



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX HIGH SCHOOL FOR WRITING AND COMMUNICATION ARTS

DBN (i.e. 01M001): 11X253

Principal: TERRI L. GREY

Principal Email: TGREY@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: LAWRENCE PENDERGAST

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Terri L. Grey	*Principal or Designee	
Andrew Nugent	*UFT Chapter Leader or Designee	
Osman Thomas	*PA/PTA President or Designated Co-President	
LaShawn Jackson	DC 37 Representative, if applicable	
Daiyan Hossein Monique Lowe	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ron Russell	CBO Representative, if applicable	
Elizabeth Fidoten	Member/ UFT Member/ Teacher	
Alma Labrador	Member/ UFT Member/ Teacher	
Zoraida Delgado Sanchez	Member/ Parent	
Nioka Martin	Member/ Parent	
Ysabel Urena	Member/ Parent	
Trichia Vietch	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 11X253

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	15	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	72.5%	% Attendance Rate			88.2%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	8.6%	% Students with Disabilities			18.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			48.7%
% Hispanic or Latino	46.5%	% Asian or Native Hawaiian/Pacific Islander			2.4%
% White	1.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.23	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			13.0%
% Teaching with Fewer Than 3 Years of Experience	18.5%	Average Teacher Absences			4.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	81.0%	Mathematics Performance at levels 3 & 4			55.0%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			53.7%
6 Year Graduation Rate	65.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
1. We exceeded our expectations for annual goal #1. Credit accumulation for students in their second year went from 51.5 % to 68.1% as evidenced by our 2012-13 Progress Report, page 2.			
2 We met our annual goal #3. We build adult capacity by developing teacher leaders to facilitate teacher collaborations as evidenced by the May 2013 Quality Review page 4, which states that grade team leaders facilitate the work of their respective grade teams, while CCLS lead teachers facilitate the work of their department teams.			
3. We exceeded our annual goal #5. We wanted to increase the parent response on the School Survey for, "I have received information on services for my child from 6.4 to 6.7 and we actually increased it to 8.3.			
Describe the areas for improvement in your school's 12-13 SCEP.			
1. We did not meet our expectations for annual goal #2. Based on our 2012-13 Quality Review report, teachers use current performance data for the students in their classrooms to align class lessons to students' needs for content knowledge and skill development, and these adjustments include provisions for multiple entry points through strategic grouping and the use of scaffolding and differentiated materials. However, we have not yet documented evidence that these practices support the needs of high achievers.			
2. We did not meet our expectations for annual goal #4, which was to increase the percentage of students who agree with the statement, "Most students in my school treat teachers with respect and treat other students with respect." We wanted to increase the statements to 50% from 41% and 48% respectively, however we only increased the statements to 48% and 47% respectively. Both statements are still at 4.6.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
1. One of the challenges that we experienced while implementing goal #2 was that we needed to focus on strategic grouping and differentiating for lower performing students since the majority of the staff were unfamiliar with teaching practices and instructional strategies to support this goal. Now that faculty are more familiar with differentiation and strategic grouping we have started to alternate weekly KidTalk meetings to focus on differentiation for higher achieving students monthly.			
2. Another barrier that we faced when implementing goal #4 was that we were unable to hold regular PBIS meetings and get our Peer Mediation program up and running due to limited resources including a lack of funding, personnel, and time.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We implemented our SCEP with 70% success, given that we met 3.5 out of 5 goals.			
Were all the goals within your school's 12-13 SCEP accomplished?			Yes x No
If all the goals were not accomplished, provide an explanation.			
The explanations are included in my description of the barriers and challenges above. I would add the delay in the release of the ARRA FOCUS allocation and the availability of vendors to support the implementation of new initiatives did affect our ability to achieve all of our goals.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			X Yes No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The challenges in implementing the goals of the SCEP mainly come from limited funding and the scarcity of time.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The student academic achievement targets are focused on increasing the graduation rate and the credit accumulation of students with disabilities, English language learners and our black and Hispanic male population.			
Describe how the school leader(s) will communicate with school staff and the community.			
The school leaders hold monthly meetings with the faculty individually, students during town hall meetings and in focus group conversations and parents in inquiry meetings, at conferences and at monthly parent association and school leadership team meetings.			
Describe your theory of action at the core of your school's SCEP.			
The theory of action at the core of the goals for the SCEP is that when teachers are developed to as effective teachers using the			

Danielson Framework for teaching, they are able to differentiate instruction, deliver CCLS aligned instruction, engage students in the classroom and communicate more effectively with students and their families. Hence, as student achievement increases, course passage rates, credit accumulation, and graduation rates will similarly increase.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for executing this theory of action is to use pre-existing partnerships with community based organization, including Community Word Project and new partnerships with instructional coaches from Generation Ready to develop the instructional capacity of all of our faculty.

List the key elements and other unique characteristics of your school's SCEP.

The key elements of the SCEP are:

1. Using per session funding to operate year-long afterschool and Saturday tutoring to improve differentiated instruction to increase course passage and credit accumulation.
2. Using our partnership with Community Word Project to build student's engagement and CCLS-aligned lesson plans for our ELL students, in order to affect credit accumulation, as well as to develop our teacher's capacity to foster engagement in the classroom.
3. Contracting with Generation Ready to provide an instructional specialist to work with our 6 most struggling teachers, as measured by the HEDI scale on the Danielson Rubric in order to improve instruction in the classroom.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Given that we were 70% effective with the implementation plan last year, earned a proficient on our Quality Review and improved our Progress Report score from the 18th-24th%, I believe we have demonstrated our school's capacity to oversee and manage the plan.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“... students are unable to articulate academic areas in which they need to practice to become competent, impeding school efforts to offer a clear portrait of student mastery.”

Review Type: QR	Year: 2012-13	Page Number: 6	HEDI Rating: NA
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

x	2.2 School leader’s vision	x	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

The use of evidence based systems will be used to improve the school’s 2013-14 graduation rate by 3% by August 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will continue to use the Atlas Looking at Student Work and begin to use the Consultancy protocol to examine student work and implement inquiry strategies designed to improve instruction.
2. We will use norming practices to build consensus on a rubric to evaluate student’s ability to support a claim with textual evidence across disciplines.
3. We will continue to use the tri-state quality review rubric to evaluate curriculum for rigor and alignment to the CCLS.
4. We will use a common lesson plan format and the Danielson Framework to foster inter-visitation and critical feedback among professional colleagues.
5. We will continue to use the student work analysis protocol to look at student work and provide feedback on next steps.
6. We will continue to use the scholarship analysis protocol to examine areas where we can improve student performance.
7. We will continue to refine our practices using the data mining protocol to look at student achievement, curriculum and teacher practices, leadership development, community and family engagement and social, emotional and developmental health.
8. Instructional specialists from Generation Ready will work with faculty to implement CCLS lessons in the classroom and to refine curriculum.
9. Teaching artists from Community Word Project will work with our ELL population and our ELL teacher/ coordinator, specifically, and the faculty as a whole, to implement new curriculum

B. Key personnel and other resources used to implement each strategy/activity

1. The teachers and leadership will be used to implement these strategies during daily hour long common plan and increased professional development time accomplished through the school-based option.
2. The consultants from *Generation Ready* will work with ineffective and developing teachers on the HEDI Danielson scale in order to improve effectiveness in the classroom.
3. The teaching artists from *Community Word Project* will work with the faculty during professional development to work on engagement of the ELL population specifically.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Each term we use the scholarship analysis protocol to examine credit accumulation and to target students who need academic intervention. We also use our weekly looking at student work protocol meetings to target students in our inquiry target population who need intervention. We expect students to earn 4-6 credit a term, we have 3 terms, and teachers to have a 80 % scholarship rate each term. This is how we know we are on target for meeting our goal.

D. Timeline for implementation and completion including start and end dates

1. We use these protocols throughout the school year starting in September 2013 and ending in June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Our program builds in 60 minutes of common planning time every day, an additional 60 minutes on Fridays and six times during the school year where we have an

- additional 2 hours of professional time to use evidence-based systems to improve the graduation rate.
- 2. Generation Ready: Cost per day - \$1,175.00, # of days- 8, Total \$9,400.00
- 3. Community Word Project: Cost per day - \$375, # of days – 15, Total - \$7,875.00
- 4. No Per Session Needed
- 5. Consultant for Afterschool Program
- 6. Teacher Per Diem
- 7. Supplies: paper

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

SINI Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Promote greater consistency in differentiated instruction so that lesson planning reflects purposeful groupings, students are challenged and tasks accommodate different learning styles to maximize learning."

Review Type:	QR	Year:	2009-10	Page Number:	5	HEDI Rating:	NA
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

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

To increase the course passing percent of the school's lowest third in all grades by 3% for the 2013-14 SY by June 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will continue to use the Atlas Looking at Student Work and begin to use the Consultancy protocol to examine student work and implement inquiry strategies designed to improve instruction.
2. We will use norming practices to build consensus on a rubric to evaluate student's ability to support a claim with textual evidence across disciplines.
3. We will continue to use the tri-state quality review rubric to evaluate curriculum for rigor and alignment to the CCLS.
4. We will use a common lesson plan format and the Danielson Framework to foster inter-visitation and critical feedback among professional colleagues.
5. We will continue to use the student work analysis protocol to look at student work and provide feedback on next steps.
6. We will continue to use the scholarship analysis protocol to examine areas where we can improve student performance.
7. We will continue to refine our practices using the data mining protocol to look at student achievement, curriculum and teacher practices, leadership development, community and family engagement and social, emotional and developmental health.
8. Instructional specialists from Generation Ready will work with faculty to implement CCLS lessons in the classroom and to refine curriculum.

9. Teaching artists from Community Word Project will work with our ELL population and our ELL teacher/ coordinator, specifically, and the faculty as a whole, to implement new curriculum.

B. Key personnel and other resources used to implement each strategy/activity

- The teachers and leadership will be used to implement these strategies during daily hour long common plan and increased professional development time accomplished through the school-based option.
- The consultants from Generation Ready will work with ineffective and developing teachers on the HEDI Danielson scale in order to improve effectiveness in the classroom.
- The teaching artists from Community Word Project will work with the faculty during professional development to work on engagement of the ELL population, specifically.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Each term we use the scholarship analysis protocol to examine credit accumulation and to target students who need academic intervention. We also use our weekly looking at student work protocol meetings to target students in our inquiry target population who need intervention. We expect students to earn 4-6 credit a term, we have 3 terms, and teachers to have a 80 % scholarship rate each term. This is how we know we are on target for meeting our goal.

D. Timeline for implementation and completion including start and end dates

- We use these protocols throughout the school year starting in September 2013 and ending in June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Our program builds in 60 minutes of common planning time every day, an additional 60 minutes on Fridays and six times during the school year where we have an additional 2 hours of professional time to use evidence-based systems to improve the credit accumulation of the bottom third.
- Generation Ready: Cost per day - \$1,175.00, # of days- 8, Total \$9,400.00 (funded in Tenet 2)
- Community Word Project: Cost per day - \$375, # of days – 15, Total - \$7,875.00 (funded in Tenet 2)
- 24 Teachers Per Session (41.98/hr) X 2 hours X 15 days, Paraprofessional overtime \$400, 2 Supervisor per session x 2 hours x 13 days, Teacher Absence per diem \$1676, Teacher Coverage \$9606, PD for Staff (Aussies Consultants) \$3000 , and transportation of staff to PD \$509

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI			PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Teachers use the current performance data for the students in their classrooms to align class lessons to students' needs for content knowledge and skill development. However, while these adjustments include provisions for multiple entry points through strategic grouping, scaffolding, and the use of differentiated materials for some students, the school has not yet documented evidence that these practices support the needs of high achievers."

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	NA
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

CCLS-based instruction will produce a 5% increase the number of students who participate in Advanced Placement and College Now courses for the 2013-14 SY.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will continue to use the Atlas Looking at Student Work and begin to use the Consultancy protocol to examine student work and implement inquiry strategies designed to improve instruction.
2. We will use norming practices to build consensus on a rubric to evaluate student's ability to support a claim with textual evidence across disciplines.
3. We will continue to use the tri-state quality review rubric to evaluate curriculum for rigor and alignment to the CCLS.
4. We will use a common lesson plan format and the Danielson Framework to foster inter-visitation and critical feedback among professional colleagues.
5. We will continue to use the student work analysis protocol to look at student work and provide feedback on next steps.
6. We will continue to use the scholarship analysis protocol to examine areas where we can improve student performance.
7. We will continue to refine our practices using the data mining protocol to look at student achievement, curriculum and teacher practices, leadership development, community and family engagement and social, emotional and developmental health.
8. Instructional specialists from Generation Ready will work with faculty to implement CCLS lessons in the classroom and to refine curriculum.
9. Teaching artists from Community Word Project will work with our ELL population and our ELL teacher/ coordinator, specifically, and the faculty as a whole, to implement new curriculum.
10. We use our partnership with the city's Advanced Placement Initiative to add 3 AP courses this school year and to recruit more students to attend College Now.
11. We will use our partnership with College Summit to promote college and career readiness in all grades.

B. Key personnel and other resources used to implement each strategy/activity

1. All faculty are involved, including our 3 AP teachers, and our advanced placement coordinator, our assistant principal for math, science and technology.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Each term we use the scholarship analysis protocol to examine credit accumulation and to target students who need academic intervention. We also use our weekly looking at student work protocol meetings to target students in our inquiry target population who need intervention. We expect students to earn 4-6 credit a term, we have 3 terms, and teachers to have a 80 % scholarship rate each term. This is how we know we are on target for meeting our goal.
2. Increase in student achievement for each semester so as to create a pool of eligible students for advanced course work.
3. Student survey increases in students interested in pursuing college-level work

D. Timeline for implementation and completion including start and end dates

1. We use these protocols throughout the school year starting in September 2013 and ending in June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Our program builds in 60 minutes of common planning time every day, an additional 60 minutes on Fridays and six times during the school year where we have an additional 2 hours of professional time to use evidence-based systems to improve the credit accumulation of the bottom third.
2. Counseling of potential students – Included during school hours
3. After school activities for students or parents –Funded by the AP Expansion Grant
4. AP Summer Institutes for teacher PD- Funded by the AP Expansion Grant
5. Generation Ready: Curriculum and Staff Development
6. Teacher per session

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

SINI Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc.)? (5.4)”

Review Type:	LES	Year:	2012-136	Page Number:	6	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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	5.3 Vision for social and emotional developmental health
x	5.4 Safety	5.5 Use of data and student needs

Annual Goal #4

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

Increase the parent involvement and engagement so as to improve student attendance to school by 5% by June 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will continue to use the school messenger system and Datacation’s Skedula system to communicate with students’ families about our family events and their child’s individual attendance
2. We host Curriculum Night, parent and teachers conferences, International Day, Winterfest, and inquiry parent focus groups to engage our families in their child’s education and attendance.
3. We continue to distribute attendance reports with progress reports and report cards.
4. We mail home all information that we distribute at teacher’s conferences.
5. Grade teams make personal calls inviting families to attend conferences.
6. We continue to distribute our student and family handbook and our school year calendar to families.
7. We are developing a google page for families.
8. We award attendance certificates on a monthly basis in student town hall meetings and recognize attendance in celebrations each term.
9. We also use our PBIS team to recognize the student of the month where a part of the criteria is daily attendance.

B. Key personnel and other resources used to implement each strategy/activity

1. The attendance team and the Wellness team meet weekly on Mondays and Wednesdays respectively to focus on attendance initiatives, make outreach to families and meet weekly on Thursdays with cohort teams to coordinate efforts inside and outside of the classroom.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We set a daily goal of 88 percent attendance and examine data from ATS daily and weekly to provide families and students with information about attendance. We communicate with personal phone calls, automated school messages and emails on Skedula.
2. Term attendance targets – 88%
3. Chronically absent targets – 60%

D. Timeline for implementation and completion including start and end dates

1. We use these protocols throughout the school year starting in September 2013 and ending in June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The attendance team and the wellness team meet regularly Per session not needed. Meetings are held during school hours.
2. Student incentives to reward students \$1,500.00
3. Per session for afterschool and family trainings - 4 Teachers 2 hours a week for 11 weeks - \$3,694.24, 1 Administrator - no per session needed

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .					
	PF AIS		PF CTE		PF College & Career Readiness
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments
x	PF Positive Behavioral Management Programs				PF RTI
					PF Common Core
					PF Parent Engagement
					PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"In addition to these school wide common assessment practices, an online grading system is utilized by teachers, students and families so that student progress towards goals across grades and subjects can be tracked. However, current use of this grading system only informs students of assignments, projects, class work, etc. that are missing or need to be improved to pass courses and receive credit."

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

x	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

Increase the reciprocal communication with families and communities of students entitled to AIS to improve their course passing rates by 5% for the 2013-14 SY.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- We will continue to use the school messenger system and Datacation's Skedula system to communicate with students' families about our academic intervention.
- We also distribute tutoring schedules and permission slips at the conferences for the first parent and teacher conferences in October and mandate all level 1 and 2 students to attend.
- We will use the school messenger system to provide families with a report on their students attendance at tutoring.

B. Key personnel and other resources used to implement each strategy/activity

- Faculty teaching after school and Saturday tutoring.
- Per session to fund the tutoring.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- We continue to receive weekly lesson plans for after school and Saturday academic intervention systems.
- We observe after school and Saturday tutoring sessions for effectiveness using the Danielson framework.
- Each term we use the scholarship analysis protocol to examine credit accumulation and to target students who need academic intervention. We also use our weekly looking at student work protocol meetings to target students in our inquiry target population who need intervention. We expect students to earn 4-6 credit a term, we have 3 terms, and teachers to have a 80 % scholarship rate each term. This is how we know we are on target for meeting our goal.

D. Timeline for implementation and completion including start and end dates

- We use these protocols throughout the school year starting in September 2013 and ending in June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Faculty and per session for faculty will be used to support these activities.
- After School Tutoring - 4 Teachers 2 hours a week for 11 weeks - \$3,694.24, 1 Administrator - no per session needed
- Saturday School Tutoring - 2 Teachers 3 hours a week for 8 weeks - \$2,015.04, 1 School Aide – 3 hours a week for 8 weeks - \$388.80
- Saturday School Tutoring Supervision - 1 administrator 8 weeks - \$1,054.56

5. Supplies for Parent meetings (non-contractual services)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	After school and Saturday tutoring	Small group 1:10	After school and/ or Saturday
Mathematics	After school and Saturday tutoring	Small group 1:10	After school and/ or Saturday
Science	After school and Saturday tutoring	Small group 1:10	After school and/ or Saturday
Social Studies	After school and Saturday tutoring	Small group 1:10	After school and/ or Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small groups 1:5, 1:10, 1:15	During school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
BHSWCA has a hiring committee that uses research based interview questions designed to focus on the teaching habits, beliefs and capabilities of highly effective teachers. We provide one to one mentoring from an experienced teacher and an administrator for all of our new teachers. New teachers have weekly meetings with their mentors and meet several times a year with the assistant principal and principal as they work towards tenure. We have a new teacher induction committee that works to integrate new teachers into the teacher culture and the life of the school. All teachers participate in twice weekly team members with their grade level team to look at and refine student and teacher work and bi-monthly department meetings to do the same. We also meet weekly as a faculty to share instructional best practices.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers have elected to serve as CCLS leads and they attend monthly professional development sponsored by the Cluster. We also have contracted with Generation Ready to provide instructional coaching to teachers who are ineffective or developing on the HEDI scale

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The principal holds weekly meetings with the cabinet to align the school's budgets and resources to meet the intent and purpose of programs funded by consolidated money.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We have a Measures of Effective Learning committee that consists of 3 teachers nominated by the chapter leader, the UFT chapter chair and two teachers, the assistant principal, and the principal. We meet regularly to discuss the implementation of assessments and professional development required to use the data from the assessments to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 11	Borough Bronx	School Number 253
School Name Bronx High School for Writing and Commun		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Terri Grey	Assistant Principal N. Connell
Coach type here	Coach type here
ESL Teacher Thomas Hughes	Guidance Counselor Pamela Williams
Teacher/Subject Area Peter Bermudez	Parent type here
Teacher/Subject Area Cynthia Taylor	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	389	Total number of ELLs	30	ELLs as share of total student population (%)	7.71%
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Part II: 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										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	8
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	8

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13	4	1	8	1	1	8	1	5	29
Total	13	4	1	8	1	1	8	1	5	29

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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										9	15	2	3	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	10	16	2	3	31

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										3	1	0	1	5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	4	1	1	12
Advanced (A)										2	9	1	1	13
Total	0	0	0	0	0	0	0	0	0	11	14	2	3	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	4	1	1	1
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2	4	1	1
Physics				
Global History and Geography	1	1	1	0
US History and Government	1	2	0	1
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
For newcomers and SIFE students, we use a combination of measures to most accurately assess their early literacy skills. We use the Lab-r results. Students are given baseline assessments, both formal and informal in order to get a clear understanding of their basic skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of students who tested proficient were in the tenth grade. Data patterns reveal that most were not long-term ELLs. Long-term ELLs did not do as well and will need extra support across all grades levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
RNMR is unavailable as of 10/25/13. However, six students scored proficient on the NYSESLAT last year and seven students moved up a level. That means nearly half of our ELLs moved up or scored out of the ESL program at our school.
4. For each program, answer the following:
 - a. 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?

4.a. Beginners made more progress across all grades than did intermediates and advanced. 6 students who passed were 9th graders last year and one was a senior. The students who moved up a level were primarily intermediate to advanced. Most of our ELLs still need support with tests taken in English.

4.b. School has discontinued use of ELL periodic assessment.

4.c. School has discontinued use of ELL periodic assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
As per the RtI Guide for Teachers of ELLs, "INTENSIVE, TARGETED INTERVENTION is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured." Our school has mandated tutoring for all at-risk students, including our ELL population.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students receive native language support in all content areas, eg, side-by-side texts, glossaries, bi-lingual dictionaries and alternative additions to the regents. The data used to make the decisions are grades, student progress, state test scores, classroom data, inquiry team data. All classroom teachers utilize strategies based on the data to inform their teaching in order to use best practices to support their ELLs English language skills.
7. 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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program for ELLs is assessed by various means. We look at the annual NYSESLAT scores and the Regents exams. We evaluate our success by examining credit accumulation for our ELLs, passing rates for ELLs as compared to the school as a whole and by constantly examining and re-examining our efforts to serve our ELLs to the best of our ability:

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home language Identification Survey (HLIS). If a student is new to the NYC school system, the certified ESL teacher (Mr. Hughes) or qualified pedagogue administers the HLIS and conducts informal interview to best ascertain student's level of proficiency with the assistance of the parent coordinator (bilingual certification)
*Parents of all students who enter the NYC school system for the first time are administered the Home Language Identification Survey (HLIS). *If parents indicate a home language other than English, the certified ESL teacher (Hughes) conducts an informal interview with the student to best ascertain the student's home language.
*If student is found eligible, the LAB-R, in English or Spanish, will be administered within 10 days by Mr. Hughes. The LAB-R will be scored by hand to allow the student to be placed immediately.
*Parents will be shown the ELL orientation video to assure they understand the choices they can make in terms of programs systemwide.
*After viewing the video, parents complete the parent survey and the program selection form to indicate their choice of a program. All communications with the parent and student are conducted in English and/or in the family's home language. Distributed materials (HLIS, parent survey, program selection form, entitlement and placement letters, ELL parent brochure, video) are provided in English and in the parent's preferred language.
*Mr. Hughes administers the NYSESLAT annually according to DOE schedules. Students are scheduled for the listening, speaking, reading and writing components as indicated in the NYSESLAT Test Administration Guide. The ESL Coordinator ensures that parents and students are informed of the purpose and the importance of the assessment by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule, and calling parents to remind them of the upcoming test dates. All communications and materials are provided in English and in the parents' preferred language.
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.
Parents of ELLs are shown the orientation video as soon as possible upon enrollment by either Mr. Hughes, the ESL teacher or their grade level counselor or another qualified pedagogue in order to ensure that they understand all three choices available to them. (Transitional Bilingual, Dual language, Freestanding ESL) The school does its utmost to provide the students with faculty members or others who can translate for them and provide whatever information they need. There is parent outreach through the parent coordinator who speaks Spanish and is aware of and utilizes the translation and interpretation services offered by the DOE. If a parent selects TBE, they are informed that while currently, our school does not have the required minimum of students to open up a bilingual program, their child's name will be placed on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade (9-12). When the waiting list reaches 20 students, all parents on the list will be notified of the availability of a bilingual program at our school. In the meantime, a list of NYC schools that offer the bilingual program of their choice is also provided. Until such time as the preferred program becomes available, or parents decide to transfer student to a school that offers their program of choice, student will be placed in a freestanding ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
3) The ESL Coordinator ensures that the entitlement letters are sent automatically to all new students who are eligible for services and that they are returned, by maintaining correspondence with the families of ELLs. The ESL coordinator, parent coordinator and trained staff make the connections with the ELL families to ensure that they come to the family orientation meeting outlined in the

letters. If the program selection form is not returned, the default program for ELLs is TBE. Copies of notifications to parents are maintained in the ESL file by Mr. Hughes.

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.

4) All newly identified ELLs students are placed in the program according to the results of LAB-R and the parent's program selection

form, within 10 days of enrollment. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian's home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' Spring NYSESLAT scores as well as their current program placement.

All notifications and forms are provided in English and in the parents' preferred language. Copies are maintained by the ESL coordinator in the ESL office. All ELLs are placed in a self-contained, ESL class taught by Hughes which meets five days a week for an hour. Beginners and intermediate ELLs are also programmed for another three hours a week with Mr. Hughes. All ELLs are supported in their content-area classes with textbooks and dictionaries in whatever home languages are necessary. Students parents are consulted on an ongoing basis to keep them informed as to the student's programming and servicing in the ESL program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Mr. Hughes, the ESL Coordinator and ESL teacher checks ATS as well as ARIS and the school admittance records to double-check the eligibility of students for the NYSESLAT. A chart is then created listing all eligible students and the time and dates scheduled for the NYSESLAT according to the schedule determined by the state. Each student is then checked off as they are tested with extra days built into the process in order to allow for make up tests in all modalities.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

6) 5) After review, the Parent Survey and Selection forms show that most parents who enroll their children at BHSWCA choose ESL. In addition, the ESL coordinator routinely reviews the waiting list for bilingual program requests. When the total requests reach 20 students, the school will open up a bilingual program, as per CR Part 154.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

A: The organizational model at BHSWCA is a self-contained, ungraded, heterogeneous class for all ELLs. Beginners and intermediates also take a second period of ESL instruction. The instructor (Hughes) uses differentiation and specific instruction as well as various strategies and techniques to allow them to succeed in the class and progress in their acquisition of academic English. Advanced students receive 1 esl class and 1 ELA class.

B: The program at the school is a block schedule for beginners and intermediate students. It is heterogeneous and ungraded. The instructor uses intense differentiation and grouping strategies as well as ongoing formative assessment to inform targeted instruction for all students at all levels.
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)?

2.a Our staff includes one certified ESL instructor. ESL and ELA instructional minutes are delivered as follows. Beginners and intermediate students are serviced in two classes of an hour each five days a week giving all intermediate and beginner students a total of ten hours a week. Classroom time for both beginner and intermediate students exceeds mandated minutes. Intermediates are given their requisite number of mandated instructional minutes plus targeted instruction. Advanced students take 1 esl class and an ELA class of an hour each every day in which the instructor utilizes differentiation focusing on literacy and language enrichment and ongoing assessment to target students at all levels.
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 foster language development and meet the demands of the Common Core Learning Standards.

3. Content area instruction is delivered by certified teachers in the content areas in English. The instructors communicate regularly with the ESL instructors to discuss intervention and support strategies for ELLs in the classrooms. The instructors in content areas use grouping and differentiation to enrich language development. All instructors at BHSWCA use context rich, authentic texts and materials and maintain a focus on literacy. Instructors utilize graphic organizers, differentiation, scaffolding and visuals. Vocabulary in the content areas as well as critical thinking and basic writing skills are emphasized in every class. The classrooms are text-rich environments that encourage discussion and communication as well as reading and writing as means to greater enrichment, fluency and comprehension. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language in the form of bilingual textbooks, glossaries, bilingual audio/visual materials, translated texts and selected internet sites that offer bilingual support.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. ELLs are appropriately evaluated in their native languages by qualified staff members fluent in the students language or through the use of the DOE translation and interpretation unit. We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R. In addition, ELLs have the option of testing in their native language in class assessment as well as on State assessments. The rationale behind this approach is that research indicates that proficiency in literacy and higher order thinking skills in the native language will support and transfer with efficiency in the second language acquisition process.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated on a daily basis by both the ESL teacher and content teachers both formally and informally through the use of

teacher observation, turn and talk written responses to written prompts and daily discussion wherein new academic language and vocabulary is introduced and used. On a weekly basis ELLs in all classes are reading, responding to in writing and orally to both long and short CCLS aligned readings as well as participating in varied discussions, whole class, small group and pairs, through the use of the accountable talk protocol. At the end of the trimesters all students, including ELLs complete CCLS aligned summative assessments in the form of extended writing projects and presentations. In January and June ELLs take the Regents tests with accommodations and in May they are assessed through the use of the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.a. The instructional plan for SIFE students includes grouping based on skill level to facilitate and target instruction as well as ongoing assessment to further inform instruction and define the needs of each student. During the school day, SIFE students, when not in their ESL class are supported through regular contact with their ESL teacher and differentiated instruction by their content teachers based on communication with ESL teacher. Students work in both homogeneous and heterogeneous groups based on skill levels in order to ensure the comprehension of basic concepts and strategies while at the same time allowing for and encouraging the SIFE student to participate in discussions with peers in small groups and the class as a whole. In the ESL classes specifically, instructors use a combination of explicit instruction in vocabulary and basic concepts as well as hands-on projects, realia and modeling to facilitate comprehension. Questioning to activate higher order thinking as well as diagrams, sorts and charts to enable the SIFE student to become comfortable participating in group activities as well as with the entire class are used extensively. Beginning SIFE students with little or no English are paired with bilingual students to facilitate comprehension and are paired with a bilingual paraprofessional. Written responses may be done, initially, in the student's native language. When possible, native language literacy will be assessed in order to ascertain probable levels of positive transference. Regular assessment is used to evaluate student progress and tailor instruction. Beginners are also afforded all the material support we can give them. This includes dictionaries and study books, mandated extra time on exams and tests and one-to-one instruction when possible.

6.b. ELLs in U.S. schools less than three years are handled very similarly to SIFE students initially. After a preliminary assessment to, if possible, ascertain literacy levels in both the student's native language and their skill level in English, as well as investigating their previous educational history, beginners are grouped both homogeneously as well as heterogeneously to facilitate basic comprehension and skills as well as communication and interaction with a variety of students at different levels. Various instructional strategies include the use of realia, modeling, physical response, using bilingual peers as language and literacy supports, supporting 2nd language acquisition by allowing students to write in first language and then attempting to translate or explain with gestures, one word answers and illustrations. There is also explicit instruction of vocabulary and basic strategies and techniques for the formation of both oral and written communication. Speaking and listening are emphasized at this point through strategies such as Total Physical Response, nodding and gestures. Due to the requirements of NCLB, our students are introduced to the Regents exam immediately. Through intensive scaffolding and sheltered instruction, the students are encouraged to begin thinking in the terms demanded by the Regents exams. While we do not teach "to the test," we do use a variety of context-rich readings and authentic discourse tailored to the levels of our students along with strategies for activating prior knowledge and schema that will allow them to, at the very least, not be intimidated by the idea of taking such a high-stakes test, and, in the best cases, do well on them. At BHSWCA, we are intent on making our ELLs feel comfortable and at ease as they acquire and strengthen their new language at all levels. Taking the ELA Regents is only one part of that process. For beginner students coming to us in the 11th grade, this can be a daunting task. Our goal in such cases is always to strive to give the student the skills and the tools they need to take the test, as well as an understanding of the achievement it is simply to sit for a test like the ELA Regents as a newcomer in a foreign country, speaking a strange language. Also, ELLs are afforded the extra time mandated on all state tests as well as exams and tests such as finals given in the individual classes.

6.c. ELLs who have received between 4 and 6 years of instruction in English are offered the same kind of assessment-informed targeted instruction as newcomers, but at a more complex level. While encouraging them at all times to maintain and honor their first language, these students are expected to do the majority of their work in English. Grouping at this point becomes more heterogeneous, again, based on a constant, but not overwhelming cycle of assessment, instruction and re-assessment, and academic skills such as note-taking, the acquisition of academic language and skills and the solicitation by the instructor of opinions, points-of-view and clear, English language explanations from the students are a regular part of classroom instruction. Students at this level who have not passed the ELA Regents are regularly tutored in Regents review. In order to avoid the "plateauing" of skill levels so often seen among this sub-group, our school is in the process of forming an ELL inquiry team in order to examine students' progress and make recommendations for

instructional strategy change and differentiation

6.d. ELLs with 6 years or more of instruction behind them are given all the support and opportunity of the ELLs with fewer years of instruction if they require it. At this point, hopefully, the student is able to function well in their content area classes with minimum intervention. Various supports are available to them however on an ongoing basis. materials such as dual-language dictionaries and access to the ESL instructor and materials is always available through class or on an informal, one-to-one basis. These students are also given the required extra time for testing and exams as well as, in consultation with the content area teachers and ESL instructors, in class work, assignments and exams.

6.e. For former ELLs, those ELLs who have tested proficient, we offer tutoring, both one on one and small group as well as all the mandated supports, e.g. extra time on exams, etc. In regular consultation with the ESL teacher, the progress of the former ELLs is monitored to ensure that they have all the support they need in their core curriculum classes. Students reaching proficiency on the NYSELAT are afforded the same time extensions and supports--dictionaries, translators, etc, they were afforded before passing the test, for up to two years after reaching proficiency. More than that, however, we continue to support our ELL community in everyway we can up to the day they graduate.

7. 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. For ELLs requiring special needs, the same kind of assesment based, targeted instruction applies. For this sub-group however, this would all be done in consultation with instructors who specialize in special needs students and according to the parameters of the students IEPs. The ESL, special education, and content area teachers collaborate in weekly inquiry team, grade and department meetings to discuss

and share students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs. Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment. The certified ESL teacher collaborates weekly with the Special Education team, and grade inquiry team to monitor individual ELL-SWD's progress in core subject classes and by grade:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. We offer small group instruction, integrated collaborative team teaching classes, academic intervention services, speech and counseling and speech. Furthermore, Advanced ELLs are placed in ICT english classes along with ESL classes until they pass the NYSESLAT. Throughout curricula, amplified text along with guided notes are used to ensure content comprehension. Afterschool tutoring is also given to serve as extra time to complete tasks and assessments. All ELLs are grouped heterogeneously to facilitate access to the general education curriculum.

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:			

Courses Taught in Languages Other than English *i*

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

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	45 minutes per day	45 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.



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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. Our targeted intervention programs across all content areas including ELA and math, social studies and science include one-to-one instruction, small group tutoring and instruction, targeted, and data driven inquiry strategy programs and plans. These intervention programs are offered for all subgroups with emphasis on beginners and intermediates. The language in which these services are offered is English. Native language support is provided in all content area classes through the use of bilingual dictionaries and glossaries.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is demonstrating effectiveness in both content and language development. Data such as student progress, credit accumulation, exam scores, classroom data, Scantron, Read Theory stats and state test scores are reviewed regularly by grade level teams along with the ESL teacher and through the use of our grades and student management system (Skedula.) All teachers are made aware through meetings with the ESL teacher of the ELLs in their classrooms. The data is also readily available on both Aris and Skedula.
11. What new programs or improvements will be considered for the upcoming school year?
- Community Word Project, an arts partner organization with the school, will be initiating a targeted program to work with the ELLs.
12. What programs/services for ELLs will be discontinued and why?
- Periodic testing for ELLs will be discontinued this year. The exam was found to be redundant and unnecessary due to its reliance on readily available resources and its uncanny resemblance to the practice NYSESLAT currently available on the internet and used in the ESL classes.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend enrichment, athletic and general school activities and are made aware of programs via translated material if necessary, open and targeted invitation and highly visible announcements in various languages when necessary. Programs include: Title III afterschool tutoring, Regents /NYSESLAT preparation classes, all campus PSAL sports teams, college trips and SAT preparatory classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs are supported across the content areas with materials such as dual language textbooks, dictionaries and glossaries, access to technology (selected bilingual websites, smartboard use, laptop access) All teachers of ELLs are aware of the ELL students in their classrooms and use both Aris and Skedula ascertain their levels and better understand their needs as ELLs. All teachers of ELLs are in regular consultation with the ESL teacher to discuss strategies for scaffolding and differentiation. The school utilizes a number of computer based programs such as Rosetta Stone, Read Theory, and Achieve 3000 to support all students but especially newcomers and Sife students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in the ESL class is delivered through the use of bilingual dictionaries, glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and support correspond to ELL's ages and grade levels. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and grade-band (age) appropriateness. Sophomores and Juniors who are preparing to take the Regents are provided additional support in the appropriate content areas. :
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Students participate in a summer orientation where baseline testing is conducted. Students are placed in advisory and given additional support.
18. What language electives are offered to ELLs?
- Spanish is offered to all students, including ELLs.
19. For schools with dual language programs:

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

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ELL personnel to include subject area teachers and secretaries at BHSWCA regularly attend professional development sponsored by such groups as the Bilingual Education Technical Assistance Center (Betac.) and training offered by OELL. Personnel are regularly apprised of professional development opportunities by the administration and, in consultation with the administration, attend either these or others that they themselves have found out about and think will be most helpful. ESL teachers participate in various school inquiry teams to support content area teachers' instruction of ELLs and discuss students' progress. Personnel receiving training include: assistant principals, ESL/bilingual teachers, subject area teachers, special education teachers, guidance counselors, paraprofessionals, secretaries, parent coordinators. ESL teacher will be leading PDs for whole staff including counselors and office staff beginning Friday December 13, 2013, January 31, 2013 and March 14, 2013.

2. Various workshops and specialized PD geared specifically to support ELLs as they engage the CCLS are offered throughout the school year at Fordham University, through the Network (CFN) as well as various workshops, trainings and various PD opportunities provided by the DOE and open to all teachers.

3. Transitioning ELLs coming from middle to high school are afforded the opportunity to come to an orientation session with their parents before the beginning of the school year. This is in addition to the required orientation sessions for all incoming ELLs.

4. All staff participate regularly in professional development that includes discussion of topics of concern to ELLs and their families. Documentation of ELL training (workshop certificates, agendas, attendance) for all staff is maintained in the school file by the school secretary

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents, including the parents of ELLs, are involved in the school in a number of ways apart from the regular open school nights. A parent sits on the School Leadership Team. There is regular communication by telephone between ELL parents and instructors. All ELL parents are invited to our school's many functions. Parents support the school through participation in the PTA and other informal organizations. Also, our parent coordinator is bilingual and able to reach out without a translator to all of our Spanish-speaking parents. For low incidence language translations, we contact the Translation and Interpretation unit for phone or on-site translation support.
 2. As of the writing of this report, the school partners with Community Word Project (CWP) to work with the ELLs in the ESL classroom, along with a certified ESL teacher, providing direct instruction.
 3. The needs of the parents are evaluated through an ongoing cycle of formal (open school night, orientations, etc.) and informal (parent coordinator and parent-teacher communication etc.) .
 4. Our parental involvement activities address the needs of parents by making parents feel both welcome and informed. As a school, we strive to be part of a larger community, and enlisting the support of parents by making sure they feel welcome, comfortable and a necessary part of their child's education is crucial. Our school's activities and ELL parent meeting topics include: ARIS training, parent English language clinics, credit accumulation, NYS content standards, NYS Common Core Learning Standards, state assessments, core curriculum, native language support in the classroom, graduation requirements, credit accumulation, college applications process and general expectations for student

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Bronx High School for Writing

School DBN: 253

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Terri Grey	Principal		12/6/13
Norval Connell	Assistant Principal		12/5/13
	Parent Coordinator		1/1/01
Thomas Hughes	ESL Teacher		12/6/13
	Parent		1/1/01
Peter Bermudez	Teacher/Subject Area		12/6/13
Cynthia Taylor	Teacher/Subject Area		12/6/13
	Coach		1/1/01
	Coach		1/1/01
Pamela Williams	Guidance Counselor		12/6/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X418 School Name: BHVA

Cluster: 6 Network: CFN603

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.

Our school uses the Home Language Identification Surveys, the blue Emergency Information Cards, and the RPAL reports on ATS to assess the language needs and preferences of all parents. We use the information rendered from these documents/reports to designate the appropriate language in which all correspondence is conducted with parents. We generate this information into a spread-sheet. This is a living document used to track and meet the LTI needs of our parents.

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 findings of the written translation and oral interpretation needs of our school shows that a majority of the parents who are bilingual, chose to receive all correspondence in English. Those parents who are able to communicate in English seem to prefer that over their first language, as it is the language of communication used with their child at school. Many of our parents who don't speak English ask for written translation of all school mailings but don't request oral interpretation services, as they prefer to rely on their own personal interpreters. These findings were reported to the school community through the information gathered by both the Parent Coordinator and the ESL Coordinator.

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.

Our school uses the translation services provided by the Department of Education to translate both oral and written correspondence. When we need to translate mailings or documents, we submit whatever needs translating and specify the languages we need. The same protocol is followed when an oral interpreter is requested in a language that isn't represented within the building. Any requests for these services are submitted two weeks prior to when they are needed, in order to ensure the timely dissemination of information to parents.

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.

Our school uses the translation services provided by the Department of Education when we need an oral interpretation in a language that isn't represented within the building. Any requests for these services are submitted two weeks prior to when they are needed, in order to ensure the timely dissemination of information to parents. We have many bilingual teachers/staff members who provide these services in Spanish, so we generally rely on in-house interpreters when a request is made by Spanish speaking parents.

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>.

Our school uses the data mentioned above in Part A to designate parents who have requested to receive information in a language other than English. We use this list to ensure that all parents receive mailings and information distributed by the school and DOE, in their language of preference. We send out a mailing to these parents, at the start of each year, describing our translation and interpretation services and protocol. In this letter, we also notify parents that they have the right to bring their own interpreter. These letters are sent in the parent's language of preference. In addition, we distribute copies of the Expect Success Guide (provided by the DOE) to all of these parents in the language that they have requested.

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 HS for Writing and Comm.	DBN: 11x253
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Pendergast
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 checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during day to reduce class size
Total # of ELLs to be served: 35
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 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: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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:

RATIONALE:

The Bronx High School for Writing and Communication Arts has targeted the performance of ELLs in all content areas of the Regents examinations to be in need of improvement. Specifically, however, we have concluded that intensive supplementary instruction in English Language Arts Regents and integrated algebra will be most beneficial. To that end, BHSWCA is committed to providing, through the careful use of Title III funding, instruction and opportunities for success beyond the scope of the regular school day. Consequently, BHSWCA is instituting an after-school English language arts, global and United States studies, living environment, and integrated algebra Regents preparatory program, as well as a Saturday Regents preparatory academy in the listed subjects.

Title III After-School ELA Program

Our Title III After School Regents preparatory sessions will take place from November 3 to January 18, 2013 and then will run again between April 13 - June 8, 2013. In close collaboration with a licensed ESL instructor, content area instructor will work with a class of 10-15 ELLs. The participating students will be chosen for the program based on recent and past performance on the Regents exams in the subject areas offered. In the first session, ELA and history will be the focus, while math and living environment will be the focus in the spring.

First priority will be Junior and Senior long-term Intermediate and advanced ELLs who have not passed the required Regents exams. Thereafter priority will be given to Sophomore ELLs who have yet to take the ELA Regents but who are deemed, through an examination of the data, including ATS reports, tests scores and teacher evaluations and grades, to be most able to benefit from this kind of intensive help.

The After School Regents Preparatory Courses will take place for 90 minutes after school three days a week for fifteen weeks. Classes will take place from 3:00-4:30. The language of instruction (LOI) will be English with native language support.

Title III ESL/Math Academy

As indicated by NYSESLAT, ELA and integrated algebra Regents scores as well as an examination of ATS records, our students would benefit greatly from more comprehensive support in both literacy and numeracy. Focusing on basic foundational skills in math and literacy, this class will address the needs of many of our low-performing ELLs who need extra help to attain grade level proficiency. Throughout this program, students will be given multiple opportunities to speak, read, write, and listen. Differentiated

Part B: Direct Instruction Supplemental Program Information

instruction in English will address all the modalities through differentiation and the use of intensive scaffolding to ensure that all students in the program are met at their level and are able to take advantage of the program to succeed.

The Regents preparatory after school academy will be taught by content area teachers in close collaboration with a certified ESL teacher.

Participating students will be long-term intermediate and advanced Junior and Senior ELLs.

Our intent with both of these intensive supplemental programs is to accelerate learning for those most in need of extra assistance due to length of time in the program and grade level. Lower grade beginner students will be eligible for either or both of these programs depending on attendance and readiness to participate.

The Afterschool Regents Preparatory Academy will take place for nine weeks from November to January 2013, 3 sessions a week, ninety minutes a session from 3:00-4:30. The LOI will be English with native language support.

Materials--

Texts in the form of:

Regents preparatory workbooks for both all Regents. Basic materials (i.e. pens, pencils, notebooks, paper) for classroom use.

"Weaving It Together" series 1-4

ELLs of all proficiency levels benefit greatly from field trips that support learning outside of the classroom and provide an environment for them to use content specific language. Twenty students designated as ELL's will be in this program which is tied to the humanities curriculum. We will organize opportunities for our students designated as ELLs to visit historical and cultural institutions. Some destinations may include: Museum of Natural History, Museum of Modern Art, Museum of the City of New York, El Museo del Barrio, Brooklyn Botanical Gardens, Chinatown, Little Italy, as well as local colleges and universities.

The literacy component for these trips will include opportunities for all participating student to develop their skills in reading and writing. In response to their experiences during the trips students will keep journals, prepare informational presentations, write narratives, compare and contrast texts and exhibits and use the trips as springboards for research. During all such trips, appropriate differentiation and scaffolding strategies will be implemented to ensure that all participants are able to both strengthen their skills as well as enjoy their visits. The trips will be led by a certified ELA instructor, in collaboration with a certified ELL instructor.

The language of instruction for all trips will be English.

Up to 20 first-year beginner and intermediate ELLs will be included in this program.

Part B: Direct Instruction Supplemental Program Information

An appropriate portion of Title III funds will be used to pay for admission fees and transportation to the various events.

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

On-going professional development for all teachers and administrators is a necessary component of what we do here at BHSWCA. Keeping abreast of new developments as well as periodically refreshing our understanding and strengthening our skills with regard to our ELL population is of paramount importance.

Professional development will be provided for all faculty in the following manner:

Staff from Community Word Project will meet with 2 math and one science teacher for an hour each week for 15 weeks to provide professional development to the teachers on how to boost literacy and creative arts in these core content areas in order to support the language development of our ELL students.

Title III monies will be used to pay for the professional services of Community Word Project and to provide compensation for teachers in the form of per-session, as needed when the work extends to after-school hours.

One certified ESL teacher and 4 content area teachers will attend the monthly ELL-Institute workshops on Saturdays between 9 and 2. They will learn how to develop the academic language of our ELL students and share responsibility for turn-keying this professional development to the rest of the staff. Their classrooms will also become learning laboratories and they will be open for classroom visits where they will share best practices in instruction for ELL's.

Title III monies will be used to pay per session to the teachers who attend workshops on the 4 Saturdays.

Our certified ESL teacher, our Assistant Principal, Supervision and our Principal Resident and Principal will all take part in professional development workshops and conferences as permitted by schedule. We are all committing to attend at least 15 hours of PD a semester given by providers such as the NYCDOE

Part C: Professional Development

OELL, RSE TASC, Bronx BETAC as well as the UFT and the Children First Network.

The ESL teacher, the AP and the Principal will then use what they have learned to provide professional development for staff and faculty at BHSWCA. ESL teachers will give presentations on topics including but not limited to, differentiation, vocabulary building, scaffolding for ELLs, cultural awareness, the use of graphic organizers for ELLs and how to use data to drive instruction for ELL students.

These presentations will take place during regularly scheduled staff meetings (Fridays, 2:00 pm to 3:00 pm) throughout the school year.

There will be no less than four and up to seven of these per year to ensure all teachers are given repeated opportunities to engage with the ESL teachers regarding strategies and resources for ELLs. Furthermore, ESL teachers will take part regularly in cohort meetings, department meetings and inquiry team meetings (two to three times a week, one academic period a day) in order to apprise content area teachers of ELLs difficulties and progress and to review and revise curriculum, develop strategies and methodologies to improve reading comprehension, vocabulary, oral skills, and test-taking skill in preparation of Regents examinations as well as to meet the learning needs of all students. Collaborative team topics are based on the most current NYSESLAT results. All teachers are involved in facilitating differentiated learning and building skill, reading, writing, and speaking capacity. As part of our school's routine, all content area teachers share practices with each other.

No Title III funds will be used be used for professional development purposes as outlined above.

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:

Parent Involvement Program:

Parental involvement can be key to a student's success. At BHSWCA we strive to keep all of our parents involved and informed throughout the school year. For parents of ELLs this is especially important as language, cultural and other barriers may cause the parents difficulty in becoming involved and staying informed of their child's progress. In order to better facilitate greater parental involvement for our ELL students, BHSWCA makes it a point to be a welcoming, inclusive school where all parents, no matter

Part D: Parental Engagement Activities

what language they speak, feel comfortable.

Parent Orientation meetings are held twice a year for parents of ELLs by the ESL coordinator. Parent orientation meetings for parents of new enrollees are ongoing during the school year when students register at the school. At the orientation meetings parents are informed about their options under CR Part 154, Gateway’s ESL program, as well as additional support available at our school, the community, and throughout the city. We also provide workshops (three times a year, two hours per workshop) for parents, on graduation requirements, credit accumulation, and the importance of Regents exams.

Parents are kept informed of their child’s progress through frequent communication with the ESL Coordinator and their ESL teacher. As per Chancellor’s Regulations, translation services are provided when appropriate. We routinely inform parents of their child’s progress in their regular classes as well as any after school programs, as well as update parents on ELL related matters in the form of our newsletter. We refer to the Translation and Interpretation Unit regarding translation services. Invitations to and notification of school events, meetings and field trips are sent to parents in English and in the parents’ preferred language. Following the notifications, an appropriate staff member contacts parents individually to remind them of upcoming events. All notifications in translated versions are posted outside the parent engagement office in 218.

In addition to participating in all school events, parents of ELLs are invited to join their children on field trips to the various cultural institutions. Twenty parents of ELLs are invited to participate. Admissions and refreshments for parents will be funded through Title III monies. We also provide English language learning to our parents through Rosetta Stone using Title III monies in our Parent Engagement Center in room 218, led by our ESL teacher and our Parent President.

Part E: Budget

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

Allocation Amount: \$11200

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 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		