday and high school students will attend Tuesdays and Thursdays. Daily instruction infuses non-fiction and fiction texts aligned with the Common Core State Standards, again, to accelerate students' English language acquisition and literacy skills. These courses are all taught in English but native language support is provided for our entire ELL population. This additional after-school instructional time reinforces the students' coursework and also indirectly prepares the students for the NYSELAT, Regents, and MS ELA examinations. Students read class texts taken from the Common Core library. Additionally, students have access to dictionaries, both in print and digital. Beyond supplemental texts that include informational and non-fiction texts, students have access to our school's library which houses a broad selection fiction and non-fiction books across grade levels. Title III funds will be used to purchase additional books that meet students' reading levels and interests. Students are also provided with Prentiss Hall Regents and MS ELA test preparation materials.

Part C: Professional Development

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

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

Begin description here:

We have a variety of professional development opportunities and we encourage our staff to seek out additional experiences. Towards this end, several of our teachers including our ESL teacher have attended professional development programs put on by the Division of Students with Disabilities and English Language Learners. One particular session that our sixth grade English teacher and our ESL teacher attended was Co-Teaching: How to Have a Successful Push-in ESL Model and based on their experience, we plan to send additional staff to these sessions.

Part C: Professional Development

Our middle school humanities classrooms have adopted the Learning Culture model in all grade levels this year. Learning Cultures (LC) consists of a simple, yet comprehensive, set of classroom practices called Formats. On the surface, Formats look like familiar classroom practices—lessons, small group work, individual conferences, independent work time and group meetings—but these elements are redesigned to incorporate key insights from fields across the behavioral sciences in order to maximize student engagement, autonomy, responsibility and learning. Whereas most curriculum models address content frontally through didactic transmission, LC Formats enable students to take initiative to learn content through participation in social practices. For example, in the Collaborative Unison Reading Group Format, which is the heart of the LC program, children of many different reading levels group themselves to read aloud in unison and discuss a student-chosen text. ELLs are not tracked into beginner, intermediate, and advanced groups; they join native English speakers of all levels and together they help each other decode, comprehend, analyze, and evaluate. Exposure to vocabulary is broad, authentic, and contextualized, which helps ELL students attack the onslaught of language they encounter aurally and visually in print, video, and online media every day, and that will only increase as their education moves forward. To support our teachers in implementing this curriculum, our MS assistant principal and a network instructional coach provide weekly professional development sessions for all participating teachers.

To support our English Language Learners' success in the Learning Culture classrooms, we have implemented a study group for our ESL teacher and the 3 ELA teachers implementing the model. They will be reading Pauline Gibbons' book, "English Learners, Academic Literacy, and Thinking" as well as other research based materials, to better understand how to support the needs of our ELL students within the Learning Cultures context. They will be focused on our ELL population and use data from the NYSELAT and the Degrees of Power Reading assessment to understand the impact of the They will meeting from 3:30-4:30 on the third Thursday of each month through May

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

We also are holding a Parent Summit meeting at the beginning of February. In addition to celebrating student success, we are inviting our ELL families to come an hour earlier to introduce them to community based organizations that can support the success of our ELL students. One organization we are inviting is Aspira, an organization that assists people in obtaining educational services and building leadership within the community. Because all of our ELLs are Spanish-speaking, this organization's ability to assist families with legal, financial and educational services has proven extremely helpful. We also connect families with the Citizens' Advice Bureau, an organization that provides legal assistance. These organizations work to ensure that our ELL families are able to provide a safe and secure home environment for their students.

Each month, we have Parent Meetings co-led by our parent coordinator, social workers, and Admin team. These meetings happen on the second Tuesday of each month from 5pm to 7pm. For the months of February, March and April, we will be holding an additional session for our ELL families from 7-8pm with snacks to be provided. Our ELL teacher and parent coordinator will discuss a variety of topics to meet the needs of our ELL population. Our parent coordinator will provide the translation services. February's topic will cover information about graduation and promotion. March will cover how to support students in preparing for the NYSELAT and state exams and April will include an overview of the resources available in New York City for ELL families. Parents are invited to these meetings through postcard mailings and phone calls.

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. 		

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		