

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **19K404**

School Name: **ACADEMY FOR YOUNG WRITERS**

Principal: **COURTNEY WINKFIELD**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 19K404
School Type: Middle/High Grades Served: 6-12
School Address: 1065 Elton Street Brooklyn, NY 11239
Phone Number: 718-688-7230 Fax: 718-688-7236
School Contact Person: Sonia DeJesus Email Address: SDejesus9@schools.nyc.gov
Principal: Courtney Winkfield
UFT Chapter Leader: Michael Rosenthal
Parents' Association President: Audrey Graves
SLT Chairperson: Courtney Winkfield
Student Representative(s): Jessica Evans and Corey Joseph

District Information

District: 19 Superintendent: Donald Conyers
6565 Flatlands Avenue, Room 104C
Superintendent's Office Address: Brooklyn, NY 11236
Superintendent's Email Address: DConyer@schools.nyc.gov
Phone Number: (718) 968-4100 extension 1044 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 113 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	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	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Academy for Young Writers opened its doors in the fall of 2006 to 106 9th grade students. We graduated our first class in 2010 and have graduated between 80-90% of our students the past four years. We've earned As and Bs on our past NYC Progress Reports and a score of Well-Developed on our comprehensive Quality Review.

The school's vision was developed with the belief that high school should prepare a student for college and the world beyond college by developing the critical thinking skills and the interpersonal skills necessary to function in the 21st century. We are a part of a small schools movement that began in the late 1980's and early 1990's in New York City. Our primary goal is to create a college preparatory program for our students so that they have as many options after graduating as possible. To this end, we use writing across all areas of our curriculum as a tool for generating comprehension and retaining knowledge. While we do celebrate creative writing, our name derives from the belief that all forms of writing help a person to become better educated and more expressive.

Writing is the vehicle through which students become critical thinkers. The work we do to prepare students to become critical thinkers includes real world Exhibitions designed through the lens of Habits of Mind, Portfolio Assessments and Roundtables and Design Your Own Assessments, which are curriculum embedded periodic assessments. Another important piece to helping our students ready themselves socially for the world beyond high school is our Advisory class. Each grade level has developed a curriculum that meets the unique needs of their students, whether it's 9th grade orientation to high school or 12th grade career research. Advisory is the place where students feel known and supported in engaging in the work of our school.

In 2013, we began the work of expanding our high school to become a 6-12 secondary school. It is our hope that the seven year Young Writers experience will even better prepare students for life after school.

We started a small school to emphasize the important role that personal relationships play in academic achievement. Our core belief is that when students feel connected to their school community, they achieve at higher rates.

A few noteworthy programs and partnerships from the prior year:

Habits of Mind Portfolio Process

Students participate in a yearly portfolio process that asks students to collect major exhibitions from each course, reflect on the strengths and weaknesses with respect to the use of the Habits of Mind and synthesize their growth as a learner that year. In addition, students are expected to:

- Defend their work on a roundtable (6th - 11th)
- Use technology to defend their work and explain their process (7th, 10th, 11th, 12th)
- Formally present to a panel of students, faculty and visitors using technology (12th)
- Take one exhibition and extend the project using additional Habits of Mind (7th, 10th, 11th)
- Design and carry out an independent, rigorous project that is embedded in an interest or passion across four months – Senior Exhibition (12th)
- Connect the Senior Exhibition to a community service aspect (12th)

Comprehensive 6-12 Electives Program

In response to feedback from our 2011-2012 Quality Review (Increase opportunities for student voice and participation in school-wide decisions that support both personal and academic) and feedback from our 2013-2014 School Survey, we

solicited feedback from students and teachers in creating 25-30 unique course offerings for a two day per week electives course. Courses include Yoga, Forensic Science, Psychology, Dance and Filmmaking. Students are not restricted by grade level, so we have a range of students working together twice per week. Many small schools must limit their course offerings, and this program gives students some of the benefits of a larger comprehensive school inside a small secondary school.

Community School

Academy for Young Writers (as part of the Spring Creek Educational Campus) was selected to become a Community School through the recent AIDP grant. We will partner with a CBO (Pathways to Leadership) to develop a comprehensive model to address the physical and social-emotional needs of our students and their families.

Middle School After School Program

Academy for Young Writers was selected to develop a full campus-wide, five day per week, middle school after school program through the Mayor's DYCD grant. In partnership with Good Shepherd Services, our program addresses issues of literacy and engages students through arts, sports and leadership training.

ESI

In recognition of our strong outcomes connected to tackling the broad disparities slowing the advancement of Black and Latino young men, Young Writers has been a member of the Expanded Success Initiative since 2012-2013. During that time, we have continued to innovate and expand our work around these outcomes and have increased graduation rates, credit accumulation and attendance for our Black and Latino young men while reducing the number of suspensions they receive.

APEX

Academy for Young Writers is part of the NYC Advanced Placement (AP) Expansion Initiative in partnership with NMSI and College Board. Through this partnership, Young Writers has received extensive support in expanding our AP Course offerings from one course in 2011-2012 (AP Language Composition) to four courses in 2013-2014 (AP Lang/Comp, AP Lit., AP Computer Science and AP US Government).

EBC Partnership

Academy for Young Writers has partnered with East Brooklyn Congregations since 2012. EBC is a community organizing group committed to improving conditions of education, housing and safety in several East Brooklyn communities. EBC has partnered with our families and students throughout the past three years to increase patrols near the school, reduce noise pollution from construction and increase MTA public transportation near the school campus.

Institute for Student Achievement Partnership

ISA has been an integral school partner since 2006 when we opened our school. Through its intensive school, leadership, and content coaching, ISA has supported our school community in developing our core programs including exhibition-based instruction and Habits of Mind, Advisory, college preparatory instruction and guided discipline.

Underlying the program at Young Writers are the following beliefs:

- All students can succeed. It is our responsibility to tap into their natural talents and curiosities to engage them and to motivate them to become successful in our school community.
- We're on a first name basis. In order for members of our school community to develop authentic relationships we need to relate as individuals rather than members of a traditional school's power structure.
- Students should be empowered to make decisions to direct the course of their education. As we nurture their autonomy they will learn to make good decisions and will become more invested in the course of their education.
- Students will develop a sense of both safety and self-efficacy by belonging to a community that needs and values their effort and contribution; which also encourages them to take academic risks without fear of ridicule.

- Exhibition-based instruction, finding real-life applications to what we're teaching and authentic opportunities for students to demonstrate their learning, helps teachers plan to meet each student's individual needs and increases the likelihood of real understanding.
- Reading and writing are the foundation for negotiating the outside world as well as sources of pleasure and self-discovery and are part of every subject and class.
- When conflicts inevitably arise, students and staff must engage in constructive problem-solving to address and repair the damage done to their relationships and the larger school community.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our DY0 Data in 9th and 10th grade Global revealed deficits in students’ ability to defend a historical argument using appropriate evidence including counterclaim.

- Of 9th graders taking the Global DY0 in 2013-2014, only 30% demonstrated proficiency in crafting and argument and only 32% demonstrated proficiency in defending and supporting the argument with appropriate evidence and a relevant counterclaim.
- Of 10th graders taking the Global DY0 in 2013-2014, only 40% demonstrated proficiency in crafting and argument and only 45% demonstrated proficiency in defending and supporting the argument with appropriate evidence and a relevant counterclaim.

47% of 141 students taking the Global History Regents Exam passed in 2013-2014.
Although 84% of 127 students taking the Comprehensive English Regents Exam passed, in 2013-2014, the average score was 73%, 2% short of the college ready threshold.

Area of strength:
Highly developed school wide assessment practices explicitly aligned to the curriculum ensure the effective analysis of student progress that leads to adjustments in teaching and learning and increased student achievement. (from the 2011-2012 Quality Review)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Students will demonstrate the ability to ground reading and writing in textual evidence to support their claims and counterclaims in essays aligned to the expectations of the Common Core Learning Standards (CCLS). At least 80% of students will attain proficiency in this skill (as determined by our DY0 assessments) by June 2015.

Theory of Action: If students receive targeted and vertically aligned instruction and supports (using a unified approach across the disciplines) around developing and defending arguments, and if teachers differentiate these supports by individualized student needs, students will develop proficiency with developing strong arguments and supporting these arguments using textual evidence.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student 			

subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Unified department tools will be developed to scaffold and support students' ability to develop argument and support with claim and counterclaim for both fiction and nonfiction texts. Tools include: <ul style="list-style-type: none"> The "4 reads," a tool supporting student analysis of documents through sourcing, viewpoint, evidence, analysis and drawing conclusions. A unified essay organizer to support students' analytical writing. Unified exit slips asking students to provide evidence to support a claim and analyze the evidence using the school's Habits of Mind. ELA unified fiction and nonfiction analysis tool SOAPS (Speaker, Occasion, Audience, Purpose, Subject) to respond to a variety of texts. 	ELA and Social Studies' staff, all students	September 2014 – June 2015	Principal and Department Chairs
The revised Young Writers Writing scope & sequence (developed in partnership with the Social Studies and ELA departments to vertically align goals around analytical writing towards CCLS and college readiness).	ELA and Social Studies' staff, all students	September 2014 – June 2015	Principal and Department Chairs
Teachers will provide multiple entry points for students to demonstrate their ability to defend an argument through our exhibition based instruction and through students' performance in writing, reading and defending their arguments.	All staff and students	September 2014 – June 2015	Department Chairs and Teachers
Students will be assessed frequently through exit slips, discussion questions, and homework. Students will be addressed three times a year throughout DYO Assessments.	All staff and students	September 2014 – June 2015	Principal, Data Specialist, Department Chairs, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per session needed to pay Department Chairs and teachers for scoring DYO assessments.
- Schedule will allow for a minimum of 60 hours of department work time for professional development.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At least 50% of students will demonstrate proficiency in the goal skill area by the mid-DYO assessment in March 2015.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On the 2013-2014 NYC School Survey, some of our most negative responses were connected to issues of school tone and respect.

- 32% of **teachers** disagreed with the following statement: My school communicates effectively with parents regarding students’ behavior. (68)
- 34% of **teachers** disagreed with the following statement: At my school I can get the help I need to address student behavior issues.
- 36% of **teachers** disagreed with the following statement: At my school most students treat adults with respect.
- 55% of **students** disagreed with the following statement: At my school most students treat each other with respect.
- 50% of **students** disagreed with the following statement: At my school most students treat adults with respect. (50)

Additionally, a review of our OORS infraction and SOHO suspension data revealed that more than half of the 124 reported incidents during the 2013-2014 school year were in response to instances of physical violence, threats of violence, or bullying.

- B36 - 31 infractions (25% of total)
- B24 - 22 infractions (17.74%)
- B39 – 10 infractions (8.06%)
- B37 – 5 infractions (4.03%)
- B45 – 2 infractions (1.61%)

Of these 73 incidents there are **19** students who are categorized as suspects multiple times. These repeat offenders missed a combined total of **380 days of school** due to suspensions and 263 for suspensions as a result of the infractions listed above. The incidents in which they were involved and the impact in terms of tone and culture in the school community contributed to the concerns regarding tone and respect in the school survey.

Our school’s strengths in regards to tone and culture are as follows:

- Our advisory program with class sizes of approximately 15 allows every students to become part of a small community within the larger school community where in they develop close relationships with peers and school staff.
- Well-attended clubs and after school programs, including sports, arts, academics, and a GSA give students places to engage with peers and the school community in constructive and supportive ways outside the regular school day.

Priority Needs

- Improving overall school culture specifically with regard to perceived respect among students and between students and staff
- Reducing the instances of student-student violence, threats, and bullying
- Reducing the number or instructional days that students miss due to repeat infractions in these categories

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Theory of Action: If all members of the school community including students, parents and staff are trained in using restorative circles in advisories and to address behavioral infractions, then students will develop skills to constructively resolve their own conflicts, teachers will be better-able to deescalate classroom conflicts, behavioral infractions will become opportunities for repairing relationships, students will become more invested in school and less likely to engage in repeated negative behaviors, students will miss fewer days of school, and overall levels of respect will increase within the school community.

Goals

1. Using restorative practices, including circles and conferences, we will strengthen the overall school tone and increase favorable responses to the two statements on the Learning Environment Survey for 2014-2015:
 - a. *At my school most adults treat students with respect. (from 79% agree to 85% agree)*
 - b. *At my school most students treat each other with respect. (from 45% agree to 60% agree)*
2. Using restorative disciplinary practices in response to student infractions and proactively in response to lower level behaviors we will do the following by the end of the school year:
 - a. Reduce the number of incidents of physically aggressive behavior (B36, B24, B45) by half – from 55 to 28 incidents
 - b. Reduce the number of days students miss from school due to suspensions after repeated incidents of physical violence from 263 to 130.
3. Through restorative practices, by including families, advisory teachers, guidance counselors, and students affected by infractions we will reduce student recidivism in terms of threats and acts of physical violence in half, from **19 repeat offenders** to **10 repeat offenders**.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parents and students invited to restorative circle PD	All staff, student leadership, select parents	Election Day PD & several additional faculty conferences throughout year.	Principal facilitates initial training.
Story circle practice during advisories once a week.	All students and staff	Ongoing throughout year	All Advisory teachers implement. Grade Team leaders monitor
Restorative circles in response to behavioral infractions	Affected students and staff	As needed	Administration, Guidance, Advisory teachers
Fairness Committee pilot program	6 th and 9 th grades	Spring Semester	Administration, Guidance, Advisory

			teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session for the CRE team to plan PD, for Fairness Committee. Schedule to accommodate weekly restorative circles.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the number of student recidivism in terms of threats and acts of physical violence will be fewer than 6 students.

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

AFYW uses Grade Team and Department Team structures to assess and address academic program needs. In the last two years Grade and Department Teams identified and addressed the need for increased credit accumulation in grades 9 and 10. Teams have been effective in achieving this goal as evidenced in a consistent increase in credit accumulation across the grades, specifically in grades 9 and 10, and a rise in overall graduation rates. Although the Instructional Teams’ efforts last year resulted in a school-wide increase in course accumulation, a closer analysis revealed this uptick did not extend to the school’s Bottom 1/3. Bottom 1/3 gains made in credit accumulation in grade 9 decline at a higher rate than their peers in grades 10, 11 and 12. A correlation of low reading scores of the Bottom 1/3 and low course accumulation suggest a need to look more closely at reading remediation opportunities offered to students entering the school (6th and 9th grades).

Strengths and evidence of Collaborative Teachers at AFYW are as follows:

- Teachers meet twice-weekly in Grade Teams where they track student credit accumulation.
- Teachers use one of the weekly Grade Team Meetings to case conference students struggling to meet classroom standards for either academic or social emotional reasons. Grades and credit accumulation are topics of these meeting.
- Grade Teams meet once a month for intense targeted restorative circles for students whose academic growth is greatly hindered by social emotional behaviors. In these meetings, both students and teachers identify obstacles that interfere with the student’s academically growth and problem solve ways to overcome them.
- Teachers use one Advisory class per week for academic counseling. This is where short and long term goals are set with students. Grades and course work are reviewed on Pupilpath (our on-line grading system) during this conference. Students are trained to track their own grade and credit accumulation in these sessions.
- Department Teams meet twice monthly. Alignment of Common Core standards and the revision of existing department scope and sequence are examples of work completed in a Department Meeting. We believe well-planned instruction is key in student engagement and pass rates.
- Dyo bullet
- In Department Meetings DYO data is disaggregated, analyzed, and Action Plans are created for addressing student lagging skills. This is a circular process that is revisited three times a year.
- Professional Development for the DYO data process is provided in whole staff Professional Development as well as in Department Chair meetings.
- Support for Teacher Leaders is on-going. Teacher Leaders (Grade Team Leaders and Department Chairs), meet regularly with administration to fine-tune team goals.
- Whole school Professional Development is woven throughout the year on Wednesday afternoons on our SBO early release days.

Needs of Collaborative Teachers are as follows:

Teachers are committed to the success and improvement of their classrooms and school as evidenced in the collaborative Teacher Teams listed above. Course accumulation data shows that despite overall increase in accumulation rates, there is a persistent lack of growth with the Bottom 1/3 students in the school. For the Bottom 1/3

students, course accumulation decreases each year with 11th grade Bottom 1/3 students accumulating the least amount of credits. There is a positive correlation of students in the bottom 1/3 and students with low Literacy skills as identified on the Test of Silent Word Reading Fluency (TOSWRF). **Students who struggle with reading coming into the 9th grade, are the least likely to pass higher level courses, due to increased text complexity assigned to the higher grades.**

Our strength is supporting students in accumulating the required ten credits per year to remain on track for graduation. Despite our success in this area, our Bottom 1/3 students lag behind their counterparts by 5 to 24%, with the gap increasing each year the student is in school.

GRADE	All Students Earning 10 Credits 2013/14	Bottom 1/3 Students Earning 10 Credits 2013/14
9	84.8%	70%
10	80.4%	60.7%
11	75.5%	51.7%

GRADE	All School Decrease of Credit Accumulation per year	Bottom 1/3 Decrease of Credit Accumulation per year
9	-	-14.8%
10	-4%	-19.3%
11	-4.9%	-23.8%

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the fiscal 2014-15 school year, The Academy for Young Writers will increase the percent of 10th and 11th grade Bottom 1/3 students who accumulate the required 10 yearly credits by 5%.

Theory of Action: If teacher teams increase the frequency of case conferencing, advisory academic counseling, and action plan reflections for the Bottom 1/3 population at AFYW, and if focused reading interventions are provided to struggling readers in the 9th and 10th grades, the percentage of students in the Bottom 1/3 receiving 10 or more credits by June 2015 will increase by 5% and ultimately a higher percentage of students will be on track for graduating in four years.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed			

12. to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
13. Strategies to increase parent involvement and engagement			
14. Activities that address the Capacity Framework element of Trust			
PD: DYO, Academic Coaching	All teachers/advisors	August 2014 – June 2015	Principal, Data Specialist
Literacy Support of Low Readers in grades 9 and 10 through Literacy Labs focus on the lowest readers in grades 9 and 10 and ELA reading strategies woven into 9 th and 10 th grade curriculum.	Target groups of 9 th and 10 th grade students	September 2014 – June 2015	AP of Instruction, ELA and SPED teachers, Network Achievement Coach, ELA Department Chair
Reading Strategies woven into 9 th and 10 th grade classes.	All 9 th and 10 th grade	September 2014 – June 2015	ELA Department Chair

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Network instructional achievement coach to support our work with struggling readers through targeted reading assessments and curricular resources, per session for department chairs and data specialist, time for professional development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

16. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, at least 70% (9th grade), 65% (10th grade) and 60% (11th grade) of our school’s lowest third will have captured at least five credits for the fall semester.

Part 6b. Complete in **February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Most recent Quality Review feedback (2011-2012) states: *the school has not yet established a structure or venue for student voice and a more active role in matters that influence school-wide decisions. The lack of students’ voice in school wide decisions hinders further opportunities for student ownership of their personal and academic growth.*

45% of students disagreed with the following statement on the 2013-2014 School Survey: Most of the teaching staff at my school make me excited about learning.

24% of student disagreed with the following statement on the 2013-2014 School Survey: Most of the teaching staff at my school offers a wide enough variety of programs, classes, and activities to keep me interested in school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

School will develop and systematize structures to allow for student voice in regular decision making. At least 10 students across 6-12 will participate in an Action Research Project to improve some element of the school or larger community and present their project to a larger panel by June 2015. In addition, school leaders will use student input to develop between 25 and 30 unique elective course offerings for students to take twice per week throughout the year. 100% of students will receive placement in an elective in their top three choices by June 2015.

Theory of Action: If students are supported with understanding school wide data, armed with structures and strategies for supporting that data and given direct and consistent access to school leadership to act on plans to address that data, students will become an integral and valuable part of the school wide decision-making cycle.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
1. The principal will partner with Network support liaison through the citywide Student Voice Collaborative (SVC) to establish a model for student voice at Young Writers.	All students.	Summer 2014	Principal

2. School will establish a Young Writers Leadership Collaborative (Student Council) that will meet twice weekly facilitated by the principal. This Collaborative will have representatives from each of the six grades at Young Writers (12-15 members).			
3. Two members from the collaborative will serve as members of SVC, meeting weekly with other student leaders throughout the city and turn keying information back to the YW Collaborative.	Student council students, all students.	September 2014- June 2015	Principal
4. In partnership with principal, APs and teachers, students will analyze school data (quantitative and qualitative) to surface needs in the school community.	All students	September 2014- June 2015	Principal
5. Students will serve as liaisons to their grade team, meeting with grade-level students on a weekly basis to solicit feedback and share information. 6. Students will sit as monthly members of their grade teams, preparing agenda items for meetings, facilitating their items and participating in grade team meetings once per month. 7. In partnership with their grade-level peers and teachers, Collaborative members will take on grade-specific mini-action projects throughout the year. 8. The larger collaborative will conduct a Schoolwide Student Voice review, providing feedback and analysis on areas for increased student participation in decision making. 9. The Collaborative will design one larger action project to address a significant area for improvement in the school community. 10. Students will present their action projects to the larger student body and faculty in May 2015. SVC liaisons will present the team's project to the citywide group of student leaders in June 2015. 11. Students will create data gathering surveys to solicit input and feedback on elective topics. 12. Teachers will select from a list of requested elective topics from which to develop courses. 13. Students will indicate their top three choices during the first two weeks of school in September and in the last two weeks of January.	All students.	September 2014- June 2015	Principal, Grade Team Leaders, Student Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Allocation of two periods per week for electives program, budget of less than \$5,000 to supply materials for electives

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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24. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, at least 10 students across grades 6-12 will attend twice weekly student council meetings with the principal and there will be a student representative on each grade team attending these meetings at least once per month. By February 2015, all students will complete one semester of an electives course (of which they received one of their top three choices) and will have the opportunity to choose a new elective for the second semester.

Part 6b. Complete in February 2015.

25. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2011-12 Quality Review stated that the school should expand on existing structures for communicating with and engaging families in key decision-making, school activities, and an open exchange regarding student progress, to build even stronger parental buy in and support for school goals.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will increase family involvement, diversify family communication, embed families in our professional learning and continue to develop ongoing dialogue with families around student progress. By June of 2015, we will:

- Increase attendance at our monthly PTA meetings from an average of 8 families to an average of 20 families.
- Obtain 75% of families’ attendance at one or more of our school wide events.
- Establish direct email communication with at least 80% of our families.
- Include a minimum of 25 families and 75 students across our three sessions of Restorative Practice workshops (Election Day, Reorganization Day and Chancellor’s Day).

Theory of Action: If families are seen and used as integral resources to inform decision making around school wide instructional and social-emotional goals, then we will see increased family participation across all sectors of the school and produce long term gains in student attendance, developing a culture of mutual respect and in conveying high expectations across the school community.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
We will develop a comprehensive email list of families across grades 6-12 beginning in September with direct outreach for missing information during the months of October and November. We will	All families	September 2014 – November	Parent Coordinator, Middle School

use a newsletter online platform to begin communicating directly with families in October.		2014	Support Liaison, School Secretary
We will plan and hold several schoolwide events throughout the year (Community Potluck, Exhibition Night, Talent Show, School Musical, Family Conferences).	All families, students and staff	September 2014 – June 2015	Principal
We will develop the Middle School Support Liaison position to specifically target and support middle school families.	Middle school families	v	Principal
We will plan and facilitate three workshops throughout the year to introduce, practice and plan around implementing Restorative Practices. We will invite parents and students to join faculty at the first session and include those families in planning for the subsequent sessions.	All staff, select families and students	September 2014 – June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will:

- Increase attendance at our monthly PTA meetings from an average of 8 families to an average of 15 families.
- Obtain 50% of families’ attendance at one or more of our school wide events.
- Establish direct email communication with at least 60% of our families.

Part 6b. Complete in **February 2015.**

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	DYO Assessment, Reading Assessment, 8 th grade or 5 th grade ELA State Exam	Intervention is folded into the instructional day We provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, delivery is small group or one to one At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support All grades receive single period of ELA plus an additional period of Writing. At the 11 th and 12 th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams. 6 th and 7 th graders receive an independent reading course in	Small group, one-to-one, tutoring, extended time	During the school day, after school, weekends

		addition to their ELA course. 9 th and 10 th graders with substantially low reading scores receive an additional reading intervention course.		
Mathematics	DYO Assessment, 8 th grade or 5 th grade Math State Exam	Intervention is folded into the instructional day We provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, delivery is small group or one to one At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support In the 9 th and 10 th grade, we offer a single period of ELA plus an additional period of Writing. At the 11 th and 12 th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.	Small group, one-to-one, tutoring, extended time	During the school day, after school, weekends
Science	DYO Assessments and State Exams (ES, MS, Regents)	Intervention is folded into the instructional day In addition to the extra time in each subject area that	Small group, one-to-one, tutoring, extended time	During the school day, after school, weekends

		<p>folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one</p> <p>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing.</p> <p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>		
<p>Social Studies</p>	<p>DYO Assessments and State Exams (ES, MS, Regents)</p>	<p>Intervention is folded into the instructional day In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, delivery is small group or one to one</p> <p>At appropriate</p>	<p>Small group, one-to-one, tutoring, extended time</p>	<p>During the school day, after school, weekends</p>

		<p>times of year, we hold Saturday school/Regents Prep for those students requiring additional support In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing. At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Case Conferencing Protocols from Grade Teams, reference from Guidance Counselors</p>	<p>Mandated Counseling -- Students attend mandated group or individual counseling sessions according to IEP directives. These schedules are designed and carried out by each grade level counselor In addition, at risk students are served by inclusion in a mandated counseling group, Advisory, drop in sessions or regular sessions as deemed by the grade level guidance counselor</p>	<p>Group and one-to-one</p>	<p>During the school day</p>

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

- Highly qualified teachers will be sought via Open Market Transfer system, open house hiring events in the spring, and current staff referrals.

2b. 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).

- Professional development will be provided for teachers throughout the year – teachers will participate in drafting and revising the framework documents, teachers will use the Danielson rubric to set two teaching goals for the 2014-2015 school year, teachers will form Critical Friends groups (based on common goals) that meet five to six times throughout the year to explore a common problem of practice using an inquiry approach, teachers will receive ongoing and regular feedback from administrators (both formal and informal) on the progress of their goals.
- Teachers will participate in twice monthly inquiry team sessions looking at student work through the lens of evidence-use across disciplines. Departments will participate in specific CCLS performance task training to perform a gap analysis, curriculum revision and task debrief where students will demonstrate their use of evidence through a CCLS-aligned task.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

At AFYW, we use Design-Your-Own (DYO) assessments to measure student learning & growth in several different skill areas throughout the year. Unlike exhibitions or other unit-based assessments, DYO's are intended to measure only skills or practices, such as interpreting graphs or writing a thesis statement. The skills we measure on DYO's are subject-specific, but connected to both the year-long curriculum and the standards that drive our courses.

Our approach to DYO assessment is based on educational research.

Any assessment is more than just a tool. It is a process of reasoning from evidence. One way of representing the steps in this process is with the assessment triangle, outlined in the figure below [adapted Knowing what Students Know: the science and design of educational assessment (National Research Council, 2001)]

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	409,427	X	pp. 11, 15, 18, 21, 24

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,950,671	X	pp. 11, 15, 18, 21, 24

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Academy for Young Writers is 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 the school and the families. The 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 the school community.

Academy for Young Writers 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Academy for Young Writers is 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 404
School Name Academy For Young Writers		

B. Language Allocation Policy Team Composition [i](#) 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 Courtney Winkfield	Assistant Principal Angela Pruitt
Coach	Coach
ESL Teacher Michelle Eisenberg	Guidance Counselor Tamara Holzer
Teacher/Subject Area Justianna Birzin/ELA	Parent
Teacher/Subject Area Heather Nordstrom/ELA	Parent Coordinator Raul Lopez
Related Service Provider Malcolm Purnell	Other
Network Leader(Only if working with the LAP team) Alison Sheehan	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	499	Total number of ELLs	9	ELLs as share of total student population (%)	1.80%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	5
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4	1	2	3		1	2		1	9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	4	1	2	3	0	1	2	0	1	9
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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	
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							1			3	1	1	1	7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										2				2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	0	0	5	1	1	1	9

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)										2			1	3
Intermediate(I)							1			1				2
Advanced (A)										2		1		3
Total	0	0	0	0	0	0	1	0	0	5	0	1	1	8

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													1

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

- 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.
We use the New York State Performance Assessment to learn about our students' literary skills and proficiencies. As a school we have developed a collection of writing and reading assessments that are used to pinpoint skills and knowledge that students have, that students are developing, and that students have yet to develop. While we do not use an official assessment provider, our data is

reported on OARS and vetted through in-house processes for reliability and validity.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In reviewing the data a few trends appear. First, of our 9 total ESL students, 5 students have IEPs. These 5 students' vary in their years of ESL service and NYSESLAT levels, but this data signifies that these students need extra supports in their academic classes. In addition to ESL support, these students are in Integrated Co-Teaching classes so that they receive special education services. These students have unique needs that all their teachers need to be aware of as we prepare them for success on the Performance Assessments, the Regents exams, as well as in their general academic classes. Looking at the NYSESLAT modalities, all 9 ESL students performed higher on the Speaking and Listening sections than the Reading and Writing sections. When we break down the latter sections, the data communicates that most students performed lower in Writing. In response to this data, the ESL teacher has outlined strategies to scaffold writing skills to best assist ELLs to their classroom teachers.
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 [AMAQ tool](#))

The pattern that emerged with our ELLs in each grade, suggests that these students have more developed Basic Interpersonal Communication Skills and yet to be fully developed Cognitive Academic Language Proficiency. In short, we need to use our ELLs listening and speaking skills to develop their reading and writing skills. We plan to incorporate a focus on our ELLs into our school-wide work plan with our partner school support organization that includes the disaggregation of ELL data with teachers so that our DYO prompts, rubrics, and scoring methods align with ELL best practices for assessing reading and writing. Additionally, our ELL teacher will have a role in tracking these students' progress toward graduation, developing individualized academic plans, coordinating these plans with teachers and students, and designing interventions throughout the year to ensure our shared efforts incorporate best practices for ELLs and result in positive student outcomes, including passing the regents exams.

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. Students in our Stand-Alone English as a Second Language program are developing language skills and pass regents at the same rate as students in our general education population. Our ELLs consistently choose to take regents exams in English and in a few instances have done very well on the Spanish Regents. Since ELLs do not take tests in their native language, we can infer that students feel more confident in their reading and writing skills in English rather than in their native language. However, one ELL has taken and passed the Spanish Regents, and there may be others who have very developed Spanish reading and writing skills, and those proficiencies could be tapped to accelerate their acquisition of academic English.

b. The school leadership team meets with grade leaders to review periodic assessment data at the close of each assessment window. The data is disaggregated by a variety of sup-groups including ELLs. In the past we have noticed that no clear pattern emerges with our ELLs that is distinct from the general education of our school. That said, we know that literacy heavy exams like US History, Global Studies, and Living Environment are challenging for all of our students, including our ELLs. Our teachers use interim assessment data to differentiate instruction and to refocus their scope and sequence.

c. We are learning that our ELLs, while they may score at the same rate as our general education population, have unique language. Our preference for open ended responses and writing responses on our in-house crafted periodic assessments re-confirms our hypothesis that many of our ELLs have more developed Basic Interpersonal Language Skills and yet to be developed Cognitive Academic Language Proficiency. Moving forward, we are working to create more reliable and valid interim assessments that give teachers and students clear next steps for teaching and learning. Specifically, we will focus on creating more specific rubrics, tighter alignment between rubrics and prompts, and more robust inter-rater reliability. We are focusing on improving rubrics and prompts so that students are better able to show what they know and so teachers are better equipped to provide feedback that supports student learning.
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](#))
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our Stand-Alone ESL program is evaluated semi-annually with our ELL teacher, our data, specialist, and our school leadership team. By reviewing regents data, attendance data, NYSESLAT data, and credit accumulation data, the team crafts a program that addresses the unique needs of our English Language Learners.
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?

n/a

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

The ESL teacher has weekly meetings with the ELA teachers of the ESL students to monitor student progress. In addition, ELL student progress is discussed at grade-team meeting, including both academic and personal success. One of the major indicators of ELL student success is attendance and the correlation with involvement in the school community. Having a platform to experience authentic language production and communication is vital for not only state assessments, but for building life-long English language skills. The first (Fall) Performance Assessments allow for students and teachers to collaboratively establish specific goals for improvement in each subject area. Teachers and students are able to track success at both the mid-year Performance Assessment, and again, at the Spring Performance Assessment.

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.) Within 10 days of enrolling in our school the following occurs: Students and parents attend an orientation session. At this event all parents are given a Home Language Survey (HLIS) by our certified ESOL teacher Pamela Casna to identify the child's language proficiency, home language, as well as the primary language of prior schooling. If, based on the results of the HLIS, the child is identified as an English Language Learner, then the LAB-R is administered by our ESOL teacher. Additionally, Pamela Casna our ESOL teacher conducts an informal interview to learn about the student's primary and secondary language proficiencies, cultural background, prior schooling, and living situation. The interview is conducted in the child's primary language. If the ESOL teacher does not speak the child's primary language we schedule an interview with the child, the ESOL teacher and an interpreter. If, based on the HLIS, the child is eligible to take the LAB-R, then the assessment is proctored by our ESOL teacher. The exam is scored in-house and then sent for official marking. In May, each ELL is administered the NYSESLAT exam based on their testing accommodations by the ESOL teacher, Pamela Casna. The test is administered on the dates provided by the state and scored in house and at a separate facility based on state instructions. The school also uses ATS reports in order to determine the annual eligibility of students for both ESL support and NYSESLAT roster. The school ensures all four of the NYSESLAT are administered to eligible students by appointing a team to oversee the testing accommodations/procedures.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents of students that are determined to be Limited English Proficient are contacted first by phone by either our ESL Teacher, Michelle Eisenberg, or our ESL Teacher, Michelle Eisenberg and an interpreter to schedule a English Language Learner orientation facilitated by our ESL Teacher, Michelle Eisenberg. If we are unable to make phone contact we ask the student to bring in his/her parent guardian, we mail home an invitation, and we continue to seek a working telephone number of another relative. In this session parents view an orientation video and learn about the models for bilingual education in New York City (e.g., Dual Language, Transitional Bilingual, and Stand Alone English as a Second Language). Our Stand Alone English as a Second Language program is described and parents complete a program survey, knowing they have the right to request a school that offers another program. Parents also receive an 'eligibility letter' to inform them about the child's identification and the child is enrolled in the appropriate program. Each spring, students take the NYSESLAT. Students are prepared through our Freestanding ESL program all year in all of their classes, are given personalized support by our ESL certified teacher, and engaged in trainings the week before the exam to learn about the purpose, format, and goals of the NYSESLAT exam. If parents choose a program that we do not currently offer, we honor this choice and support students and parents in identifying a suitable program by providing a list of schools in their region that provides the dual-language or transitional bilingual program they are seeking. If parents choose a program that later becomes available at the school, the parent coordinator and the ESL Teacher reach out to those parents and

inform them of the program and its components. Parent program selections surveys are stored in student cumulative records in order that parents can be contacted in these cases.

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 [\[see tool kit\]](#).)

ESL Teacher Michelle Eisenberg, Parent Coordinator Raul Lopez, and Guidance Counselor Tamara Holzer work in collaboration to ensure that Entitlement Letters are distributed and that Parent Surveys and Program Selection Forms are collected. The team works together to track the submission of forms, ensure translations are sent in appropriate languages, and to make calls and to follow up on yet to be submitted forms. Our goal is for parents to be fully informed and to make the best educational choice for their child. Additionally forms are collected, filed, and stored in student cumulative records within ten days of enrollment.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
We are committed to supporting all ELLs with a rigorous and supportive Stand Alone English as a Second Language instructional program. Our only criteria, is that our students are aware of this method of acquiring English, that they are aware of other programs, and that they choose our school's instructional program with this knowledge. We hold Family Conferences twice a year and portfolio presentations once a year and make translators present at these events. Additionally, we share results of NYSESLAT data with students and parents as soon as results become available. Our ESL Teacher, Michelle Eisenberg shares the data with staff and students and we set specific language learning goals based on the NYSESLAT results. ELL students who continue to eligibility families are informed of this continuation of services by being sent continued entitlement letters from the school. A copy of these letters are kept in the students CUM record. We translate written correspondences for our many families, of ELLs and former ELLs, and English proficient student's whose families speak other languages at home.
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.
When the NYSESLAT materials arrive, the boxes are secured in the Principal Courtney Winkfield's office and opened by Principal Courtney Winkfield. On the planned days of administration, the ESL teacher finds a quiet and secure classroom for students to take the test. Testing conditions are strictly adhered to: untimed and in a quiet, comfortable, and safe location. All testing materials are locked up in a secure location. All testing directions for administrator are followed and the Principal and Assistant Principal, Angela Pruitt, closely monitor testing protocols.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
Based on the data in the program surveys we believe that the instructional program we are offering is aligned with parent requests. We will continue to analyze parent survey data and seek opportunities to further adjust and align our program offerings to meet parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Our students are programmed heterogeneously in blocks organized by year-group cohort (e.g. 6th grade, 9th grade, 10th grade, 11th, grade, 12th, grade).
- b. English Language Learners are programmed in the same block within their cohort and our ESOL Certified teacher provides push-in support in English Language Arts. Additionally, students enroll in a stand-alone ESL course. All instruction is delivered through our school model of planned exhibition-based learning which includes units and lessons planned using Understanding by Design. All activities and units emphasize our 'habits of mind' and are organized around clear language, skill, and content learning objectives.
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)?

Currently we offer push-in support in English Language Arts classes as well as a free-standing 'self-contained' ESL class for English Language Learners as the primary method of support and compliance for CR-Part 154.

9th graders and 11th graders (beginner, intermediate and advanced) are serviced for 540 minutes/week: 150 minutes in a free-standing ESL class taught by Michelle Eisenberg (ESOL certified) and 250 minutes in English Language Arts classes co-taught by Michelle Eisenberg and a 9th and 11th grade English Language Arts teachers, Justianna Birzin and Heather Nordstrom. This exceeds the CR-Part 154 mandate of 180 minutes/ week for advanced students, 360 minutes/week for intermediate students, and 540 minutes/week for beginner students. ELLs are programmed in the same cohort so that the ELL teacher can effectively offer push-in support and so teachers can incorporate language acquisition instruction for students with similar language learning needs. 9th grade and 10th grade ELLs take a double period ELA course that meets for 440 minutes/week. 11th and 12th grade English Language Learners are enrolled in an ELA course for 240 minutes/week. These ELA courses prioritize teaching the 'habits of mind' with differentiated reading materials and authentic writing tasks, and to master the ELA New York State Standards. Overall, the goal of our Freestanding ESL program is to foster full English proficiency of ELA, ESL, and NLA New York State Standards. In order to help students to progress, we utilize the following practices:

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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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).

a. For our one SIFE student, he has the extra support of completing assignments with the ESL and/or Special Education teacher.

Secondly, teachers are explicit in giving him the option to complete a writing task in a flexible setting, specifically the quiet space of the ESL student work area.

b-e. For responses b-e, the following instructional plans are use for ELLs of all proficiency levels, modified based on specific

student need:

- Collaborative planning between ESOL and subject area teacher, specifically in ELA, for materials and texts used for classroom instruction.
 - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
 - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records. - Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
 - Balanced literacy instruction in ELA, ESL, and NLA courses with an emphasis on making active reading strategies (inferring, questioning, making connections, monitoring for meaning, summarizing, predicting) explicit.
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?
Explicit, contextually relevant instruction that targets academic vocabulary and holistic academic skill sets. Scaffolding tools such as graphic organizers are used to assist ELLs in outlining essays and other writing tasks.
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-SWDs are offered the use of supplemental visual, printed materials of class content, access to technology (online resources such as dictionaries and thesauruses), and teachers strictly follow their IEP testing accommodations (extra time, flexibility in setting, etc).

Courses Taught in Languages Other than English ⓘ

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

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

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

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

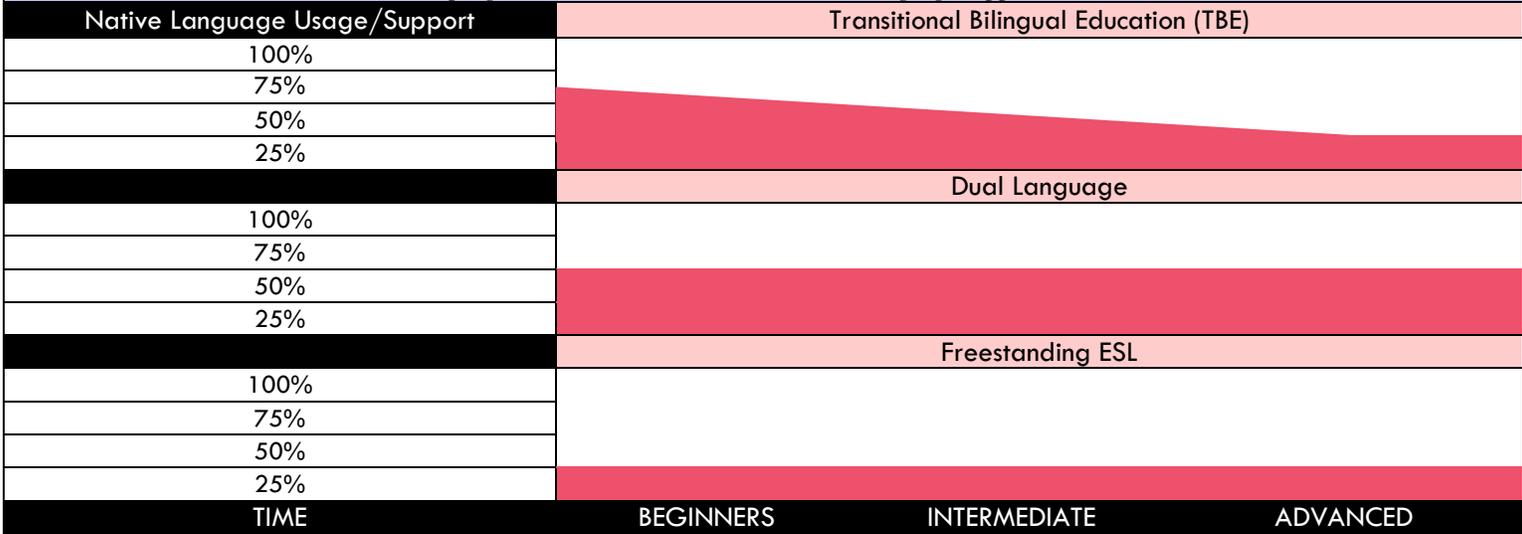
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All of our 9 ELL students are receiving targeted interventions. Teachers use periodic assessment data to focus in on skills in which our students need support. Most of our ELLs need support in academic reading and writing, and can build on strong basic interpersonal communication skills. Our range of interventions are all offered in English and Spanish and include:
- ESL Individualized Attention for Essays and Projects during School
 - Homework Center, Credit Recovery and Regents Review Courses
 - Saturday SAT courses/Saturday Regents' Review Courses
 - Translation and Interpretation Services through our Parent Coordinator and Guidance Counselor
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They include the following:
- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154,
 - Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based instructional strategies,
 - Analyze ELLs data, using city assessments, state assessments and our own periodic assessment system, to become well-informed about the performance of each language learner in order to make sound educational decisions,
 - Provide opportunities for students to be involved in purposeful writing and verbal presentations to practice their language skills in an authentic way,
 - Incorporating all language modalities during the lesson, e.g. group discussions, journals,
 - Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive differentiated instruction,
 - Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners,
 - Ensure that administration works closely with teachers (ELA and ESL) to support rigorous instruction.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any at the present time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our staff provide a wide range of after-school activities and clubs in which ELLs have full access to these academically and personal enriching strands of the school community. Some current activities include: Slam Poetry, the GSA, flag football, girls and boys basketball, drama, the Talent Show, the school play, the fashion show, robotics, art club, and many more.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All classes have access to 5 Mac computer carts, a fully-stocked computer lab with brand new Mac desktops, and each classroom has at least 2 desktops available for student use. In the self-contained ESL class, every student has access to a computer. All classrooms are also equipped with fully-functioned SmartBoards.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided through personalized attention from the ESL teacher (in Spanish) and from a variety of staff members in the building who are fluent in Spanish. For our 2 native Haitian Creole ELLs, they have "Senior Buddies" who are fluent in Creole, who can assist in clarification of assignments, as well as socioemotional support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All requires support services, including materials and instructional methods, support and correspond appropriately to the ELLs' ages and grade levels. We, as a school, strive for high-interest, culturally relevant approaches and content that best suits our students, their families, and their personal experiences and prior knowledge.
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.
- We host an orientation session in which ELLs have an opportunity to meet each other and learn about our Freestanding ESL Program. Additionally, in the first weeks of school we offer an ongoing orientation curriculum in our 9th and 10th grade advisory

course. The focus of this curriculum is to teach students about unified rituals, our Exhibitions, to teach students about the “Habits of Mind” and also to provide students with opportunities for reflection and positive peer relationships.

18. What language electives are offered to ELLs?

Spanish is a required elective in 11th grade.

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)?

n/a

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. Our ESOL certified teacher will be engaging in the all staff activities described below as well as district and network ELL specific trainings focusing on administration of the NYSESLAT, best practices for literacy instruction for ELLs at the secondary level, as well as other symposiums and conferences offered through the New York State Teachers of English as a Second Language.

2. In addition to the above trainings our staff engages in trainings to prepare for the intake process and to prepare for orientation sessions before the school year begins. Additionally most staff members serve as an academic advisor and have a role on a grade-level team of advisors. The 9th grade team meets before the school year begins to create an advisory curriculum that ensures a seamless articulation from 8th grade middle schools to our 9th grade experience. Advisors focus on establishing common advisory rituals, methods for explicitly teaching school-wide practices like class Exhibitions, student Portfolio presentations, and the Habits of Mind. Additionally, 9th grade advisories engage in academic advisement, academic goal setting, and team building exercises and service learning trips. These structures are in place to ensure that every student has an adult advocate in the building, to ensure that parents have a strong relationship with at least one teacher, and to develop positive peer relationships amongst our 9th grade cohort.

3. Our Professional Development Training for all teachers will focus on the following:

- Whole staff works on identifying the different components of differentiated instruction (assessment, materials, access to learning styles, etc) and review of lessons and unit plans within this context
 - Whole staff work on language acquisition and language objectives alongside skill and content objectives across subject areas
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible
- Additionally, the assistant principals, teachers, guidance counselors, ESOL teacher, special education teacher, and parent coordinator engages in routine professional development activities which will deepen the skills and awareness gleaned at our ELL specific professional development sessions.
- Regular (1 x a month) department meetings dedicated to peer-critiquing unit plans prepared using Understanding By Design unit plans so that they offer entry points to all students and are clearly scaffolded towards final product
 - Regular (1X a month) meetings dedicated to looking at essential skills in student work from target populations.
 - Quarterly professional development to support the creation and analysis of data from periodic assessments looking at cohort trends and specific subgroup progress.
 - Differentiated best practice workshops to enhance differentiated instruction and build capacity in general education teachers to address the language needs of language learners.
 - Weekly 'case conferencing' meetings in grade teams to identify academic and behavior interventions for individual students.
 - Quarterly 'learning walks' that empower pedagogical staff to sharpen their lense for instructional practices and teacher moves that foster a differentiated, student-centered classroom.

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. Each student has an academic advisory that meets for 40 minutes four days a week. Academic advisors are the primary connection between the school and parents/gaurdians. All teachers, assistant princiapal, dean, and guidance counselors serve as academic advisors. Advisors share academic data, make regular phone calls home, and meet with parents for parent-teacher meetings twice a year. Additionally, our PTA is active and includes parents of ELLs. The team meets at least once a month around a variety of school related activities and events.
 2. At this time the school partners with College Bound. College Bound provides a full-time staff member that works with students on the college search and application process. Additionally, our College Bound counselor provides monthly parent workshops to support parents with the college admissions process, scholarship applications, as well as financial aide, and identifying post-secondary careers and options. Our school also has a Community Night for families in the beginning of the school year. All families of students are invited to this evening event where there are informational workshops, time to meet advisors and staff members, and a potluck dinner. Translation services are available at this event.
 3. We evaluate the needs of parents by sending out surveys modeled after the New York City School Progress Report. Additininonally our parent coordinator hosts regular events that address unique needs that parents express. Our parent coordinator and assistant principal jointly publish a monthly newsletter to all parents summarizing upcoming school events, parent meetings, school leadership team meetings, as well as parent workshops lead by our College Bound counselor.
 4. Our parent coordinator works with the school leadership team and the PTA to create events and activities that address the needs of parents. Our primary focus has been financial aid, financial literacy, high school graduation requirements, and supporting students on the road to college.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K404** School Name: **Academy For Young Writers**

Cluster: **01** Network: **404**

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.

Language survey, orientation meetings for parents and students, blue cards, ATS and advisory outreach for all parents all provided information on the language requirements for our students and families. This information was passed onto the parent coordinator.

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.

Once the information was gathered, staff was informed in a general meeting of the translation services available.

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.

Written translation services are provided by the Parent Coordinator. All information sent to the parents regarding school activities and academic updates are simultaneously sent home in both Spanish and English.

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.

Oral interpretation services are provided by the parent coordinator, two school aids, and three teachers who are fluent in Spanish. This service is provided for planned and unplanned parent meetings around all school related concerns. The Academy of Young Writers provides interpretation services (either on-site or over-the-phone) during regular business hours to parents whose primary language is a covered language.

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>.

Parents are notified of translation services when they enter the main office of the school. This is in writing and posted on the wall by the entrance of a school in each of the appropriate covered languages indicating the availability of language services.