



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

11x253

School Name:

BRONX HIGH SCHOOL FOR WRITING AND COMMUNICATION ARTS

Principal:

TERRI L. GREY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx High School for Writing and Communication Arts School Number (DBN): 11x253
School Level: High School Grades Served: 9-12
School Address: 800 East Gun Hill Road Bronx, NY 10467
Phone Number: 718-944-5660 Fax: 718-944-5690
School Contact Person: Terri Grey Email Address: Tgrey@schools.nyc.gov
Principal: Terri L. Grey
UFT Chapter Leader: Andrew Nugent
Parents' Association President: Laura Thomas
School Leadership Team Chairperson: Terri Grey
Student Representative(s): Emely Acosta and Rayquan Stanley

District Information

District: 11 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10467
Superintendent's Email Address: Cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-401-1632

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 603 Network Leader: Lawrence Pendergast

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 School Comprehensive Educational Plan (SCEP) 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)
Terri L. Grey	*Principal or Designee	
Andrew Nugent	*UFT Chapter Leader or Designee	
Laura Thomas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Emely Acosta Rayquan Stanley	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Brenida Parsons	Member/ Parent	
Marybell Santiago	Member/ Parent	
Dayna Vicenta	Member/ Parent	
Meline Elleston	Member/ UFT	
Sonja Johnson	Member/ UFT	
Joseph Williams	Member/ UFT	
	Member/ UFT	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	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.
•	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.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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 4:** 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 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Bronx High School for Writing and Communication Arts is a community of writers who pen plays, fiction and non-fiction pieces and songs. Students write for school publications, participate in poetry slams, write dialogues and scripts for school plays, make films, dance and create various works of art. They also work with professional writers, actors and artists each week through our lead partner Epic Theatre Ensemble to guide students in the exploration of the relationship between individuals and their society by studying Shakespeare. Working with Epic Teaching Artists, students write and perform theatre productions that inspire and awaken civic engagement. Bronx High School for Writing and Communication Arts students also participates in Epic's Shakespeare Remix; which is an in-depth after-school arts-in-education program. Our students also collaborate with Community Word Project to publish a literary magazine, poetry and short story anthology, as well as to create murals. We are organized in trimesters, which allows students to earn 18 credits in one school year.

School Information and Mission Statement

The Bronx High School for Writing and Communication Arts is a small community of life-long learners, readers and writers. Using the written word as a vehicle, students explore their world and learn to know themselves. They write across all content areas in order to master concepts and demonstrate understanding. We offer a college preparatory program and provide opportunities for creative writing, advanced study and opportunities in the fields of theatre and communications. Students produce a variety of school publications to demonstrate and celebrate learning. We expect all of our students to graduate with a New York State Regents endorsed diploma within four years and be prepared for college or to enter the workforce.

Partnerships

Our community of writers pen plays, fiction and non-fiction pieces and songs. Students create pieces for school publications, participate in poetry slams, write dialogues and scripts for school plays, make films, dance and create various works of art. They also work with professional writers, actors and artists each week through our lead partner Epic Theatre Ensemble to guide students in the exploration of the relationship between individuals and their society by studying Shakespeare. Working with Epic Teaching Artists, students write and perform theatre productions that inspire and awaken civic engagement. Bronx High School for Writing and Communication Arts students also participates in Epic's Shakespeare Remix; which is an in-depth after-school arts-in-education program. Our students also collaborate with Community Word Project to publish a literary magazine, poetry and short story anthology, as well as to create murals. We are organized in trimesters, which allows students to earn 18 credits in one school year. Our school survey results show that we exceed the city-wide satisfaction average for all high schools, with 90 percent and above in instructional core, systems for improvement and school culture.

Accomplishments

As a result of being awarded \$25,000 as a part of the Attendance Improvement and Drop Out Prevention grant we have partnered with The Leadership Group in order to provide direct counseling services to 25 students who were chronically absent, more than 60% of the time, during the last school year. We have targeted ninth and tenth grade students to receive these outreach services as a strategic support to improve attendance. Additionally, we channeled school resources to procure an additional guidance counselor for a total of three school counselors to ensure that all students receive college and career, mandated and crisis counseling at each grade level. Two of the school counselors run small counseling groups to address academic, attendance and social and emotional needs, while all three meet weekly with teachers.

As a result of earning the Apple and ConnectED award, our school has been granted a comprehensive "one-to-one technology solution" for every student and teacher. We will have an Ipad for every student, a Mac or an Ipad for every teacher and administrator, Apple software and an Apple TV for every classroom and professional development. We will be a part of a collective Apple and ConnectED research effort to study the effects of technology in the classroom. This

grant will allow us to widen our practice of using technology to support student learning.

Most Growth

Tenet 2: School leadership will use evidence-based systems (i.e. Danielson-aligned observation and inter-visitation, tri-state quality curriculum reviews, and looking at student work protocols and rubric-based) assessment to ensure that teachers and students are able to articulate the academic areas that need improvement school-wide. As a result, the school's graduation rate will increase by 3 % from 53% in 2013 to 56% in 2014.

We made significant growth in this area as our graduation rate increased by 9% to 62.4%.

Tenet 6: Increase the reciprocal communication with families and communities of students entitled to AIS using Skedula to improve their course passing rates by 5% in the 2013-14 SY.

We exceeded the course passing rate with an increase of 5.5 % from 68.9% to 74.4%.

Tenet 4: The refinement of instructional practices and the alignment of curriculum to the common-core to increase student engagement coupled with the use of data to differentiate instruction, will produce a 5% increase in the number of students who participate in Advanced Placement, and early college programs like Monroe Jumpstart, College Now courses in the 2013-14 SY.

We increased the number of students in college preparatory programs from **21** to 42 students in 2013-14.

Challenges

Tenet 3: Cohort-based inquiry teams will use student work analysis protocols and curriculum review procedures to promote greater consistency in differentiated planning so that lesson planning reflects purposeful grouping, students are challenged, and tasks accommodate different learning styles. As a result, there will be a 2% increase in the course passing percentage of the school's lowest third for the 2013-14 SY.

We met this goal for our students in their first year in the lowest third population where credit accumulation increased from 68% to 70%. However, we did not meet this target for students in their second and third year.

Tenet 5: The revision of attendance systems and structures, as well as increasing the opportunities for parental involvement and engagement will result in a 5% increase in student attendance, to bring the yearly attendance to 90% by June 2014.

We increased our attendance by 2% from 86 to 88%, however we did not reach this goal.

Key Areas of Focus

Work with teachers to understand how they are evaluated through the Danielson Framework, improve their use of assessments to collect data about student progress and achievement, improve curriculum through appropriate rigor and CCLS-alignment. And provide students with the appropriate socio-emotional supports with their AIS and improve communication with families and communities to provide additional student support.

11X253 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	392 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	1 # Drama
# Foreign Language	5	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	72.4%	% Attendance Rate	87.7%
% Free Lunch	65.1%	% Reduced Lunch	1.0%
% Limited English Proficient	7.3%	% Students with Disabilities	22.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White	2.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)	11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.26
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4	57.4%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits	66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate	62.4%
6 Year Graduation Rate	62.1%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

11X253 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	392 SIG Recipient
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# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	1 # Drama
# Foreign Language	5	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	72.4%	% Attendance Rate	87.7%
% Free Lunch	65.1%	% Reduced Lunch	1.0%
% Limited English Proficient	7.3%	% Students with Disabilities	22.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White	2.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)	11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.26
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4	57.4%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits	66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate	62.4%
6 Year Graduation Rate	62.1%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

11X253 School Information Sheet Key

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		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	N/A
		# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	1
		# Drama	N/A
# Foreign Language	5	# Dance	N/A
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	72.4%	% Attendance Rate	87.7%
% Free Lunch	65.1%	% Reduced Lunch	1.0%
% Limited English Proficient	7.3%	% Students with Disabilities	22.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White	2.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
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Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
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Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits	66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate	62.4%
6 Year Graduation Rate	62.1%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

11X253 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	392 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	1 # Drama
# Foreign Language	5	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	72.4%	% Attendance Rate	87.7%
% Free Lunch	65.1%	% Reduced Lunch	1.0%
% Limited English Proficient	7.3%	% Students with Disabilities	22.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White	2.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)	11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.26
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4	57.4%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits	66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate	62.4%
6 Year Graduation Rate	62.1%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

11X253 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	392 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	1 # Drama
# Foreign Language	5	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	72.4%	% Attendance Rate	87.7%
% Free Lunch	65.1%	% Reduced Lunch	1.0%
% Limited English Proficient	7.3%	% Students with Disabilities	22.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White	2.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)	11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.26
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4	57.4%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits	66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate	62.4%
6 Year Graduation Rate	62.1%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

11X253 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	392 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	1 # Drama
# Foreign Language	5	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	72.4%	% Attendance Rate	87.7%
% Free Lunch	65.1%	% Reduced Lunch	1.0%
% Limited English Proficient	7.3%	% Students with Disabilities	22.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White	2.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)	11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.26
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4	57.4%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits	66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate	62.4%
6 Year Graduation Rate	62.1%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

11X253 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	392	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	1	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	72.4%	% Attendance Rate		87.7%
% Free Lunch	65.1%	% Reduced Lunch		1.0%
% Limited English Proficient	7.3%	% Students with Disabilities		22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander		2.9%
% White	2.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)		11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.26
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4		57.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits		66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate		62.4%
6 Year Graduation Rate	62.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

11X253 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	392	SIG Recipient

Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	1	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	72.4%	% Attendance Rate			87.7%
% Free Lunch	65.1%	% Reduced Lunch			1.0%
% Limited English Proficient	7.3%	% Students with Disabilities			22.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander			2.9%
% White	2.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)			11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			8.26
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4			57.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits			66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate			62.4%
6 Year Graduation Rate	62.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 debriefing statement from 2014 DTSDE reads that “the school leader provides opportunities for staff collaboration to design and revise curricula and as a result the school is in the beginning stages of implementing a comprehensive, systemic CCLS curriculum plan where data is used to inform instruction.” “The school has adopted a school-wide lesson plan template and rubrics, however teachers inconsistently modify and adapt curricula to address the learning needs of all.” The overall finding from the 2014 DTSDE was that “the school is in the beginning stages of implementing a comprehensive, systemic CCLS curriculum plan.”

Since the State Review, we implemented the Rubicon ATLAS online system in order to ensure that our curriculum (scope and sequence and unit plans) is aligned to the CCLS and documented. We use the ATLAS system to ensure transparency in the curriculum and to ensure collaboration among the teachers. We also contracted with the Innovative Designs in Education in order to develop our professional learning culture around the formative assessment and the use of data and assessment in instruction. Furthermore, we continue to use Generation Ready consultants to provide curriculum mapping support, as well as to assist in the implementation of common formative assessment systems. We use the data to ensure that curricula are modified to include differentiation based on student achievement data, particularly for ELL’s and SWD’s.

During our city quality review, held November 19, 2014, we received a proficient rating for 1.1, “ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common core Learning Standards and or content standards.” The report states, “the school’s purposeful curriculum decisions build coherence, and data-driven task refinements promote cognitive engagement and college and career readiness for all learners.” “The

school's decision to use an online curriculum mapping resource is consistently building coherence across grades and contents and allows teachers to make instructional adjustments from student work and data results aligned to the needs of specific student groups." The priority need that we have identified as a result, is to have a planned, comprehensive school-wide interdisciplinary curriculum that incorporates common formative and summative assessment practices. We will use the assessment to provide specific feedback to our students and to modify the curriculum.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teacher teams will implement common formative and summative assessment practices in our CCLS curriculum to increase the credit accumulation of the students in their second year of high school by 4% for the 2014-15 SY from 68.8% to 72.8% by June 2015.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed 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). • Strategies to increase parent involvement and engagement • 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>
Purchase, training and use of Rubicon ATLAS online curriculum mapping system and Teachboost to monitor the use of assessment in instruction	All teachers	May 2014- June 2015	Madonna Adams, Principal Resident
Professional learning series targeting formative assessments through contracted vendor Innovative Designs in Education. This will create a learning environment where students receive regular feedback and allow students at varied achievement levels to engage in rigorous and relevant learning activities that include challenging question and answer sessions.	All teachers	September 2014- June 2015	Terri Grey, Principal Professional Learning Committee
Professional learning series targeting summative assessment and data analysis to support individual student goal setting in core academic subjects	Math and science teachers	September 2014-June 2015	Norval Connell, AP Math and Science
We will use the assessment strategies to emphasize instructional strategies and learning activities that drive teaching and develop specific goals and action plans for students and ensure regular and relevant data-based feedback to students so they can take more ownership of their learning.	All teachers	September 2014-June 2015	Terri Grey, Principal

Part 4 – Resources Needed

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

Funds for prep period coverages and per diem teachers so that teachers may attend offsite curriculum planning with Generation Ready. Allocated 3053.50 in funds for ATLAS and 15,000 for Innovative Designs in Education. \$40,000 allocated for Generation Ready \$6588 allocated for Teachboost Observation Feedback System using Focus set-aside

funds. Allocated per session for 8 teachers for 10 days for 2 hours for 6851.20.

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.

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		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.

Every term the 10th grade credit accumulation data will be collected and analyzed. Scholarship action plans will be created by teachers to address the gaps. By March 16, 2014, we expect 10th grade credit accumulation to be 68%. Currently, our grade ten credit accumulation is 64.5% because 57 students have 3 or more credits after our first term. Our current tenth grade scholarship is 62.9%.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• 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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 debriefing statement reads “the school is developing as a safe community focused on wellness and positive support. There are programs and partnerships to support social and emotional health, however the school needs use the data to create systemic plans. The overall finding from 2014 DTSDE is that “the school has made good strides in implementing systems and cultivating understandings on how to support and sustain students’ social and emotional development health and academic success, but these systems do not yet ensure the academic success of all.”

Since the State Review, we have hired a parent coordinator and an additional school counselor for the wellness team so that one counselor is dedicated to providing mandated counseling and ensuring the academic success of our students with disabilities. The new IEP coordinator works closely with the school counselors to support academic success in SWD. The new ninth and tenth grade counselor has designed an advisory curriculum, trained the advisors on the curriculum, and supports the advisories directly and runs social and emotional, as well as academic success groups. Furthermore, he trains the advisors on College and Career readiness online programs, specifically Career Zone to ensure that all students are supported. Finally we hired another dean to increase the support on the preventive team. We also hired a Supervising School Aide so that our APO can better support the wellness and preventive teams. In addition, we wrote and were awarded an Attendance Improvement and Dropout Prevention grant of \$25,000 to contract with the Leadership program to support attendance counseling for 30 of our chronically absent students. Additionally, we expanded our after school offerings in order to engage more students using dance, art, and theatre. We require these students to attend tutoring in order to participate in the art enrichment activities. Finally, we created a social advocacy and leadership program for our most at-risk students in order to ensure they are more successful academically by providing intensive small group counseling and a variety of enrichment activities.

To address the need for social and emotional development systems that support academic success, we are using our wellness meetings to capture and monitor data around the participation in all enrichment and tutoring activities, as well as using this information for the strategic programming of all students, specifically when it comes to building a college and career ready culture.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During 2014-15, the inclusion of a comprehensive counseling approach and the revision of systems related to academic intervention and enrichment in order to increase the College and Career Preparatory Course Index from 14% to 17%.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed 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). • Strategies to increase parent involvement and engagement • 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>
Use The Leadership Program to target the attendance and academic improvement of the chronically absent students who require AIS services. Together TLP works with the students, attendance team, the teacher teams and the families to establish trust.	Chronically absent students 20 plus absences	October 2014–May 2015	Theresa Wyre, AP
Social Advocacy and Leadership Class and Youth Development consultant to increase the participation of students requiring AIS services in enrichment and mediation efforts through our extended day program. The students and their families work with the teachers, consultants, administrators to ensure trust is established and students are more successful.	Overage and under-credited, ages 16 and up	October 2014-May 2015	Theresa Wyre, AP
Using a strategic plan and data received from College Now to increase the recruitment of students for AP and college preparatory courses to establish a college and career going culture.	All on track students	December 2014-June 2015	Theresa Wyre, AP Pamela Williams, School Counselor
Increase the amount of students who complete the CUNY and SUNY application and submit the application fee by subsidizing part of the application fee for students.	All students on track	September 2014-June 2015	Theresa Wyre, AP

Part 4 – Resources Needed

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

\$4,848 allocated for the Youth Development consultant from Tempositions Inc. using Focus set-aside funds and \$25,000 allocated for The Leadership Program. \$1650 allocated using Focus set-aside funds for New Beginnings after school activities.

Allocated per session for 8 teachers for 10 days for 2 hours for 6851.20 using Focus set-aside funds for the academic intervention and enrichment services.

\$1000 allocated in supplies to increase the pcard and assist with subsidizing college application fees.

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	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.

Attendance is monitored, daily, weekly and monthly. The current attendance is 84.6%. The goal for attendance for the start of term 3 is 88%. The participation of students in College Now and AP courses is monitored. Currently we have 55 students participating in College Now and AP courses, and last year we have 42 students.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 debriefing statement is that school leaders and staff are increasingly engaged in conversations about student progress, attendance expectations and instruction. However, teachers are not systematically using the information from data-driven instruction protocols to scaffold and differentiate instruction. The overall findings from the 2014 DTSDE state that emphasis has been placed on CCLS alignment, however the lesson plans must address student specific goals and needs.

Since the State Review, the school has implemented a system for using formative and summative assessments to differentiate instruction in the classroom and to create individual goals for all students. In fact, the school was rated proficient on assessment in the 2014 quality review and the impact is “the school’s use of common assessments, data analysis and feedback allows teachers to determine student progress towards established goals and adjust instruction accordingly to meet the needs of all students.

We continue to focus on including specific goals in lesson plans using personalized learning plans.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, sustained professional learning will be provided so teachers can use formative assessment tools to monitor and track student engagement, understanding and skills. Together with the use of evidence based systems, including Collaborative Assessment protocols for assessing student learning we will improve the school’s 2014-15 graduation rate by 2% from 62% to 64% by August 2015.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed 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). • Strategies to increase parent involvement and engagement • 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>
On-going professional learning on formative assessment from Innovative Designs in Education	All teachers	September 2014- June 2015	Terri Grey, Principal
Curriculum and assessment support from Generation Ready consultants. We have worked with one of the consultants since last year. Teachers trust the consultants and understand that they serve in a non-evaluative capacity. Everyone is working towards the success of the students.	All teachers	September 2014- June 2015	Terri Grey, Principal
Teacher Development Coach who works in a non-evaluative capacity at no cost to school through grant funding to support the formative and summative assessment practices of teachers	New to school, profession, non-tenured and teachers on TIP	Septemebr 2014-June 2015	Terri Grey, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Focus set-aside funds allocation of \$15,000 for Innovative Designs in Education. Set-aside funds for Focus in the amount \$40,000 allocated for Generation Ready. Allocated per session for 8 teachers for 10 days for 2 hours for 6851.20 using set-aside for Focus in the amount.

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	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:

- 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.

Evaluation of observation data from 3b on the Danielson Framework, using assessment in instruction to see a 50% improvement in the number of teachers rated effectively on 3d from 6 to 12 teachers. Evaluation of school-wide scholarship (course passing) and Regents data in December, January, and March to see an improvement from 66% in October to 71% in December and 75% in March. Evaluation of credit accumulation data in December and March by grade to see a 5% increase from term 1 to term 2.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • 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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 debriefing statement from the March 2014 DTSDE reads, “systems and protocols have been developed to facilitate staff collaboration, student achievement and teacher development, although not all constituents articulated the specifics of the mission/ vision, the school leader has established mechanisms to focus on student well-being and become college and career ready.” The overall findings are that the school leader makes strategic decisions to assess programmatic, human and fiscal resources, such as adding three terms and embedding the 37.5 minutes in the school day to enable longer classes to allow for greater content depth and increased instructional time. It is also noted that the school leader has a plan to analyze and support the improvement of teacher practices.

The next steps are to develop and support a common language to describe the school vision, goals, and practices to enable and collective ownership of all priority initiatives.

During our November 2014 quality review, it was noted that students, staff and parents were able to speak with a unified voice about the mission and vision of the 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the use of on-going professional learning around formative assessment and the frequent and targeted observations of teachers based on their ICP's, student work and student outcomes data will result in 90% of all teachers earning a proficient rating in 3d, using assessment in instruction.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed 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). • Strategies to increase parent involvement and engagement • 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>
Frequent and targeted observations using the Danielson framework supported by the Teachboost system.	All teachers	September 2014-June 2015	Terri Grey,Principal Norval Connell, AP Theresa Wyre, AP Madonna Adams, Principal Resident Jenel Bethea, IEP coordinator
Professional learning sponsored by Innovative Designs in Education	All teachers	September 2014 – June 2015	Terri Grey, Principal
Professional learning using the Teacher Development coaches	New to school/ profession and untenured teachers/ Teachers rated Developing	September 2014-June 2015	Terri Grey, Principal

Part 4 – Resources Needed

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

Allocated \$15,000 for Innovative Designs in Education and using Focus set-aside funds to fund Teachboost for \$6558.

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		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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.

In February 2015, mid-year conferences will be had to assess growth in the use of assessment in instruction, 3d, and a comprehensive plan will be created with TDC, IDE, Generation Ready, and the school staff and administrators. We expect 21 out of 24 teachers to earn an effective rating on 3d by then.

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

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 debrief from the 2014 DTSDE states that the school is working towards a culture of partnership with student, parents and the community fostering collective responsibility for academic achievement, however more needs to be done to ensure that the partnership between home and school is developed more strongly to best student success. The overall findings conclude, “the school has many communication systems in place to keep parents informed of student progress, however a formal plan is needed to ensure reciprocal communication and is monitored to evaluate outreach efforts.”

More and enhanced training is needed for families to understand how to read, use and analyze school and student data from Skedula/ Pupil Path and to effectively support student success.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the reciprocal communication with families and our community of students entitled to academic intervention services (AIS) to improve the credit accumulation of the students in the school’s lowest third population in their third year of high school grades by 5% from 38.9% to 43.9% for the 2014-15 SY.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed 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). • Strategies to increase parent involvement and engagement • 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>
Implement trainings on Skedula at all parent and teacher conferences Monitor and Evaluate Skedula usage among parents	All parents	September 2014- June 2015	Norval Connell, AP
In order to increase trust, we will implement inquiry meetings with parents of students in inquiry population	Inquiry target population students	February 2015-June 2015	Norval Connell, AP Terri Grey, Principal Theresa Wyre, AP Grade Team Leaders
Train students to use Skedula and monitor and evaluate usage	All students	December 2014-May 2015	Grade teams Theresa Wyre, AP
Develop a comprehensive plan for parent outreach using the parent allotted engagement time, which includes consistent advanced use of school messenger in advance of PA and SLT meetings, guidance counselors informing parents of PA and SLT meetings, mailings that include PA and SLT info, and PA access to school events.	All families	September 2014-June 2015	Janine Mason, Parent Coordinator Theresa Wyre, AP

Part 4 – Resources Needed

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

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.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Persession for Supervisor School Aide and School Aides to assist with parents and students with Skedula usage. Coop student to update our website to include the Skedula link and directions for usage of Skedula and assist other students with using Skedula. Grade teams need refreshments and materials for parent meetings using set-aside FOCUS funds in the amount of \$1000. We would also like to host an over-night college trip with parent chaperones. Using set-aside FOCUS funds.													

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.

We will monitor Skedula usage monthly and in February 2014, we will evaluate the Skedula usage and the plan for parent outreach to see an improvement in parent usage by 10%.

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

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • 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 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)	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
Mathematics	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
Science	Average below 75 Under-credited No attempt or not passed on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
Social Studies	Average below 75 Under-credited No attempt or not passed on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Average below 75 Under-credited No attempt or not passed on Regents Repeated OORs incidents Attendance below 80% or chronically absent Academic and social emotional	Individualized goal work based on RISE curriculum and social and emotional goals from IEP's and established in Kid Talk	Small group and 1:1 counseling	During the school day, After school and Saturday

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 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

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.
BHSWCA has a hiring committee that uses research based interview questions designed to focus on the teaching habits, beliefs and capabilities of highly effective teachers. We provide one to one mentoring from an experienced teacher and an administrator for all of our new teachers. New teachers have weekly meetings with their mentors and meet several times a year with the assistant principal and principal as they work towards tenure. We have a new teacher induction committee that works to integrate new teachers into the teacher culture and the life of the school. All teachers participate in twice weekly team members with their grade level team to look at and refine student and teacher work and bi-monthly department meetings to do the same. We also meet weekly as a faculty to share instructional best practices. All new to the school and/ or profession, untenured and developing teachers are assigned to work with a consultant from Innovative Designs in Education, Generation Ready or a Teacher Development Coach.

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).
Consultants from Innovative Designs in Education, Generation Ready or a Teacher Development Coach provide sustained professional learning throughout the year for all staff. The administrators attend the Executive Leadership Institute sponsored by the CSA and receive coaching from a leadership coach from the NYC Leadership Academy.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
NA

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.).
NA

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.
The professional learning committee meets monthly to review the professional development offered in support of the use of assessments. Teachers in the grade level meet weekly to discuss the assessments use and the data garnered from the assessments. Department teams set their own agendas and meet bi-monthly. An ambassador from the professional learning committee sits at both the grade and department level and serves as a conduit to relay decisions to and from all meetings.

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 (SCEP) 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	\$286,326.81	x	10
Title I School Improvement 1003(a)	Federal	\$16,961	x	
Title I Priority and Focus School Improvement Funds	Federal	\$69,306	x	10, 16
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	0	x	
Title III, Immigrant	Federal	0	x	

Tax Levy (FSF)	Local	\$2,163,957	x	10, 13, 16, 19
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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 9: 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 SCEP 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)

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. **Bronx High School for Writing and Communication Arts**, 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. **Bronx High School for Writing and Communication Arts** 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)

Bronx High School for Writing and Communication Arts 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 with 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: BHSWCA	DBN: 11x253
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Bronx High School for Writing and Communication Arts has targeted the performance of ELLs in all content areas, but especially in ELA. We have found that ensuring that our ELL's pass the ELA Regents is our greatest focus as we still have 24 out of 38 ELL students who need to pass the ELA Regents exam and 9 of the students are juniors and senior students. We have concluded that intensive supplementary instruction in various aspects of the ELA Regents, as well as more intensive and targeted, individualized instruction in formal , academic and content specific vocabulary and structure in Social Studies would be most beneficial to all current and former ELLs. We also know that students were never officially designated ELLs but speak a first language at home and/or outside of school. For many of these students, while our work has shown that they are progressing in terms of acquiring the skills necessary to work with texts and extract information from them, a large number of our students, especially the long-term ELLs and recent former ELLs, still wrestle with the finer aspects of the language, like syntax and diction. To that end BHSWCA has engaged Community Word Project (CWP), a community-based arts and literary organization to work with our highly qualified faculty to create an engaging after school literary, theater and arts program to supplement the exhaustive instruction provided each day. CWP pushes into four classes of ELL students during the day to provide push in support and to reduce class size. We have also initiated extensive after school workshops and tutoring in content areas and specifically targeted to ELLs and former ELLs in our school.

The subgroups we will be targeting are ELLs and former ELLs as well as allowing all students whose first language is not English to participate.

All grades 9-12 will be involved.

The after school program with Community Word Project will run for 10 weeks from the beginning of January through the middle of March. Hours will be 3 p.m. to 4 p.m two days a week Tuesdays and Thursdays. After school tutoring and workshops will take twice weekly from 3 p.m. to 4 p.m. from October through January and April through June.

A qualified and licensed ESL teacher and a bilingual special education teacher, will work in collaboration with the teaching artists from Community Word project after school to provide direct service to students. The bilingual special education teacher and the ESL teacher will also be be involved in all aspects of curriculum creation and assessment, to ensure that all materials for ELLs and former ELLs are instructionally appropriate, differentiated and student-centered.

CWP will be partially paid for with Title III funds, as per SAM #31 Guidelines.

Part B: Direct Instruction Supplemental Program Information

The language of instruction will be English.

Materials used for these programs are the art supplies and writing materials necessary for the after school arts program, which will produce a mural, a dramatic production and a poetry anthology.

Books and textbooks, excluding mandated texts, for the after school tutoring and workshops.

Part C: Professional Development

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

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

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

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

Teaching artists from Community Word will meet with the ESL teacher, one Social Studies teacher, and the bilingual special education teacher for 10 weeks from November 1st through the end of January with the ESL teacher. The professional learning work will emphasize how best to work within the content areas to boost literacy and critical thinking skills in current and former ELLs and second language students through the use of the arts, specifically using theater, visual art poetry to engage the students. The time period for this professional development will 3-4 pm or lunch times for working lunches depending on availability of teachers, every Thursday for 10 weeks. This professional development is in addition to the direct instruction that Community Word Project provides.

Title III monies will be used to partially pay for the professional services of Community Word Project (20% maximum as per SAM #31 Guidelines) and to provide compensation for teachers in the form of per session.

No Title III funds will be used be used for the below:

Our certified ESL teacher, our Assistant Principal, Supervision and our Principal Resident and Principal will all take part in professional development workshops and conferences as permitted by schedule. We are all committing to attend at least 15 hours of PD a semester given by providers such as the NYCDOE. The ESL teacher, the AP and the Principal will then use what they have learned to provide professional development for staff and faculty at BHSWCA. ESL teachers will give presentations on topics including but not limited to, differentiation, vocabulary building, scaffolding for ELLs, cultural awareness, the use of graphic organizers for ELLs and how to use data to drive instruction for ELL students. These

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Involvement Program:

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

We provide workshops (three times a year, two hours per workshop from 5 -6 p.m. to better facilitate attendance) for parents, on graduation requirements, credit accumulation, and the importance of Regents exams and the NYSESLAT. Title III monies will be used to pay for non-mandated materials as well as refreshments and in the form of per session for the ESL teacher to lead and facilitate these workshops.

Calendar dates are: March 4th: Graduation requirements, credit accumulation and college requirements

Part D: Parental Engagement Activities

March 25th: Regents review

April 11 NYSESLAT prep

Parents are kept informed of their child’s progress through frequent communication with the ESL Coordinator and their ESL teacher. As per Chancellor’s Regulations, translation services are provided when appropriate and our bilingual parent coordinator, special education teacher, counselor and paraprofessional , as well as our ELS teacher, in addition to several other bilingual staff are able to provide translation services. We routinely inform parents of their child’s progress in their regular classes as well as any after school programs, as well as update parents on ELL related matters in the form of our newsletter. We refer to the Translation and Interpretation Unit regarding translation services.

Invitations to and notification of school events, meetings and field trips are sent to parents in English and in the parents’ preferred language. Following the notifications, an appropriate staff member contacts parents individually to remind them of upcoming events. All notifications in translated versions are posted outside the parent engagement office in 218. In addition to participating in all school events, parents of ELLs are invited to join their children on field trips to various cultural institutions. Twenty parents of ELLs are invited to participate. Admissions and refreshments for parents will be funded through Title III monies. We also provide English language learning to our parents using Title III monies in our Parent Engagement Center in room 218, led by our ESL teacher and our Parent President.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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 Terri Grey	Assistant Principal N. Connell
Coach type here	Coach type here
ESL Teacher Thomas Hughes	Guidance Counselor Pamela Williams
Teacher/Subject Area Peter Bermudez	Parent type here
Teacher/Subject Area Cynthia Taylor	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	389	Total number of ELLs	30	ELLs as share of total student population (%)	7.71%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	13	4	1	8	1	1	8	1	5		29

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	13	4	1	8	1	1	8	1	5	29
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	15	2	3	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other														0
TOTAL	0	10	16	2	3	31								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	1	0	1	5
Intermediate(I)										6	4	1	1	12
Advanced (A)										2	9	1	1	13
Total	0	11	14	2	3	30								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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		1	
Integrated Algebra	4	1	1	1
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	2	4	1	1
Physics				
Global History and Geography	1	1	1	0
US History and Government	1	2	0	1
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
For newcomers and SIFE students, we use a combination of measures to most accurately assess their early literacy skills. We use the Lab-r results. Students are given baseline assessments, both formal and informal in order to get a clear understanding of their basic skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of students who tested proficient were in the tenth grade. Data patterns reveal that most were not long-term ELLs. Long-term ELLs did not do as well and will need extra support across all grades levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
RNMR is unavailable as of 10/25/13. However, six students scored proficient on the NYSESLAT last year and seven students moved up a level . That means nearly half of our ELLs moved up or scored out of the ESL program at our school.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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.](#))
All students newly admitted to our school are reviewed for ELL eligibility based on the student’s original Home language

Identification Survey (HLIS). If a student is new to the NYC school system, the certified ESL teacher (Mr. Hughes) or qualified pedagogue administers the HLIS and conducts informal interview to best ascertain student's level of proficiency with the assistance of the parent coordinator (bilingual certification)

*Parents of all students who enter the NYC school system for the first time are administered the Home Language Identification Survey (HLIS). *If parents indicate a home language other than English, the certified ESL teacher (Hughes) conducts an informal interview with the student to best ascertain the student's home language.

*If student is found eligible, the LAB-R, in English or Spanish, will be administered within 10 days by Mr. Hughes. The LAB-R will be scored by hand to allow the student to be placed immediately.

*Parents will be shown the ELL orientation video to assure they understand the choices they can make in terms of programs systemwide.

*After viewing the video, parents complete the parent survey and the program selection form to indicate their choice of a program. All communications with the parent and student are conducted in English and/or in the family's home language. Distributed materials (HLIS, parent survey, program selection form, entitlement and placement letters, ELL parent brochure, video) are provided in English and in the parent's preferred language.

*Mr. Hughes administers the NYSESLAT annually according to DOE schedules. Students are scheduled for the listening, speaking, reading and writing components as indicated in the NYSESLAT Test Administration Guide. The ESL Coordinator ensures that parents and students are informed of the purpose and the importance of the assessment by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule, and calling parents to remind them of the upcoming test dates. All communications and materials are provided in English and in the parents' preferred language.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of ELLs are shown the orientation video as soon as possible upon enrollment by either Mr. Hughes, the ESL teacher or their grade level counselor or another qualified pedagogue in order to ensure that they understand all three choices available to them. (Transitional Bilingual, Dual language, Freestanding ESL) The school does its utmost to provide the students with faculty members or others who can translate for them and provide whatever information they need. There is parent outreach through the parent coordinator who speaks Spanish and is aware of and utilizes the translation and interpretation services offered by the DOE. If a parent selects TBE, they are informed that while currently, our school does not have the required minimum of students to open up a bilingual program, their child's name will be placed on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade (9-12). When the waiting list reaches 20 students, all parents on the list will be notified of the availability of a bilingual program at our school. In the meantime, a list of NYC schools that offer the bilingual program of their choice is also provided. Until such time as the preferred program becomes available, or parents decide to transfer student to a school that offers their program of choice, student will be placed in a freestanding ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
3) The ESL Coordinator ensures that the entitlement letters are sent automatically to all new students who are eligible for services and that they are returned, by maintaining correspondence with the families of ELLs. The ESL coordinator, parent coordinator and trained staff make the connections with the ELL families to ensure that they come to the family orientation meeting outlined in the letters. If the program selection form is not returned, the default program for ELLs is TBE. Copies of notifications to parents are maintained in the ESL file by Mr. Hughes.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
4) All newly identified ELLs students are placed in the program according to the results of LAB-R and the parent's program selection form, within 10 days of enrollment. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian's home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' Spring NYSESLAT scores as well as their current program placement. All notifications and forms are provided in English and in the parents' preferred language. Copies are maintained by the ESL coordinator in the ESL office. All ELLs are placed in a self-contained, ESL class taught by Hughes which meets five days a week for an hour. Beginners and intermediate ELLs are also programmed for another three hours a week with Mr. Hughes. All ELLs are supported in their content-area classes with textbooks and dictionaries in whatever home languages are necessary. Students parents are consulted on an ongoing basis to keep them informed as to the student's programming and servicing in the ESL program.

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

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

B: The program at the school is a block schedule for beginners and intermediate students. It is heterogeneous and ungraded. The instructor uses intense differentiation and grouping strategies as well as ongoing formative assessment to inform targeted instruction for all students at all levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

ELLs are evaluated on a daily basis by both the ESL teacher and content teachers both formally and informally through the use of teacher observation, turn and talk written responses to written prompts and daily discussion wherein new academic language and vocabulary is introduced and used. On a weekly basis ELLs in all classes are reading, responding to in writing and orally to both long and short CCLS aligned readings as well as participating in varied discussions, whole class, small group and pairs, through the use of the accountable talk protocol. At the end of the trimesters all students, including ELLs complete CCLS aligned summative assessments in the form of extended writing projects and presentations. In January and June ELLs take the Regents tests with accommodations and in May they are assessed through the use of the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

6.e. For former ELLs, those ELLs who have tested proficient, we offer tutoring, both one on one and small group as well as all the mandated supports, e.g. extra time on exams, etc. In regular consultation with the ESL teacher, the progress of the former ELLs is monitored to ensure that they have all the support they need in their core curriculum classes. Students reaching proficiency on the NYSELAT are

afforded the same time extensions and supports--dictionaries, translators, etc, they were afforded before passing the test, for up to two years after reaching proficiency. More than that, however, we continue to support our ELL community in everyway we can up to the day they graduate.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

subject classes and by grade:

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

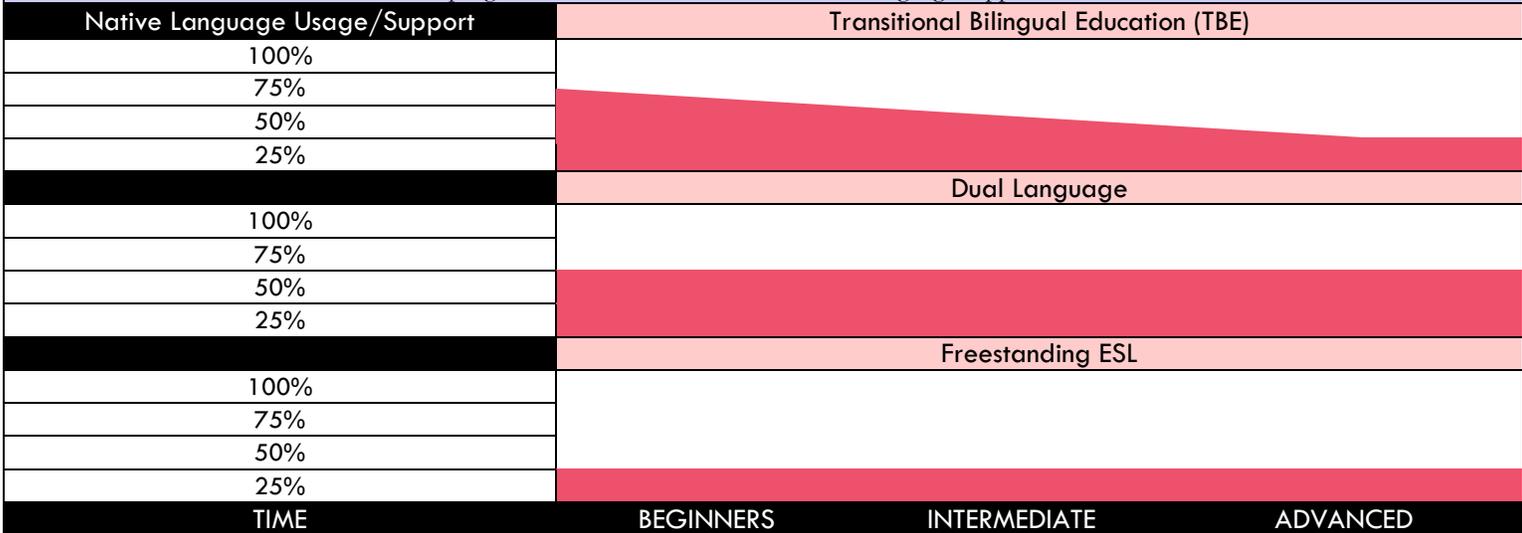
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
9. Our targeted intervention programs across all content areas including ELA and math, social studies and science include one-to-one instruction, small group tutoring and instruction, targeted, and data driven inquiry strategy programs and plans. These intervention programs are offered for all subgroups with emphasis on beginners and intermediates. The language in which these services are offered is English. Native language support is provided in all content area classes through the use of bilingual dictionaries and glossaries.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is demonstrating effectiveness in both content and language development. Data such as student progress, credit accumulation, exam scores, classroom data, Scantron, Read Theory stats and state test scores are reviewed regularly by grade level teams along with the ESL teacher and through the use of our grades and student management system (Skedula.) All teachers are made aware through meetings with the ESL teacher of the ELLs in their classrooms. The data is also readily available on both Aris and Skedula.
11. What new programs or improvements will be considered for the upcoming school year?
- Community Word Project, an arts partner organization with the school, will be initiating a targeted program to work with the ELLs.
12. What programs/services for ELLs will be discontinued and why?
- Periodic testing for ELLs will be discontinued this year. The exam was found to be redundant and unnecessary due to its reliance on readily available resources and its uncanny resemblance to the practice NYSESLAT currently available on the internet and used in the ESL classes.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend enrichment, athletic and general school activities and are made aware of programs via translated material if necessary, open and targeted invitation and highly visible announcements in various languages when necessary. Programs include: Title III afterschool tutoring, Regents /NYSESLAT preparation classes, all campus PSAL sports teams, college trips and SAT preparatory classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs are supported across the content areas with materials such as dual language textbooks, dictionaries and glossaries, access to technology (selected bilingual websites, smartboard use, laptop access) All teachers of ELLs are aware of the ELL students in their classrooms and use both Aris and Skedula ascertain their levels and better understand their needs as ELLs. All teachers of ELLs are in regular consultation with the ESL teacher to discuss strategies for scaffolding and differentiation. The school utilizes a number of computer based programs such as Rosetta Stone, Read Theory, and Achieve 3000 to support all students but especially newcomers and Sife students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in the ESL class is delivered through the use of bilingual dictionaries, glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and support correspond to ELL's ages and grade levels. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and grade-band (age) appropriateness. Sophomores and Juniors who are preparing to take the Regents are provided additional support in the appropriate content areas. :
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Students participate in a summer orientation where baseline testing is conducted. Students are placed in advisory and given additional support.
18. What language electives are offered to ELLs?
- Spanish is offered to all students, including ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

1. Parents, including the parents of ELLs, are involved in the school in a number of ways apart from the regular open school nights. A parent sits on the School Leadership Team. There is regular communication by telephone between ELL parents and instructors. All ELL parents are invited to our school's many functions. Parents support the school through participation in the PTA and other informal organizations. Also, our parent coordinator is bilingual and able to reach out without a translator to all of our Spanish-speaking parents. For low incidence language translations, we contact the Translation and Interpretation unit for phone or on-site translation support.

2. As of the writing of this report, the school partners with Community Word Project (CWP) to work with the ELLs in the ESL classroom, along with a certified ESL teacher, providing direct instruction.

3. The needs of the parents are evaluated through an ongoing cycle of formal (open school night, orientations, etc.) and informal (parent coordinator and parent-teacher communication etc.) .

4. Our parental involvement activities address the needs of parents by making parents feel both welcome and informed. As a school, we strive to be part of a larger community, and enlisting the support of parents by making sure they feel welcome, comfortable and a necessary part of their child's education is crucial. Our school's activities and ELL parent meeting topics include: ARIS training, parent English

language clinics, credit accumulation, NYS content standards, NYS Common Core Learning Standards, state assessments, core curriculum, native language support in the classroom, graduation requirements, credit accumulation, college applications process and general expectations for student

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Bronx High School for Writing

School DBN: 253

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X418 School Name: BHSVA

Cluster: 6 Network: CFN603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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