



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX WRITING ACADEMY
DBN (i.e. 01M001): 09X323
Principal: KAMAR SAMUELS
Principal Email: KSAMUELS@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
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
Kamar Samuels	*Principal or Designee	
Alberta Martin	*UFT Chapter Leader or Designee	
Carmen Casas	*PA/PTA President or Designated Co-President	
Tina Hicks	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Stephanie Berger	Member/ TEACHER	
Fatima Paez	Member/ SECRETARY	
Jennifer Perez	Member/ PARENT	
Isabel Espinosa	Member/ PARENT	
Jade Gardener	Member/ TEACHER	
Brandy Franklin	Member/ 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-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. 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 09X323

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	497	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	12	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	19	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	84.0%	% Attendance Rate			86.6%
% Free Lunch	93.9%	% Reduced Lunch			3.1%
% Limited English Proficient	30.6%	% Students with Disabilities			18.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			35.9%
% Hispanic or Latino	62.2%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	0.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	3.3	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	2.4%	% Teaching Out of Certification			22.0%
% Teaching with Fewer Than 3 Years of Experience	24.4%	Average Teacher Absences			5.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.9%	Mathematics Performance at levels 3 & 4			12.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			48.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
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			N/A
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	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (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		Yes
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.

- Developing the instructional core—aligning to Common Core Standards
- Teacher observation
- Structures that support college and career readiness—advisory, teacher evaluation, unit tasks for arguments, transfer tasks

Describe the areas for improvement in your school's 12-13 SCEP.

Our goal was to enhance teachers' depth of data utilization and analysis to appropriately assess student outcomes and specifically identify causes of performance deficits to modify curricula and pedagogy so that student proficiency advanced, as recommended by the 2012 School Quality Review. We set a goal of 100% of teachers being observed formally twice a year and informally five times a year, with written feedback. We also planned for 100% of our teachers to set goals based on two components of the Danielson Framework.

Our next major recommendation was to further refine curricula across content areas with the infusion of engaging learning tasks that challenge students. We set the goal for students to make significant progress toward Common Core writing standard 1: write arguments to support claims with clear reasons and relevant evidence. Teachers were asked to develop and implement at least six units of study on each grade in the four content areas.

Our next area of improvement was to intensify systems that evaluate the effectiveness of assessment and grading practices to increase the coherence of policies across the school. We set a goal of increasing the practice of personalized instruction by deepening our use of formative assessments, collaborative planning and technology to drive the instruction and interventions in the classroom as measured by a 15 percent increase on 6-8 math and ELA interim assessments. These assessments were to be administered to students 6-8 times a year, and teachers were to analyze this data to inform their daily instruction on an ongoing basis.

Our next area for improvement was in the practice of continuously monitoring student progress and providing actionable feedback to students and families that capture learning supports and extensions to increase academic progress. We set the goal of implementing a tiered advisory program for 100% of BWA students; 100% of students were to set academic goals and track those goals with the help of an advisor, resulting in a 90% core class passing rate.

Next, we were to reform pedagogical practices to concentrate on students' unique learning needs through purposeful instructional choices that foster student ownership of knowledge to attain mastery. We set the goal of using our involvement with iZone360 to broaden the expanded learning time initiative on our 6th and 7th grades. We aimed for 95% of students in grades 6 and 7 to be involved in extended learning time—attending school from 8:30am to 6:00pm—resulting in a 90% core class passing rate.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

- Student work, planning units
- Time
- Student attendance

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

We accomplished goal one, of 100% of teachers being observed formally twice a year and informally five times a year, with written teachers. 100% of our teachers also set goals based on two components of the Danielson Framework.

We accomplished goal two in that teachers developed and implemented at least six units of study on each grade in the four content areas. However, our students did not make as much progress as we had hoped in mastery of Common Core writing standard 1: write arguments to support claims with clear reasons and relevant evidence. As a result, we plan to re-focus on this goal in our 2013-2014 SCEP with new strategies for improving our students' mastery of Common Core writing goal 1.

We successfully implemented goal three, using formative assessments, collaborative planning, and technology to drive instruction and interventions in the classroom. 80% of classes experienced a 15% increase on interim assessment scores, and

our students outperformed every school in our peer group on the state ELA and Math tests.

We have successfully implemented a tiered advisory program for 100% of BWA students, and 100% of students set academic goals and tracked those goals with the help of an advisor. However, our students did not achieve a 90% core class passing rate.

Finally, we successfully implemented a broadened expanded learning time in the 6th and 7th grades, with 95% of our students participating in extended learning time until 6:00pm. However, again, 90% of our students did not pass core classes.

In sum, we successfully implemented and attempted all aspects of our goals. However, student achievement did not quite reach the levels we aimed for. As a result, we are revisiting our goals this year with new, deeper strategies.

Were all the goals within your school's 12-13 SCEP accomplished?

	Yes	X	No
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If all the goals were not accomplished, provide an explanation.

We accomplished goal one, of 100% of teachers being observed formally twice a year and informally five times a year, with written teachers. 100% of our teachers also set goals based on two components of the Danielson Framework.

We accomplished goal two in that teachers developed and implemented at least six units of study on each grade in the four content areas. However, our students did not make as much progress as we had hoped in mastery of Common Core writing standard 1: write arguments to support claims with clear reasons and relevant evidence. As a result, we plan to re-focus on this goal in our 2013-2014 SCEP with new strategies for improving our students' mastery of Common Core writing goal 1.

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We have successfully implemented a tiered advisory program for 100% of BWA students, and 100% of students set academic goals and tracked those goals with the help of an advisor. However, our students did not achieve a 90% core class passing rate.

Finally, we successfully implemented a broadened expanded learning time in the 6th and 7th grades, with 95% of our students participating in extended learning time until 6:00pm. However, again, 90% of our students did not pass core classes.

In sum, we successfully implemented and attempted all aspects of our goals. However, student achievement did not quite reach the levels we aimed for. As a result, we are revisiting our goals this year with new, deeper strategies.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

X	Yes		No
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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.

At the Bronx Writing Academy, we have no barriers to entry—we are not screened in any way. As a result, approximately ten percent of our students are overage upon admittance; only three out of the 40 schools in our peer group have higher percentages of overage students. Forty percent of our students are considered chronically absent. Thirty percent of our students are English Language Learners, and more than 19 percent have IEPs. The high needs of our students and their low skills present barriers to our student achievement-based goals of 90% of students passing core classes. The preponderance of new teachers in our extended learning time also presents a challenge, as these teachers struggle with planning and class room management. Implementing the CCLS through new curricula such as Code X and CMP3 also presents a challenge for our teachers, who are learning these new curricula as well as the new CCLS.

List the 13-14 student academic achievement targets for the identified sub-groups.

- 2 years progress for English Language Learners
- 1.5 years growth for students in the lowest third
- 1.5 years growth for students with IEPs

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate with school staff through department meetings, emailed updates, faculty meetings, and observation debriefs.

School leaders will communicate with the community during parent-teacher conferences and parent nights.

Describe your theory of action at the core of your school's SCEP.

If our students are spend more time on task and are able to make good arguments, they will be on track for college and career readiness.

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

- Cohesive focus on evidence in argument throughout the content areas.
- Rigorous extended day with 95% of students staying in school (8:30 – 6:00) Monday – Thursday
- Frequent common assessments and individualized instruction to address student needs.

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

- Cohesive focus on evidence in argument throughout the content areas—and equal time for Science, Social Studies, Math, and ELA, which allows for more literacy in Science and Social Studies.

- Rigorous extended day program with 95% of students staying in school from 8:30-6:00 Monday through Thursday
- Frequent teacher, peer, and self-assessments
- Yearlong professional development led by Peer Instructional Coaches, Demonstration Teachers, and other teacher leaders

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

The BWA has a stable leadership team comprised of a principal that has been in place for five years and an assistant principal that has been in place for four years. A new assistant principal joined the team this year to ensure that the appropriate supervision of our faculty.

That said, the BWA's human capital is designed to facilitate distributive leadership in our school. We have a strong, diverse staff of veteran and new teachers. We have a structure of seven small professional learning communities that are led by teacher leaders.

- Three Peer instructional coaches through the Teacher Incentive Fund
- One Demonstration Teacher through the Teacher Incentive Fund
- Two campus directors through the Citizen Schools program to manage extended learning time
- Five mentor teachers through the New York Collaborates program
- One Special Education coordinator

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).							
Enhance teachers’ depth of data utilization and analysis to appropriately assess student outcomes and specifically identify causes of performance deficits to modify curricula and pedagogy so that student proficiency advances 15 percent (as recommended by 2012 School Quality Review). HEDI Rating: Developing							
Review Type:	QR	Year:	2012	Page Number:	4-5	HEDI Rating:	D

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
•	Create a yearlong scope and sequence of professional development based on teachers’ Danielson Framework focus areas
•	100% of teachers will be observed informally at least six times or a combination of at least one formal observation and four informal observations
•	100% of teachers will set goals based on two components of the Danielson Framework
•	100% of teachers will attend in-house professional development, led by school administration and Peer Instructional Coaches, relating to their Danielson-based goals; this will lead 75% of teachers to achieve the effective level of questioning and discussion within the Danielson Framework

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.	
▪	Strategies/activities that encompass the needs of identified subgroups
1.	Comprehensive professional development based on teachers’ Danielson-based goals
2.	Use of pod rubric will improve pod functioning, leading to teachers within pods supporting each other through inter-visitation, Danielson-based debriefing, and cross-curricular planning
3.	Pod structure increases depth of data utilization and analysis, as teachers meet three times weekly to analyze student progress within their pod.
▪	Key personnel and other resources used to implement each strategy/activity
1.	Peer Instructional Coaches and administration
2.	Pod leaders, Peer Instructional Coaches, and administration
▪	Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6.	100% of teachers will attend professional development relating to their Danielson-based goals—75% of teachers will improve their practice to achieve an effective rating on their Danielson-based goals
7.	100% of teachers in all pods will inter-visit each other, focusing on and debriefing around Danielson components
▪	Timeline for implementation and completion including start and end dates
1.	Professional Development begins December 16 th and ends in May
2.	Inter-visitation and Danielson-based debriefs begin in October and end in June
▪	Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.	Peer Instructional Coaches and administrators will use Code X instructional strategies and Danielson-based goals to inform professional development scope and sequence.
2.	Pod rubric and Danielson-based goals will inform pod leaders’ debriefs and all inter-visitation.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.							
	PF Set Aside	X	Tax Levy		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		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

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

Further refine curricula across content areas with the infusion of engaging learning tasks that challenge students in at least six units of CCLS-aligned units (as recommended by 2012 School Quality Review). HEDI Rating: Developing

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	D
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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		3.3 Units and lesson plans
	3.4 Teacher collaboration		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.

*Students will make significant progress toward Common Core writing standard number 1: Write arguments to support claims with clear reasons and relevant evidence. **Writing progress will be measured using our Code X- and Common Core-aligned rubrics.***

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. Writing growth will be tracked on school-wide rubrics aligned to Code X and Common Core standards.
2. Teachers will employ rigorous tactics to increase cognitive engagement and independence of students, based on strategies taught in professional development.

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

1. Peer Instructional Coaches will lead professional development around rubric use and rigorous student independence.
2. Peer Instructional Coaches and department leaders will teach rigorous tactics to increase cognitive engagement and independence of students in professional development.

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

1. 80% of students will grow 1.5 years in writing arguments to support claims with clear reasons and relevant evidence, as measured on the school-wide rubric.
2. Peer Instructional Coaches and department leaders will lead professional development for all teachers around independent student work and cognitive engagement. In department and pod inter-visitations, teachers will observe and practice strategies to increase cognitive engagement.

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

1. Student growth on Common Core writing standard 1 will be measured in December, February, and May.
2. Professional development will emphasize independence and rubrics beginning in January and continuing through June; inter-visitation with an independence and rubric focus will begin in January.

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

1. School-wide rubric will support analysis of writing growth.
2. Peer Instructional Coaches, administrators, and department leaders will lead professional development and inter-visitation scheduling and debriefing.

Budget and Resource Alignment

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

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

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
To increase the practice of personalized instruction by deepening our use of formative assessments, collaborative planning and technology to drive the instruction and interventions in the classroom as measured by a 15 percent increase on 6-8 math and ELA exams (as recommended by the 2012 School Quality Review). Assessments will be administered to students 6-8 times per year and will be provided by the Code X and CMP3 curricula. Teachers will analyze data and use this data to inform their daily instruction on an ongoing basis. (as recommended by 2012 School Quality Review)			
Review Type:	QR	Year:	2012
Page Number:	4-5	HEDI Rating:	D

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.		
	4.2 Instructional practices and strategies	
	4.4 Classroom environment and culture	X
		4.3 Comprehensive plans for teaching
		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.	
To increase the practice of personalized instruction by deepening our use of formative assessments, collaborative planning and technology to drive the instruction and interventions in the classroom as measured by a 15 percent increase on 6-8 math and ELA exams.	

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. Standard growth will be tracked and measured using at least six Code X and CMP3 unit assessments.	
B. Key personnel and other resources used to implement each strategy/activity	
1. Peer Instructional Coaches and department leaders will lead data analysis of assessments.	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. Assessment analysis will occur in six cycles in department meetings. We will know we have met our target when we see a 15 percent increase on 6-8 Math and ELA exams.	
D. Timeline for implementation and completion including start and end dates	
1. Assessment analysis will occur in December, February, April, and June.	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. Code X and CMP3 unit assessments will be used to support this activity.	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy		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		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

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

Strengthen the practice of continuously monitoring student progress and providing actionable feedback to students and families that captures learning supports and extensions to increase academic progress (as recommended by 2012 School Quality Review)

Review Type:	QR	Year:	2012	Page Number:	4-5	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	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.

○ To implement a tiered advisory program for 100% of the BWA students
100% of students will set academic goals and track those goals with the help of an advisor, resulting in a 90% core class passing rate.

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. *The advisory program includes four tiers.*
 1. Tier 1: whole-class advisory section, for independent, confident students for whom traditional school works
 2. Tier 2: 10-12 to 1, for students in need of more scaffolding
 3. Tier 3: 3-5 to 1, for students with low academic and social skills
 4. Tier 4: 1 to 1, for the “high flyers” in need of immediate, individualized attention

Certain categories represent immediate triggers that will send students directly to tier 3 or 4.
5. Directly to tier 3 or 4:
 - a. Student is failing all subjects
 - b. Student is attending counseling
 - c. Student is cutting class
 - d. Student is experiencing social or cultural distance from mainstream
6. Directly to tier 4:
 - a. Student is in a domestic violence shelter
 - b. Student has participated in frequent fights and verbal altercations with teacher
 - c. Student is chronically truant
7. **Curriculum:** Teachers will have access to the Overcoming Obstacles curriculum (www.overcomingobstacles.org).

8. Collaborative planning meetings will give teachers a chance to share findings from advisory, lesson plans, assessments, and concerns about individual students; discussion of advisory will be a collaborative planning meeting agenda item.
9. Teachers who choose to deviate from the Overcoming Obstacles curriculum must submit a rationale. This rationale must include units and lesson plans detailing how advisory time is addressing students' personalized learning plans and progress goals.
10. A student's advisor will be the first source of outreach for the school. The advisor will conduct consistent outreach to parents informing them of the progress of their child.

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

1. Pods must work together to separate students into tiers. Citizen Schools teachers and DOE teachers must take responsibility for each group of students.
2. Teachers must plan lessons according to the Overcoming Obstacles curriculum. Administrators must check in with teachers regarding lesson plans, to hold them accountable.
3. Pod leaders must facilitate discussion of findings from advisory, lesson plans, assessments, and concerns about individual planning.
4. Administrators must accept or reject rationales from teachers who choose to deviate from Overcoming Obstacles curriculum.
5. Each advisor must contact advisees' parents frequently, and administrators must hold advisors accountable by checking in regarding parent contact and advisee progress once a month.

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

1. Twice each marking period, teachers must analyze the grades of their advisees and create related academic goals with students. Teachers will meet in pods to discuss restructuring of tiers based on students' academic needs. Goal = 90% passing rate; if this goal is not achieved, teachers must make action plans.
2. Every month, teachers must share advisory lesson plans. Administrators must also check teachers' lesson plans on a monthly basis.
3. Every month, pod leaders must facilitate discussions of findings and creations of action plans.
4. Administrators must check lesson plans on a monthly basis.
5. Parent contact log kept by advisors must show frequent contact by advisors.

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

1. Analysis of grades and creation of academic goals will occur on October 11, November 8, December 20, January 24, February 27, March 21, May 30, and June 20.
2. Teachers must share advisory lesson plans on the last Wednesday of every month. Administrators must check lesson plans in the last week of every month (or must receive lesson plans weekly but analyze any weak links in the last week of each month).
3. Pod leaders facilitate discussions of findings and creations of action plans on October 11, November 8, December 20, January 24, February 27, March 21, May 30, and June 20.
4. Administrators must check lesson plans in the last week of every month (or must receive lesson plans weekly but analyze any weak links in the last week of each month).
5. Parent contact log must be updated weekly.

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

1. Pod structure and leaders will enable group analysis of grades.
2. Overcoming Obstacles provides curriculum for advisory.
3. Pod leaders and tri-weekly common planning time allow for discussions of findings.
4. Administrators must check lesson plans.
5. Pod leaders include time in meetings for updating of parent contact log.

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.

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

Reform pedagogical practices to concentrate on students’ unique learning needs through purposeful instructional choices that foster student ownership of knowledge to attain mastery. (as recommended by 2012 School Quality Review) HEDI Rating: Developing

Review Type:	QR	Year:	2012	Page Number:	4-5	HEDI Rating:	D
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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.

	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	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.

- To use our involvement with the iZone 360 and Citizen Schools to broaden expanded learning time initiative on our 6th, 7th, and 8th grades.
- 95% of students in grades 6, 7, and 8 will be involved in extended learning time (they attend school from 8:30 am – 6:00 pm) resulting in a 90% core class passing rate.
- 65% of parents will attend parent-teacher conferences.

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. Collaborative planning time built into the BWA schedule allows BWA and Citizen Schools teachers to work together on integration and enrichment strategies.
2. Through our Partnership with Citizen Schools, students participate in bi-annual “WOW” showcases of their work at Google and other places in the city for parents, teachers, and other community members. This is an opportunity for students to showcase their work after months of careful planning, preparation, and consultation with their parents.
3. Citizen schools also sponsors to additional parent-teacher conference nights in addition to the trice annual events consistent with City-Wide practice.
4. Citizen Schools gives students six extra hours of Literacy and Math skills extension and enrichment time each week

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

1. Pod leaders, administrators, and Citizen Schools management work together to create and use collaborative planning time.
2. Citizen Schools Parent Leads manage parent contact for parent attendance of WOWs.
3. Citizen Schools Parent Leads manage parent contact for parent attendance of extra parent-teacher conference nights.
4. BWA and Citizen Schools teachers use Code X and CMP3 curricula to collaborate on skills teachers will emphasize during enrichment time.

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

1. BWA and Citizen Schools teachers analyze student grades twice every marking period, with a goal of a 90% student passing rate.
2. Parents attend WOWs.
3. Parents attend parent-teacher conferences.
4. Code X and CMP3 curricula push student achievement to enable 90% of students to pass core classes.

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

1. BWA and Citizen Schools teachers analyze student grades on October 11, November 8, December 20, January 24, February 27, March 21, May 30, and June 20.
2. Parents attend December and June WOWs

3. 70% of parents attend Fall parent-teacher conferences. 80% of parents attend Winter parent-teacher conferences. 80% of parents attend Spring parent-teacher conferences.
4. 90% of student pass core classes.

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

1. Pod meeting and department time enable collaborative planning, led by pod leaders.
2. Citizen Schools Parent Leads manage parent contact; Extended Learning Time and community contacts enable WOWs.
3. Citizen Schools Parent Leads manage parent contact for parent-teacher conferences.
4. Collaborative planning time and Extended Learning Time provide students with focused, extended enrichment time.

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Literacy Extension focused on Blended Learning: Achieve 3000 Differentiated Instruction Independent reading	Whole class 2-4x per week and small group 2x per week	2-4 times during school day 2 times during Extended Learning time
Mathematics	Math Extension focused on Blended Learning: Study Island Khan Academy	Whole class 2-4x per week and small group 2x per week	2-4 times during school day 2 times during Extended Learning time
Science	Literacy Extension focused on Blended Learning: Achieve 3000 Differentiated Instruction	Whole class 2-4x per week and small group 2x per week	2-4 times during school day 2 times during Extended Learning time
Social Studies	Literacy Extension focused on Blended Learning: Achieve 3000 Differentiated Instruction	Whole class 2-4x per week and small group 2x per week	2-4 times during school day 2 times during Extended Learning time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Advisory Period 2. (IEP)& Mandated Counseling At Risk behavioral Counseling	1. 1x1, small groups & whole class (tiered program) 2. 1X1 Counseling, 1X1 & small group, or	3. 4X per week During the school day 4. 1-2X per week 5. 1-2X per week

		small group only 3. 1X1 or small group	
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

3. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.

The Bronx Writing Academy works very hard to create teacher teams that collaboratively work together to write curricula and assessments, monitor and track student progress through data analyses, provide individualized learning and advisories, and to build school-wide structures and protocols that build a strong community. Therefore we have established the following practices:

Recruitment & Assignments:

3. **Clear, specific, licensing requirements, roles and responsibilities** for opening positions are posted
4. A **Hiring Committee** comprised of teachers, administrators, parents and staff is created.
5. Using a **specific rubric**, the committee reviews résumés to analyze qualifications and determine candidates who will move on to a group interview.
6. **Group Interview:** 4-6 Candidates selected are seen at the same time and asked to work as a team to problem-solve and issue around student progress, data analyses, collaboration and/or classroom management.
7. The Committee again uses the rubric to narrow the list of candidates for **one on one interviews**.
8. The **rubrics** are consulted again and a **discussion about results and recommendations** ensues.
9. We invite the finalists to teach a **demonstration Lesson**.
10. An offer is made to the top candidate. If it is accepted letters of apologies are sent to the remaining candidates

Retention and Support:

11. New teachers are paired with a mentor in their own subject area
 1. Weekly visits, planning and discussions around excellent practices occur
 2. Mentors make suggestions about other resources available, including colleagues and Professional Development
12. Bi-weekly Department meetings are built into teacher schedules and held to support all teachers about our common vision and expectations for instruction.
13. Teacher team meetings (PODs) are built into teacher schedules and held 3X per week to promote shared structures and protocols for working with a shared group of students.
 1. Teachers identify students who may be struggling academically, socially or emotionally. They formulate personalized plans and the support each other in monitoring the students' progress.
 2. Plans are adjusted as needed
14. The Bronx Writing Academy employs three Peer Instructional Coach to support individual teachers by:
 1. Visiting classes and providing specific, targeted feedback.

2. Co-planning lessons
 3. Co-teaching
 4. Modeling
 5. Providing resources to help with teacher development
 6. providing Professional Development in all areas of Instruction, including, but not limited to, Domains 2 and 3 of the Danielson Framework
15. Frequent Informal Observations with feedback are conducted by Principal and Assistant Principal
1. Open communication of teacher goals with teacher and Instructional Coach to ensure consistency of expectations
 2. Modeling
 3. Providing resources to help with teacher development
 4. providing Professional Development in all areas of Instruction, including, but not limited to:
 5. Differentiated Instruction
 6. Behavior/classroom management
 7. Understanding by Design 2.0
 8. Collaborative group Protocols
 9. Effective Instruction
 10. Technology integration in the classroom
 11. Using the I-learn platform provided by our partnership and membership in I-Zone 360

Frequent Informal Observations with feedback are conducted by Principal and Assistant Principal

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).

Peer Instructional Coaches, Demonstration Teachers, and administration will create a scope and sequence of in-house professional development opportunities available to all teachers during department meeting time and after school. A sampling of the December and January professional development schedule follows:

Topics	Danielson Component	Venue	Dates
Questioning and Discussion Overview I	3b	After School or Before School – Monday	12/16/13
Academic Vocabulary Part I	3a	After School	12/18/13
Code X Routines	1e	Department Meeting	1/2/14
Close Reading	3c	Department Meeting	1/7/14
Questioning and Discussion Overview II: Including accountable talk, think-pair-share, peer feedback	3b	After School or Before School - Monday	1/7/14
Discussion Strategies	3b	Department Meeting	1/9/14
Academic Vocabulary Part II	3a	After School	1/8/14
Independence: - Flexible grouping - Tiered lessons - Self-Evaluation	3c	After or Before School – Wednesday	1/22/14
Using Assessment in Instruction: Rubrics, self-assessment, and peer feedback	3d	January—after school Tuesday	1/23/14

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.).

- Students in Temporary Housing: These funds are used to address the socio-emotional needs of our students. For example, all students receive free uniforms, have trips paid for, etc.
Violence prevention programs: These funds facilitate our relationships with community-based organizations that give our students access to peer mediation programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Three Peer instructional coaches through the Teacher Incentive Fund
- One Demonstration Teacher through the Teacher Incentive Fund
- Five mentor teachers through the New York Collaborates program

The school's year-long PD plan is designed by the school's administrative team in collaboration with the Peer Instructional Coaches, Demonstration Teacher, and mentor teachers. After each assessment cycle, teachers and administrators meet to review assessment results that are then used to inform instructional decisions.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 09	Borough Bronx	School Number 323
School Name Bronx Writing Academy		

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 Kamar Samuels	Assistant Principal Lisa Robinson
Coach Meg Cassedy-Blum	Coach Martin Caceres
ESL Teacher Joani Ramirez	Guidance Counselor Karen Morgan
Teacher/Subject Area Millie Matos	Parent Jennifer Perez
Teacher/Subject Area Miguelina Rosa-Lopez	Parent Coordinator Jodi Ward Williams
Related Service Provider Stefanie Cohen	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	4	Number of certified NLA/foreign language teachers	2	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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	501	Total number of ELLs	147	ELLs as share of total student population (%)	29.34%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	0	21					21
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
self-contained							47	37	21					105
Pull-out							3	7	11					21
Total	0	0	0	0	0	0	50	44	53	0	0	0	0	147

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	147	Newcomers (ELLs receiving service 0-3 years)	80	ELL Students with Disabilities	22
SIFE	36	ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	31

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	17			2			2			21
Dual Language	0			0			0			0
ESL	63			34			29			126
Total	80	0	0	36	0	0	31	0	0	147

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									21					21
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	21	0	0	0	0	21

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							45	41	27					113
Chinese														0
Russian														0
Bengali							1	3						4
Urdu														0
Arabic							1		2					3
Haitian														0
French							2		2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	50	44	32	0	0	0	0	126

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)							9	10	17					36

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)							12	8	14					34
Advanced (A)							24	16	10					50
Total	0	0	0	0	0	0	45	34	41	0	0	0	0	120

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	28	11	1		40
7	20	7			27
8	32	1	2		35
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	38		7		3				48
7	28		8						36
8	15	1	11	9	4	4		1	45
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.

English Language Learners are targeted for intervention based on their ELA and Math exams, as well as their lexile level scores based on data received from Achieve3000 assessments. These students benefit from additional support through extended day intervention. In guided reading groups, students work with their current content teachers for the "extended day" 37 minute intervention. The total number of students in each "extended day" intervention group does not exceed 12 students per teacher. The focus in the ELA "extended day" intervention are reading comprehension strategies and writing development. Students also receive Math intervention during the regular scope of the school day by the current math teacher in small groups of 5 students. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention during "extended day" with the NLA teacher. These students also receive pull-out intervention with an NLA teacher. All ELLs attend an after-school program where they receive additional support in reading, math and Spanish literacy for all students in addition to enrichment activities. The after-school program is Monday-Thursday for an additional 2.5 hours per day. Social Studies is taught by a licensed ESL teacher. They focus on using the SIOP model. They identify big themes and enduring understandings that need to be prioritized. In science students are taught in their language where appropriate. The teachers are focused on high-level cognitive engagement and discussion strategies. They use labs to ensure that students have concrete examples of theories explained in class. NLA teachers focus on using Understanding By Design to plan their lessons. They meet twice per week in collaborative planning and they ensure that their NLA lessons are aligned to common core standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In general, students are moving towards proficiency in speaking in the 6th and 7th grades at high rates. Only 12% of grade 6 ELLs students are at beginning level in Speaking and 14% of grade 6 ELLs are at the beginning level in Listening on the NYSESLAT. In grade seven, 9% of our students ELLs are at the beginning level in Listening and 18% of ELLs are at the beginning level in Speaking on the NYSESLAT. As a basic trend, students become proficient in speaking and listening quickly, but continue to struggle throughout the grades in reading and writing. We have long-term ELL students in the 8th grade who are not proficient readers, based on NYSESLAT data.
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](#))

Because our students are not moving to proficiency in reading and writing, throughout our school we are focusing specifically on academic vocabulary. In all ESL and bilingual classes, students are taught academic vocabulary in an explicit way. We focus on Tier II words, which are words that are powerfully useful and frequently occurring. These words are explicitly taught throughout all content areas. Students are able to see the words in a different context every day of the week. They are then required to use the words in performance tasks, as an integral part of assessment. We address listening and speaking on a daily basis through scaffolded discussion strategies. Students use words with each other as well as in whole class discussion. Using rubrics, we track students' growth in listening and speaking.

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?
 - a. In Math, students in the NLA program perform better than they do reading. They aren't showing progress in reading, but they're showing some progress in Math. 99% of our students are at levels 1 and 2, with the overwhelming majority scoring at level 2 who are ELLs. 3/102 are at level 3, 80% at level 1. 18% at level 2. As you go up the grades, you see that in the 8th grade there are more level 1 students than in the 6th and 7th grades. (32 in 8th grade). Trend is that the kids are getting more proficient from 6th to 7th grade, but students are not progressing at the same level in the 8th grade's bilingual program. Students in the freestanding ESL program in the 6th and 7th grades are progressing more. In Math, there are 9 kids in the bilingual program who are proficient. These students are doing as well as their non-ELL peers. 11 English speaking students got level 3.
 - b. School leadership and teachers analyze the results of the ELL Periodic Assessments within the Pod structure, a structure in which teams of teachers meet three times weekly to discuss shared students. In these thrice-weekly Pod meetings, teachers review and discuss the

data. One effect of this analysis has been a focus on academic vocabulary instruction in the ELL Pods. Teachers of ELLs teach academic vocabulary explicitly in all four core classes and frequently review the results of this instruction. This focus is an effect of teachers and administrators noticing that weak knowledge of academic vocabulary bars ELL student access to the information presents in assessments.

c. Periodic Assessments emphasize the need for explicit vocabulary instruction to ELLs. Native language instruction focuses more on the concepts on which students are cognitively ready to focus--main idea, theme, etc.--freeing up content teachers to focus deeply on vocabulary growth and strategies.

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](#).)

Our school uses data to guide instruction for ELLs within the Response to Intervention framework by focusing in on three strategies: guided reading groups, ELA extension time, and explicit academic vocabulary teaching for all ELL pods. Every Tuesday and Thursday, ELL students are split into smaller groups. Each small group reads a book with a teacher at the students' guided reading level; the groups also focus on strategies students in each group need. ELA extension time uses blended learning (Achieve3000) to provide students with 2.5 hours each week of reading non-fiction articles on their reading level, answering multiple choice questions, and answering short answer questions. Students are offered scaffolds including hints in their native language, articles read aloud, and articles in their native languages.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our school has a core group of veteran ESL teachers who work closely with administration to guide ELL instructional decisions. ESL teacher veterans. A certified bilingual Peer Instructional Coach is part of a core group of teachers in the school who work closely with administration; he trains newer bilingual teachers in best practices and use of data. NLA teachers meet with core teachers of students in the ESL program to align instructional practices and highlight strategies in native languages that students are learning in their second language. Bilingual and ESL teachers meet with a coach instructing them in the SIOP model, and teachers have applied strategies from this model, including teaching content and language objectives separately--and many more strategies for ELL-specific lesson preparations, strategies, and more.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Thirty-two percent of our students are ELLs, and 50.4% were in the 75th growth percentile or higher in ELA in 2013. Forty-nine point six percent of our students were in the 75th growth percentile in Math in 2013. Forty point five percent of our ELLs made progress in the 75th percentile.

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

A bilingual teacher manages the intake process and administers the Home Language Survey to new students. She makes

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

3. 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](#)].)

Parents of newly admitted students complete the Parent Survey and Parent Selection Form during admission. A bilingual teacher is responsible for this process which includes the distribution of the letters. We distribute to students based the results of the NYSESLAT. Entitlement letters are given directly to the students and copies kept by ESL teacher leaders, who maintain these letters on file in room 331.

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.

Ms. Paez, our Pupil Personnel Secretary, contacts ESL teacher leaders before admitting ELL or possible ELL students. They review and discuss the student's HLIS, report card from prior school, exam history on ATS (if available) and an interview with the parent and child to understand the English language program in the child's prior school for initial placement. The interview with the parent and child is conducted in English or Spanish. Parents of non-Spanish speakers have always come with individuals who can translate. (Should any difficulty arise with translation, a call will be made to the Office of Translations for on the phone translation.) After the DOE video is shown and the parent selection form returned, the student's placement is confirmed. If a parent expresses a desire to move their child to a different program (usually from TBE to ESL,) a meeting is held between the parents, the students' teachers and an ESL teacher leader (if necessary.) In that meeting, the teachers inform the parents of the benefit of the child receiving ESL in a consistent program structure from year to year and a review of the child's grades and performance in his/her classes. The parents submit their request for the transfer in writing and the Pupil Personnel Secretary is notified to move the student to the ESL class. Home language survey and the parent choice documentation are stored by the pupil accounting secretary in our filing system in room 115b. Once the LAB-R is administered and scored the student receives a placement letter. The placement letters are kept on file in room 331.

5. 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.

ELL teacher leaders and Peer Instructional Coaches pull students from literacy extension blocks to administer the NYSESLAT. ELLs also may take the NYSESLAT in ELA class or Social Studies. All ELLs complete all sections of the NYSESLAT each year.

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. 

Over the last two years, parents have increasingly requested that their students be placed in the ESL program rather than the bilingual program. Our Parent Survey and Program Selection data reflects this preference. As a result, we have bilingual classes on our 8th grade, but not on the 6th and 7th grades. This also reflects a change in the demographics of the community, which has seen an influx of students from West Africa, Yemen, and Bangladesh, and fewer students from Spanish speaking countries.

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])?

Students are taught in either self-contained bilingual or self-contained ESL homerooms based on grade; 6th and 7th grade students receive self-contained ESL instruction as well as NLA instruction, while some 8th graders receive bilingual instruction. Students are programmed in 72 minute blocks for ESL each day. The classrooms are based on heterogenous groups on their grade, with a beginner and an advanced ELL class in the 6th and 7th grades. All students are taught by licensed ESL teachers. There are two classroom sections on each grade. One section is a transitional Bi-lingual section and the other is ESL only. All students in each section travel together all day, and beginner ELLs receive NLA instruction.

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)?

Teachers are assigned by grade based on their certification. There are two NLA teachers (One teaches grades 7 and 8 and the other teaches grade 6). Our block programming ensures that mandated service time is met; because of heterogenous grouping, some students receive above the mandated time. Students in the bilingual or beginner ESL homerooms receive 5 periods of NLA per week. Students in the bilingual homerooms receive five 72-minute blocks of ESL per week. Students in the self-contained ESL homerooms also receive five 72 blocks of ESL per week.

3. 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.

Content area instruction consists of Science, Social Studies, Technology and Art using the Sheltered Instruction Observation Protocol (SIOP) model. This means that students receive a content objective as well as a language objective during every lesson. In the bilingual homerooms, Science and Art are taught in the native language. Social Studies and technology are taught in English for all classes. ESL content area teachers co-plan with the general education content teachers to identify the themes and enduring understanding to prioritize when implementing the curriculum. The goal of the content area instructors is to build vocabulary and support the reading comprehension strategies students need to be successful when approaching non-fiction reading. Math teachers are bilingual certified and conduct their classes in spanish. They also use the SIOP model and present a content and a language objective in every lesson. They focus on higher order questioning to ensure that are engaging in high level discussions in math. They use cognates to help students to identify words that are easily transferrable to English. Teachers dedicate time to front-loading strategies that activate prior-knowledge and build student vocabulary. Teachers incorporate technology in their instruction and an option for students to demonstrate understanding of what they are learning. Students practice and write a variety of genres. Social Studies teachers utilize the Code X curriculum, planned cross-curricularly with ELA and ESL teachers; this rigorous curriculum focuses on strategies and skills necessary for students to meet the Common Core standards. Science teachers also plan cross-curricularly, using common themes and skills with the Code X curriculum, to better prepare students for the Common Core standards and to focus on language acquisition through content. All core teachers of ELLs also focus on academic vocabulary.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The Bronx Writing Academy (BWA) administers formative assessments to all students in 6-week cycles. The assessments are created in Spanish for math and science on each grade. We use also translate some assessments to Arabic, Bengali, and French. We order the appropriate number of state tests in Spanish and other available languages. We reach out to the office of translation where necessary for languages not covered. NLA teachers also frequently assess their students on skills related to those students are studying in ELA classes, to ensure that students are staying on track with the skills for which they are cognitively, but not linguistically, ready. Assessing students' comfort with these skills in their native languages ensures that they are appropriately evaluated in their native languages even more frequently.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The McLeod Cloze reading exam, Running Records, and the NYSESLAT are used to evaluate ELLs in reading. Teachers administer the McLeod Cloze reading exam three times a year and Running Records three or more times a year. Teachers also track student growth on classroom exams, including Code X Common Core exams. Teachers track student writing growth

through Code X Common Core exams, independent writing projects completed in class, and scaffolded writing. Students write at least two paragraphs, with scaffolds allowing for multiple points of entry, per day. Using the Code X curriculum, teachers guide students through speeches and class discussions. Teachers help students track their speaking and listening skills on a rubric during each discussion. Most ELL students participate in between one and three discussions per day, with rubrics tracking speaking and listening growth.

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).

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

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?

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

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?

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

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

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

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

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

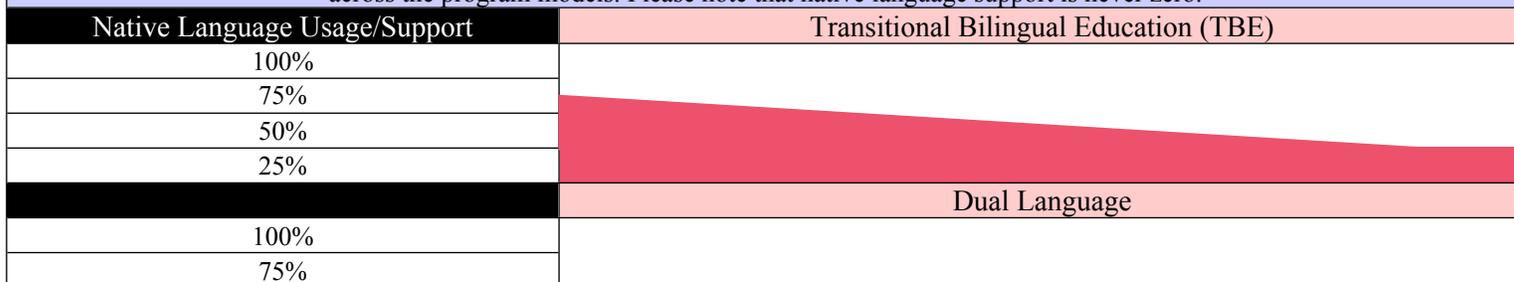
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

Students receive five 72-minute blocks of core ELA instruction, not taught by an ESL teacher, in addition to the ESL requirements of ESL instruction. The ELA class is focused on academic vocabulary, questioning and discussion strategies and scaffolds, multiple points of entry for writing, and inferential and close reading strategies. As a result of the strength of this program, 50.4% of our ELLs are in the 75th growth percentile or higher, according to the 2012-2013 progress report.

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

In the ELA and ESL classes, a focus on academic vocabulary will improve our ELL programming. In the 6th grade, ELLs focus on the following academic and sight vocabulary words: who; what; where; when; why; how; be; show; character; trait; because; respond; write; read; cause; effect; those; identify; select; refer; never; show; have; best; better; trait; always; explain; evidence; before; these; know; think; there; this; that; which; many. By midyear, ELLs move on to more rigorous words: represent; apply; determine; evaluate; compare; contrast; advantage; disadvantage; prove; explain; describe; characteristics; summarize; refer; develop; traits; identify; select; explain; cause; effect; describe; characteristics; summarize; refer; develop; traits; observe; according to; communicate; argue; determine; support; statement; repeat; claim; relevant; conclusion/conclude; persuade; demonstrate; elaborate; emphasize/emphasis; essential; evidence; indicate; justify; logical; react; significance; analyze/analysis; adequate. All four core class teachers explicitly teach these words using a variety of strategies. The focus on these words gives students access to academic texts at new levels. In NLA classes, students are focusing on writing arguments supported by evidence. This focus pushes students to practice skills for which they are cognitively ready but not linguistically ready in English.

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

No programs/services for ELLs will be discontinued.

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

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

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

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

Google documents to create, edit, and share their work, create digital storybooks, and will be working on creating web 2.0 content

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students in the transitional bilingual homerooms receive native language support in a variety of ways. Math, Science, and NLA are taught in the native language. In ELA/ESL and Social Studies students are allowed to use the native language with their peers to facilitate comprehension of the material. Cognates are taught with each reading lesson as a scaffold and strategy during ELA/ESL and Social Studies plus bilingual English/Spanish dictionaries are available for the students to use at will. In the ESL homerooms students are also allowed to use their native language with their peers if available to support comprehension. Bilingual dictionaries and glossaries are available for use during any class.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All Milestone program materials are developmentally appropriate and proficiency levels were determined by administering a placement test. Also Achieve3000, which is a program we implement through the iZone, also ensures grade as well as developmentally appropriate materials are available to students.
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.
Newly arrived students who enroll prior to the start of the school year are met by one of the ESL teachers and receive a small orientation with the parents as they view the program selection video. A more structured student led orientation is being developed.
18. What language electives are offered to ELLs?
ELLs may select an elective French class. Students can also select a creative debate class in Spanish.
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.

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

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

ELL personnel are offered professional development opportunities throughout the year. A sampling of professional development opportunities, representing two months of the professional development plan for all ELL personnel at the school, is below:

Questioning and Discussion Overview I	3b	After School or Before School – Monday	12/16/13
Academic Vocabulary Part I	3a	After School	12/18/13
Code X Routines 1e	Department Meeting		1/2/14
Close Reading	3c	Department Meeting	1/7/14
Questioning and Discussion Overview II: Including accountable talk, think-pair-share, peer feedback	3b	After School or Before School - Monday	1/7/14
Discussion Strategies	3b	Department Meeting	1/9/14
Academic Vocabulary Part II	3a	After School	1/8/14
Independence:			
-	Tiering		
-	Flexible grouping		
-	Self-Evaluation	3c	After or Before School – Wednesday 1/22/14
Using Assessment in Instruction: Rubrics, self-assessment, and peer feedback	3d	January—after school	Tuesday 1/23/14

2. The professional development opportunities listed above encompass some of the offerings for teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. All professional development opportunities are grounded in the Danielson system, which effectively prepares students for the Common Core Learning Standards' level of rigor. The Questioning and Discussion, academic vocabulary, Code X routings, Close Reading techniques, independence, and using assessment in instruction professional development opportunities will be offered all year, helping teachers support ELLs in deeper and deeper ways.

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The parents of our ELLs are strongly represented at our workshops and at school events. It is one of the highlights of our school. They are usually very responsive to teachers and they seek to proactively address issues with the students. We work very close with our bi-lingual parent co-ordinator to ensure that our parents are aware of the services in their community. Parents of ELLs are invited to participate in all meetings and initiatives of the Parent/Teacher Association and are represented on the School Leadership Team. Parents of ELL students also participate in multiple workshops provided by the ELL team (for example during open school night and selection of high schools).
 2. Currently we parent with Citizen Schools (an extended learning time program) to conduct workshops for parents explaining the options in extended learning time. This is a bilingual (english-spanish) presentation. We also work with Bronx Works, The Committee for Children and Families, and the Dominican Alliance.
 3. The PTA sends a bilingual (English-Spanish) monthly newsletter to parents updating them on news and opportunities at the school. The PTA surveys parents on workshops they offer and ask for parents to suggest other alternative workshops based on their need and/or experience.
 4. The PTA surveys are analyzed by the school leadership team. We look at the trends and plan activities to respond to the needs of the parents. Parents of ELL students also participate in focus groups to provide input and feedback on changes occurring school wide based on the strategic planning initiatives being implemented. We provide a number of workshops for our parents that help them to track the students' academic progress. These include ENGRADE and Aris training. We also provide workshops through The Committee for Children and Families as well as the Dominican Alliance.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Bronx Writing Academy

School DBN: 09X323

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kamar Samuels	Principal		12/16/13
Lisa Robinson	Assistant Principal		12/16/13
Jodi Ward Williams	Parent Coordinator		12/16/13
Joani Ramirez	ESL Teacher		12/16/13
Jennifer Perez	Parent		12/16/13
Millie Matos/ELA	Teacher/Subject Area		12/16/13
Miguelina Rosa-Lopez/Science	Teacher/Subject Area		12/16/13
Martin Caceres	Coach		12/16/13
Meg Cassidy-Blum	Coach		12/16/13
Karen Morgan	Guidance Counselor		12/16/13
	Network Leader		12/16/13
	Other		12/16/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X323 School Name: Bronx Writing Academy

Cluster: 5 Network: CFN571

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

The school surveyed all parents in September 2013 to assess language needs. The school will also identify crucial documents that need to be translated at least 30 days in advance, to ensure that all necessary documents are translated and available. The school will create a schedule of all meetings and ensure that translation is available.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Bronx Writing Academy	DBN: 09X323
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: 148
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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

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

Students will receive ESL instruction after school for 2 hours two days per week and 4 hours on Saturdays. The sessions will focus on language acquisition through building basics vocabulary skills. All classes will be taught in English. However, some classes will utilize Achieve3000 software. Students will be able to find the meaning of unfamiliar words by using context clues.

In Math, students will focus on preparing for the state exams. Math teachers will place particular emphasis on teaching students how to appropriately read the directions in order to figure out what the question is asking.

The duration of the program will be January through - April. This program will be for 100-160 students.

Part C: Professional Development

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

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

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

The SIOP Model consists of eight interrelated components:

- Lesson Preparation: Teachers will be taught planning strategies for specifically engaging ELL students
- Building Background: Teachers' background knowledge of ELL instruction will be broadened

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

At these conferences we will:

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

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

begin to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

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

share information about school and parent related programs, meetings and other activities in a format,

Part D: Parental Engagement Activities

and in languages that parents can understand.

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

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

Part E: Budget

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

Allocation Amount: \$

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