



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS
DBN (i.e. 01M001): 08X269
Principal: DAVID J. VAZQUEZ
Principal Email: MR.DAVID@BSSWA.ORG
Superintendent: TIM BEHR
Network Leader: LYNETTE GUASTAFERRO

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
David J. Vazquez	*Principal or Designee	
Vanessa Greaves	*UFT Chapter Leader or Designee	
Guarina Vargas	*PA/PTA President or Designated Co-President	
Marta Ramos	DC 37 Representative, if applicable	
Zoila Rodriguez, Alexis Nieves, and George Trinidad	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Marta Rivera	CBO Representative, if applicable	
Anna Tabet	Member/ Assistant Principal	
Audrey Connolly	Member/ Assistant Principal	
Daniel Jerome	Member/ UFT, Dean of Student Life	
Kelly von Hoene	Member/ Assistant Principal	
Serita Mattei	Member/ UFT, Teacher	
Leslie Molina	Member/ UFT, Teacher	
William Nicholas	Member/ UFT, teacher	
	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 08X269

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	540	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	40	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	44	# Music	N/A	# Drama	2
# Foreign Language	11	# Dance	10	# CTE	N/A
School Composition (2012-13)					
% Title I Population	91.7%	% Attendance Rate			86.9%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	10.1%	% Students with Disabilities			19.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			23.3%
% Hispanic or Latino	73.6%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	0.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			3
# of Deans	1	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			23.4%
% Teaching with Fewer Than 3 Years of Experience	26.8%	Average Teacher Absences			6.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.2%	Mathematics Performance at levels 3 & 4			12.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			50.7%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	84.8%	Mathematics Performance at levels 3 & 4			50.0%
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			69.9%
6 Year Graduation Rate	N/A				
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	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	Yes		
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	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		

Accountability Status – High 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 Graduation Rate (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		

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.						
Last year's SCEP was one step closer to devising a school improvement plan that is authentic, practical, and achievable.						
Describe the areas for improvement in your school's 12-13 SCEP.						
Our 2012-13 SCEP needed include far more specific data-driven goals and specific next steps.						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
1. Strengthen the quality of instructional supervision.						
2. Increase faculty's familiarity with CCLS.						
3. And, systematize the use of tools to enable school leader's teachers to evaluate a range of data to identify and address performance trends.						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
We made progress on each of these three fronts, however, much work remains						
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.						
We remain in the process of Implementing structures to consistently monitor content area pacing calendars, unit plans, assessments and student action plans that are aligned with the CCLS and improve instructional coherence.						
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.				
Our major challenge this year is to develop assessments that are aligned to standards to enable teachers to know their students strengths and weaknesses to support targeted instruction in all content areas.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Improve the rigor of instructional practices across subject areas to ensure that every student makes progress in all four core content areas. (1.1)				
Describe how the school leader(s) will communicate with school staff and the community.				
Administrators and faculty are included in all instructional phases including class and team collaborations. This decision has been key in establishing timely and effective communication between all constituents to ensure informed revisions in all areas of instruction. For example, feedback is supporting the teachers in the implementation of on the spot checks to determine student mastery of content presented. Thus, key stakeholders are informed of student performance status and growth which drives instruction and organizational supports.				
Describe your theory of action at the core of your school's SCEP.				
High quality instruction is the essential ingredient to closing the achievement gap and cultivating college-ready Scholar-Activists. Good teaching doesn't emerge in a vacuum or by accident. High quality instruction is the result of timely, well planned, and skillfully executed supervision and professional development by a well-trained, hardworking cadre of Administrators and teacher leaders				
Describe the strategy for executing your theory of action in your school's SCEP.				
Our analysis of various standardized metrics including our 2013 MS and HS progress reports has yielded three instructional goals for the 2013-2014 school year. Each goal is specifically designed to strengthen a central element of the instructional core – curriculum, assessment, and pedagogy. This year we have sought to:				
1. Strengthen the alignment of our ELA, Math, Social Studies, Science, Art, and Physical Education curricula with CCLS and incorporate instructional shifts into our daily planning to improve student performance on MS (ELA and Math) and HS (NYS Regents exams) standardized assessments; with a focus on our lowest third school-wide subgroup which includes ELLs and SWDs, thus ensuring rigorous instruction for all students (1.1).				
2. Refine our school-wide assessment platform by privileging CCLS-aligned tools designed to evaluate a range of data to identify and address performance needs of all students (2.2).				

3. Accelerate ongoing efforts to improve teacher practice by placing a concerted emphasis on strengthening teachers' ability to engage and support all students, improve their questioning, discussion, and in-class, on-the-spot assessment techniques (1.2).

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

Goal #1: The entire BSSWA learning community has been laboring collaboratively and transparently to refine our curriculum and strengthen instructional alignment across grades and disciplines to CCLS.

Our 2013-2014 action plan, built upon the work begun last year, consists of the following measures:

- We introduced the Expedientary Learning (EL) and Connected Math curricula throughout the middle school. Both EL and Connected Math are DOE-endorsed and aligned with CCLS.
- We established a school-wide instructional focus – evidence in written and verbal argument – in direct response to our need for greater instructional coherence and to better prepare our young scholars for the practical rigors of college and the work place. We also imported the CUNY at Home English Language Arts and Mathematics to ensure our high school curricula is also aligned with the rigorous expectations of university course work.
- We strengthened teacher-led discipline teams by investing in our veteran faculty and directing the scope of the team's ongoing work. Each department chair, or discipline liaison, including the leader of our special education team, has participated in extended professional development experiences sponsored by either the Teacher Leadership Program (TLP) and/or our network, Teaching Matters, designed to provide our expanded instructional leadership team the protocols and processes needed to refine curricula, develop a common understanding of rigor, and engage in the collaborative planning of rigorous performance tasks.
- Each discipline team has been charged with the task of strengthening the cognitive rigor of daily tasks, in-class questioning, and end-of-unit performance tasks and ensuring instructional coherence with the common core and our school-wide instructional focus: evidence in written and verbal argument. As a result, each discipline team has studied Webb's Depth of Knowledge and Hess's Cognitive Rigor Matrix and incorporated one or the other into ongoing rounds of unit and lesson study as a means to increase rigor at the classroom level. Teachers plan scaffolded questions for units and lessons that reach DOK level 3 and 4.
- Discipline teams regularly assess content pacing calendars, unit plans, department grading policies and student action plans to (a) assess their alignment with CCLS and (b) ensure CCLS-aligned learning targets and multiple scaffolds and supports are regularly in place to provide multiple entry points for all learners including SWDs, ELLs, and FELLs.

As a result of these measures, continued observations, and actionable feedback, our instructional cabinet has formally and informally observed improvement in the planning and delivery of increasingly rigorous curriculum in the classrooms. We expect this on-going work will yield greater results by the close of the school year.

Goal #2: Our last quality review identified a need to "systematize the use of tools to enable school leaders to evaluate a range of data to identify and address performance needs." As a result, our 2013-2014 action plan included the following:

- Our Admin team, discipline liaisons, and instructional consultants worked with each department to begin the process of employing CCLS-aligned interim assessments including MOSLs designed to dramatically increase the quality of student performance data, strengthen our capacity to disaggregate such data, and adjust instruction in a timely manner.
- We continue to systematically observe teachers, formally and informally, to support their ability in Danielson component 3d: using assessment in instruction.
- Departments meet regularly to support the refinement of regular in-class formative assessments in conjunction with PD workshops designed to support teachers' ability to check for understanding throughout the course of a lesson.
- We have also provided support to faculty on the use of in-class formative assessments or checks for understanding including, though not limited to, quick writes, exit slips, cold calls, and turn-and-talks in order to ensure they adjust daily instruction to meet the needs of every student.
- Teachers also meet regularly to modify or develop rubrics anchored to CCLS-aligned performance tasks used to assess student performance and progress to standards.
- The Admin team tracks instructional assessment and observation data to make programmatic decisions, support individual teachers, and plan forthcoming professional development activities.

Goal #3: Our efforts to accelerate improvements to teacher practice placed a concerted emphasis on differentiating instruction and engaging and supporting all students.

In order to strengthen teachers' capacity to provide appropriate scaffolds and supports necessary to provide multiple entry points for students, we employed common assessments throughout the 2013-2014 academic year, most notably the various MOSLs, that became the basis of discipline team meetings to discuss timely and differentiated interventions for individual and groups of students. Additionally, we began the work supporting teachers' capacity to craft open-ended questions that provide students ample opportunities to cite evidence and explain their thinking processes and procedures.

Additionally, the work of strengthening teacher practice continues on the following fronts:

- Each discipline has launched rounds of peer visitations, using specific components of the Danielson framework as a lens.
- Based on the frequent and ongoing observations of Admin, instructional coaches, and peer visitors, we have maintained our collective focus on the following “high leverage” Danielson components: 3b: using questioning & discussion techniques, 3c: engaging students in learning, and 3d: using assessment in instruction, by providing teachers with support to develop scaffolds and supports for struggling learners including ELLs and SWDs.
- Finally, we have introduced Socratic seminar training, sponsored by the network, to provide our teachers with specific protocols for developing questions that promote critical thinking and facilitate rich student-to-student discussions.

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

- Since our last quality review we have re-organized the structure and portfolios of the Admin team in order to increase our capacity to support faculty. The MS and HS are each supervised by a designated Assistant Principal for Instruction who with the Principal is charged with the responsibility of frequently visiting and assessing the quality of classroom instruction, providing timely, actionable feedback, monitoring students’ academic progress and collaboratively planning professional development. Our Assistant Principal for Organization’s portfolio has also been re-configured to include attendance monitoring, programming, and supervision of special education compliance and we introduced the Dean of Student Life & Culture as a full-fledged member of the Administrative team.
- Their feedback coupled with our desire to strengthen the quality of instructional rigor and relationships with students prompted us to increase the frequency of our formal meetings, as well. The principal now meets twice a week with his three APs and Dean of Student Life & Culture; once on Mondays to discuss instructional issues and monitor student performance data and again on Thursdays to address issues related to student life including attendance, community building activities, and disciplinary issues.
- We identified and trained discipline liaisons or department chairs to provide one-on-one coaching to colleagues within their departments and to lead their respective teams in successive rounds of lesson/unit study, peer visitations, data analysis including the frequent study of authentic student work.
The discipline liaisons also voiced the need for additional meeting time built into the formal school day to strengthen planning and preparation. As a result, weekly discipline team meetings were built into the schedule midway through the second marking period or cycle II.

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).

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

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	D
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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.

	2.2 School leader’s vision		2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	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.

)Our first annual goal is to refine our school-wide assessment platform by privileging CCLS-aligned tools designed to evaluate a range of data to identify and address performance needs of all students (2.2).

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

Select interim assessments aligned with New York and common core state standards for each MS and HS grade and major subject area (ELA, Math, Science, and Social Studies/History) and develop protocols for analyzing student data and assessing student work. Cluster/grade level and discipline/department teams shall meet twice a month to select interim assessments aligned with New York and common core state standards, analyze student results, conduct item analyses, and review protocols for studying student work.

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

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

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

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

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

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

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

1. We allocated \$39,960 to purchase Mac laptops to administer web-based interim assessments.

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	X	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	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement

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).

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

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	Developing
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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.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	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.

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

Instructional Strategies/Activities

Describe the research-based 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

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

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

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

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

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

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

1. Please see above.

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

1. We allocated approximately \$29,361 in teacher per session for 3.3 units & lesson plans: the equivalent of 582 hours allocated to 12 teachers [48.5 hours each].

2. We allocated \$12,092 in teacher per session for 3.3 units and lesson plans: the equivalent of 239 per session hours allocated to 10 teachers [23.9 hours each].
3. We allocated \$4880 in supervisor per session: the equivalent of 96 hours per session for three Aps [32 each].
4. We allocated \$10,500 and \$13,930 in supplies which included paper, toner, pens, pencils, calculators, etc.
5. We allocated \$13,529 and \$1501 for educational consultant – Kim Marshall – to support supervision, PF and teacher support. K. Marshall worked approximately 15 days.
6. We allocated \$516 under general supplies to support clerical needs of the main office including paper, toner, writing utensils, storage bins, etc.
7. We allocated \$450 and \$960 in supplies to purchase CCLS-aligned materials for teachers and parents
8. And, finally, we allocated \$3407 under non-contractual services for a consultant to improve parent engagement. This to be named consultant will lead 5 PD workshops for parents and teachers.

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	X	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	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	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).

Our Quality Review indicated a need to “promote consistency in differentiating instruction based on data so that lessons demonstrate purposeful grouping, various activities and focused questions that maximize student performance.” (page 5, QR, October 2012)

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	Developing
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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		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.

Annual goal #3 consists of strengthening our faculty’s capacity to swiftly disaggregate student data, identify individual student strengths and weaknesses, and design cognitively rigorous performance tasks that meet the needs of multiple learners.

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

We shall develop a protocol for unit study in bi-monthly discipline teams in which Admin and faculty collaboratively study unit’s both implemented and in progress alongside student work and assess the progress of various student target groups toward meeting and exceed common core and New York state standards. **Activity:** discipline teams dedicate one meeting a month to either identify trends, common strengths, and weaknesses within student performance data disaggregated by gender, general education, special education, ELLs, and fELLs or construct multiple access points to performance tasks aligned with common core and New York state standards

B. Key personnel and other resources used to implement each strategy/activity
1. Presentations of data analysis are co-led by discipline liaisons and Admin who also collect and analyze student performance data prior to each discipline team meeting.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Each subject teacher will craft two data driven, peer reviewed, CCSS aligned curriculum units (by January and June) that provide multiple access for specifically targeted groups of students within each cohort. All teachers will receive training on best practices in this area, and participate ongoing professional development to monitor and revise curriculum according to student progress.
D. Timeline for implementation and completion including start and end dates
1. Please see C1 above.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Please see section A above.

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	X	Title IA		Title IIA		Title III	Grants
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	X	PF College & Career Readiness	X	PF Common Core			
	PF ELT	X	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 #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).

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

Review Type:	Quality Review	Year:	2012	Page Number:	4	HEDI Rating:	Developing
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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.

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

Instructional Strategies/Activities

Describe the research-based 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) Integrate our existing Wellness Team, FEGS clinic, and Dean's office, into one holistic vehicle (e.g., Intervention Team) designed serve the specific socio-emotional

and academic needs of our MS and HS students. (2) Establish a College Advisement Center designed to serve the need of our junior and senior high school students as well as assist in the cultivation of a college bound culture through grades 6-10. (3) Increase MS and HS faculty's capacity to teach out students collaborative problem solving/conflict resolution skills. (1) Department chairpersons of the Wellness team, FEGS, and Dean's office meet to clearly establish the roles and responsibilities of each faculty and staff. (2) Newly hired guidance counselor shall begin to establish the daily functions of a college advisement center which caters to the needs of a secondary school population. (3) targeted faculty will participate in ongoing professional development activities designed to prepare these peer leaders to turn key these problem solving/conflict resolution skills sets to peers on the faculty and staff

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

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

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

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

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

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

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

1. Please see section A above.

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	X	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	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	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).

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

Review Type:	QR	Year:	2012	Page Number:	3	HEDI Rating:	Developing
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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
X	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.

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

Strategies to Increase Parental Involvement and Engagement

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

(1) Hire a new parent coordinator and redesign her/his portfolio of responsibilities. (2) Assign the two newly hired assistant deans for student life and community associate to support our campaign to increase parent engagement across all grades. (3) Host multiple *Family Nights* designed to celebrate student success, provide relevant information to the college bound parent and student, and (4) design parent-student activities (e.g., College Night) designed to strengthen relationships between parent, student, and the BSSWA community. Our parent coordinator in collaboration with our Admin team, Intervention Team, and key faculty will collaboratively design multiple grade-wide and school-wide activities that draw families in. (2) Our Steering Committee shall devote a segment of each meeting to addressing family involvement and supporting parental recruitment vehicles.

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

1. Parent coordinator, Administration, Parent Association cabinet, and our Steering Committee.

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

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

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

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

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

1. Please see section A above.

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	X	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	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Increased deployment of ICT providers throughout the instructional day, and Academic Clinic (after school).	Small group & one-on-one instruction	Both during and after the school day
Mathematics	Increased deployment of ICT providers throughout the instructional day, and Academic Clinic (after school).	Small group & one-on-one instruction	Both during and after the school day
Science	Increased deployment of ICT providers throughout the instructional day, and Academic Clinic (after school).	Small group & one-on-one instruction	Both during and after the school day
Social Studies	Increased deployment of ICT providers throughout the instructional day, and Academic Clinic (after school).	Small group & one-on-one instruction	Both during and after the school day
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Addition of two assistant deans and one MSW increased our capacity to provide counseling to both mandated and non-mandated students in a timely manner.	One-on-one and small group counseling.	Both during and after the 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.

High quality instruction is the essential ingredient to closing the achievement gap and cultivating college-ready Scholar-Activists. Good teaching doesn't emerge in a vacuum or by accident. High quality instruction is the result of timely, well planned, and skillfully executed supervision and professional development by a well-trained, hard working cadre of Administrators and teacher leaders.

The primary objectives of our Admin supervisory and faculty-led discipline teams over the last eight months have been to strengthen the quality of supervision and professional development at BSSWA by (1) employing the Danielson framework to establish a common language and shared understanding of best instructional practices, and (2) aligning our MS and HS curricula with CCLS to ensure consistently highly rigorous instruction across all grades and disciplines.

The formal introduction of the Danielson Framework for Teaching to our school community began during our annual September Faculty Institute (SFI) 2013 where we unpacked the four domains and essential characteristics of effective and highly effective teaching at BSSWA.

Effective and highly effective teaching requires cognitive rigor and positive relationships with students. We believe students learn best engaging in cognitively rigorous classrooms characterized by: (a) challenging questioning, (b) dynamic classroom discussions, (c) CCLS-aligned, differentiated, tasks that demand extended evidence-based, written responses, and (d) frequent checks for understanding.

As a school for "Writers and Artists," our school-wide instructional focus is to strengthen students' capacity to successfully marshal evidence and defend an oral and written argument – evidence in argument. If our graduates depart BSSWA prepared to write and speak well, we are confident they shall be successful in college and the workplace. Every subject class shares the responsibility of addressing our school-wide instructional focus by planning and presenting rigorous, CCLS-aligned tasks designed to strengthen and assess our young scholars' capacity to meet this target. In addition, we expect to see open-ended questions that require critical thinking and tier I core instruction that includes scaffolds and supports for students across classrooms.

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).

Frequent rounds of informal and formal observations framed by *Danielson* serve as the centerpiece of our supervisory model. BSSWA's school-wide instructional focus informed our decision to place additional emphasis on the following three "high leverage" observable *Danielson* components:

- 3b: using **questioning & discussion techniques**
- 3c: **engaging students in learning**
- 3d: using **assessment** in instruction

By allocating tax levy dollars to assign a full-time assistant principal to support the instructional progress of faculty and staff in both the MS and HS, they and the principal are able to collaboratively assess and support each teacher's next learning steps and ensure instruction *and* supervision is coherent, focused, and rigorous. Formal supervision is deeply enhanced by the improved quality of professional development activities this year. Professional development at BSSWA is now driven by the work of department or **discipline teams** that meet weekly to address three primary tasks.

Each discipline team was charged with the task of leading multiple rounds of **lesson** and **unit study** designed to strengthen the planning of highly rigorous performance tasks aligned with CCLS at the opening of the year. Discipline teams also spearhead **peer visitations**. Each peer visit provides teams the opportunity to immerse themselves in the *Danielson* framework and facilitate data-driven discussions around one of the aforementioned “high leverage” components mutually determined by the team. Each discipline liaison participated in multiple joint informal observations of Colleagues in and out of her/his respective department with Admin and Kim Marshall, an independent instructional consultant contracted to BSSWA and the author of the *Marshall Memo*, to *norm our collective expectations* around *Danielson* and strengthen the quality of actionable feedback to Colleagues.

Our capacity to provide timely and well executed coaching and professional development has been dramatically enhanced by the support of our new network. **Teaching Matters** has deployed two instructional consultants, one for the MS, the other for the HS, to provide one-on-one coaching to 8-10 Colleagues aligned with our school-wide instructional focus and ongoing efforts to authentically embed CCLS throughout the curricula.

Our network has also provided an instructional leadership coach to support the Admin team’s efforts to strengthen systems and realize our school-wide initiatives and provided the resources to launch an **after-school professional development series**. Every other Wednesday one of our on-site *Teaching Matters* coaches leads faculty in an exploration of a topic aligned with our school-wide instructional focus and commitment to strengthen those “high leverage” *Danielson* components identified as critical to attaining instructional coherence and rigor. The series opened with a two-part session on questioning before presenting a two-part extended introduction to *Universal Design for Learning* (UDL). The series is presently supporting participating faculty design relevant performance tasks aligned with our school-wide instructional focus: evidence in argument. As a result, we see teachers engaged in high-quality questioning which engages all students in discussion; we see classrooms in which students are appropriately grouped for instruction and are provided with the support they need to succeed; and we see classrooms in which teachers check for understanding while teaching and adjust instruction accordingly, and where students use rubrics to self and peer assess their work.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

This year we’ve made a concerted effort to **strengthen** the quality of the **instructional core, teacher supervision** and **increase student** and **parental engagement** across the MS and HS. In addition to the systems previously presented, we have also allocated the following resources to support our long-term instructional goals and meet our students’ and faculty’s’ immediate needs:

- Since our last quality review we have re-organized the structure and portfolios of the **Admin team** in order to increase the timeliness and quality of capacity ongoing support to faculty. The MS and HS are each supervised by a designated **Assistant Principal for Instruction** who with the Principal is charged with the responsibility of frequently visiting and assessing the quality of classroom instruction, providing timely, actionable feedback, monitoring students’ academic progress and collaboratively planning professional development. Our **Assistant Principal for Organization’s** portfolio has also been re-configured to include attendance monitoring, programming, and supervision of special education compliance and we introduced the **Dean of Student Life & Culture** as a full-fledged member of the Administrative team.
- Their feedback coupled with our desire to strengthen the quality of instructional *rigor* and *relationships* with students prompted us to increase the frequency of our formal meetings, as well. The principal now meets twice a week with his three APs and Dean of Student Life & Culture; once on Mondays to discuss instructional issues and monitor student performance data and again on Thursdays to address issues related to student life including attendance, community building activities, and disciplinary issues. The result to date has been an improvement in the culture of the school and an increase in academic engagement.
- We identified and trained *discipline liaisons* or department chairs to provide one-on-one coaching to colleagues on CCLS-aligned instructional practices within their departments and to lead their respective teams in successive rounds of *lesson/unit study*, *peer visitations*, *data analysis* including the frequent *study of authentic student work*.

- The discipline liaisons also voiced the need for additional meeting time built into the formal school day to strengthen planning and preparation. As a result, *weekly discipline team meetings* were built into the schedule midway through the second marking period or cycle II.

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.).

NA

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.

The Admin team regularly **consults a diverse array of data** at our weekly meetings to monitor progress toward our aforementioned instructional goals and focus. At the close of cycle I, for instance, the Admin team assessed data yielded from the completion of **Individual Planning Conferences (IPCs)**, **teacher self-evaluations**, and **inaugural round of mini observations** and concluded the best means of strengthening daily instruction was to focus our coaching, actionable feedback, and ongoing professional development activities on strengthening three “high leverage” components of Danielson: 3b, 3c, and 3d. Additionally, we regularly analyze student data, such as MOSL and DRP results, to determine what additional needs for both student interventions and teacher supports are necessary. The result of the consistent examination of data has resulted in program and scheduling modifications designed to improve teacher practice and student outcomes.

TA Schools Only

Use of Program Resources

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

NA

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).

NA

**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 08	Borough Bronx	School Number 269
School Name Bronx Studio School for Writers & Artist		

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 David J. Vazquez	Assistant Principal Kelly von Hoene
Coach	Coach
ESL Teacher Laura Young	Guidance Counselor Malinda Diaz
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Iris Alicea
Related Service Provider M. Melendez	Other
Network Leader(Only if working with the LAP team)	Other

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	0
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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	540	Total number of ELLs	68	ELLs as share of total student population (%)	12.59%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>							0	0	0	0	0	0	0	0
Freestanding ESL														
self-contained										1	1	1	0	3
Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	1	1	1	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	28
SIFE	9	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	37

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	1	2	17	6	6	37	8	9	68
Total	14	1	2	17	6	6	37	8	9	68

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0	0	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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										16	12			28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	16	12	0	0	28

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	0	1	4	0	0	0	8

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	4	7	9	1	1	32
Advanced (A)							11	2	3	5	3	2	2	28
Total	0	0	0	0	0	0	20	6	8	16	12	3	3	68

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													

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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?
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
Laura Young, our ESL teacher, administers the Home Language Identification Survey. Ms. Young conducts the initial screening, administering the HLIS, the LAB-R and the formal initial assessment. Ms. Young has a Transitional B certification in ESL.
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.
Our school Parent Coordinator conducts meetings with our ESL teacher for all parents of ELL students in September, October, January, February and June to ensure the parents understand the program we have here at X269.
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](#)].)

Office staff prints the letters and the faculty advisors of all the ELL students distribute the letters to students. After distribution, there is follow up to the home by the advisor to ensure the parents received the letter. A meeting is held after distribution to ensure understanding of the program.

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.

We only have ESL instruction at X269. All students who are identified as an ELL student are placed according to the most recent NYSESLAT data.

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.

Students are tested in class as well as pulled out of class for the one on one portion of the exam.

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. 

There has been alignment between parent requests and our program.

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])?

In the 6th grade we have a stand alone ESL class for all students that are beginner or intermediate. There is push-in to the 6th grade ELA class for the advanced ELLs. Both 7th and 8th grade use the push-in model in the ELA class for all levels. In the 9th - 12th there are 2 stand alone classes with all students regardless of grade.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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).
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?
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?

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 ⓘ

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.



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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to questions here:

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.

Paste response to questions here:

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?

Paste response to questions here:

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David J. Vazquez	Principal		11/22/13
Kelly von Hoene	Assistant Principal		11/22/13
Iris Alicea	Parent Coordinator		11/22/13
Laura Young	ESL Teacher		11/22/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Malinda Diaz	Guidance Counselor		11/22/13
	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: **08X269** School Name: **Bronx Studio School**

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: UA Bronx Studio School	DBN: 08X269
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 53
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Part C: Professional Development

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

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

Begin description here:

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

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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