



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X269

School Name:

BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS

Principal:

DAVID J. VAZQUEZ

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Studio School for Writers and Artists School Number (DBN): 08X269
School Level: MS & HS Grades Served: 6-12
School Address: 928 Simpson St.
Phone Number: 718 893 5158 Fax: 718 893 5982
School Contact Person: David J. Vazquez Email Address: Mr.david@bsswa.org
Principal: David J. Vazquez
UFT Chapter Leader: Vanessa Rozon
Parents' Association President: Jadilla Bonilla
School Leadership Team Chairperson: David J. Vazquez
Student Representative(s): Andrew Rios, Olivia Nieves

District Information

District: 08 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Ave., Bronx, NY 10462
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718 828 6653 Fax: 718 828 6239

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 571 Network Leader: Lynette Guastafarro

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)
David J. Vazquez	*Principal or Designee	
Vanessa Rozon	*UFT Chapter Leader or Designee	
Jadilla Bonilla	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Andrew Rios, Olivia Nieves	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jose Gonzalez	CBO Representative, if applicable	
Pauline Forbes	Member/ parent	
Jenai Vandoten	Member/ parent	
Susan Oyala	Member/ parent	
Justin Quinn	Member/ teacher	
Meredith Ewen	Member/ teacher	
Genevieve DeBose	Member/ teacher	
Iris Alicea	Member/ parent	
	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:

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

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

Next Steps for 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 Studio School for Writers and Artists (BSSWA) was founded in September 2004 in the Hunts Point-Longwood section of the South Bronx by a fierce collective of teachers, families, and partners, committed to realizing our mission of preparing the next generation of **Scholar-Activists** to “keep it moving to college and beyond” ... one student at a time.

The Scholar-Activist mission is premised on **five core values**. Our responsibility, first and foremost, to: (1) achieve **academic excellence**, (2) extend a **helping hand** to those in need, (3) maintain a **peacekeeping** culture, (4) summon the courage to express our **creativity** (“think differently!”), and (5) demonstrate pride in our school work as well as the accomplishments and gains of others (**school spirit**), define what it means to be a *Scholar-Activist* at BSSWA.

Every Scholar-Activist has an historical and moral obligation to work hard, get smart, graduate from college and transform her/his communities into better places. Under no circumstances shall we accept a student's past academic history, emotional challenges, or socio-economic status as an excuse not to meet our collective mission to cultivate generations of community-based, college bound, scholar-activists committed to leading wide-awake, literacy-rich lives and improving the quality of the world around them. Each member of the BSSWA professional family commits her/himself to working alongside each young scholar she or he may encounter, regardless of their assigned grade or cohort, and inspiring her or him to exceed our collective academic and character expectations.

Strengths, accomplishments, strategic partnerships, and challenges:

BSSWA's major stake holders - faculty, staff, caregivers, partners, and admin - pride themselves on the strength of our **relationships with students**. We also pride ourselves on the college bound, preparatory culture we've collaboratively constructed that employs writing and the Arts to inspire our students and prepare them to excel, academically and socially, in college and the professional world.

Our team of highly dedicated faculty, staff, and community-based, non-profit partners have also dramatically enhanced the quality of school life and enriched the credit-bearing electives and after school extra-curricular activities.

- HS seniors and select juniors also may select to enroll in **AP** Environmental Science, **AP** US Government, **AP** Literature, and **AP**
- Art History. Additionally, our young scholars may elect to register for **College Now** courses on the campus of **Hostos Community College** (HCC).
- **Elevate NY** offers two sections of its comprehensive youth leadership course throughout the school day. Our founding partner, **Casita Maria**, continues to offer art-based after school programming and tutoring. **Casita** also completely subsidized a **Princeton Review** SAT prep course exclusively for BSSWA juniors and seniors, and organized a highly popular varsity boys basketball team in conjunction with **PSAL**. Of course, the **Afro-Latin Jazz Alliance** (ALJA) continues to offer HS credit bearing music classes led by professional musicians twice a week.
- Our **Physical Education department** continues to draw students and enrich the community with an

assortment of engaging course offerings and PSAL varsity and junior varsity teams including boys & girls rugby, girls' volleyball and basketball and, C.H.A.M.P.S. for our middle school students.

- Our HS attendance & service coordinator and parent coordinator organize **service-based leadership opportunities** by grade and Advisory throughout the year to venues as diverse as the *Legacy Center* in Far Rockaway, *Meals on Heels*, and *St. Vincent de Paul Nursing Home* to name a few.
- Our school-wide **intervention team**, or I-Team, has been re-configured and augmented to include one lead and three assistant **deans of student life and culture** who handle student infractions and disputes and train HS students in peer mediation techniques, two full-time DOE social workers and four **social work MSW interns** from *Hunter* and *Touro Colleges*.
- **FEGS Health & Human Services** continues to staff a full-time satellite clinic on campus and offer on-site counseling in addition to our I-Team.
- **UNITAS Therapeutic Community** offers one-on-one counseling to our most at-risk high school students; particularly, our chronically absent students engaging in chemical substance abuse. A **UNITAS** social worker and counselor also counsel and support a heterogeneous group of “at-risk” teens twice a week.
- In addition to the areas of celebration and practice cited above, we must acknowledge the work of our *Fine Arts*, *Dance*, second language (Spanish), and *Physical Education* departments to authentically align their respective curricula with the **CCLS** and our **school-wide instructional foci** - evidence in argument and scaffolds, supports and extensions for *all* students.
- The **re-launch of Advisory** and the **introduction of circle work** throughout the BSSWA community is predicated on the very same theory of action which guides our work around strengthening the instructional core: timely, well planned, and skillfully executed professional development & coaching are prerequisite components to (1) developing highly thoughtful and engaging adult and student Advisors and (2) embedding community-building circle work into Advisory's DNA.
- BSSWA was one of 45 schools selected to participate in the **Mayor's community school pilot** (August 2014). Our expectation is the availability of additional resources will increase our capacity to raise attendance and student achievement and reduce suspensions.

High quality instruction is *the* essential ingredient to closing the achievement gap and cultivating college-ready *Scholar-Activists*. Such teaching does not emerge in a vacuum or by accident. High quality instruction is the product of well-trained, hard-working, cadres of teachers and administrators working in sync toward common instructional goals.

Our primary instructional **focus** this year is to ensure *every* student is cognitively engaged in each of her/his core and elective course offerings. Cognitive engagement is the direct by-product of well-planned, **rigorous tasks**. “Task predicts performance.”¹

Our plan to address our instructional priority rests on the successful attainment of five inter-connected goals:

- **Align curricula topics and performance tasks** with **CCLS** and **NYS Regents**.
- **Embed a finite set of common, literacy-based, classroom thinking routines** designed to increase cognitive engagement and college readiness in daily instruction across all grades and subjects.
- **Introduce scaffolds & supports** designed to create multiple entry points for *all* students.
- **Analyze performance data** disaggregated by standard and student, individually and in teams, especially student work products, standardized summative exams, & CCLS-aligned interim assessments, to evaluate teaching - the quality of planning, daily instruction, and alignment of learning targets and tasks with CCLS and the Regents – and student learning on a frequent and ongoing basis.

¹ Elizabeth A. City, Richard F. Elmore, Lee Teitel, Sarah E. Fiorman, Andrew Lachman (Foreword by), *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge: Harvard Education Press, 2009.

- **Establish meaningful and positive relationships with all students** to enhance the quality of support as they encounter increasingly rigorous coursework and negotiate an increasingly complex world.

This year we have also made it a priority to (1) **improve student attendance and engagement**, (2) **strengthen teacher teams** and provide practitioners opportunities for authentic leadership, and (3) **increase parental involvement**.

08X269 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	565	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	20	# SETSS	15	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	18	# Music	2	# Drama
# Foreign Language	5	# Dance	8	# CTE
School Composition (2013-14)				
% Title I Population	85.6%	% Attendance Rate		88.0%
% Free Lunch	78.3%	% Reduced Lunch		0.4%
% Limited English Proficient	13.2%	% Students with Disabilities		22.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		20.7%
% Hispanic or Latino	77.0%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		29.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		5.26
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4		9.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		41.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	82.5%	Mathematics Performance at levels 3 & 4		70.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.8%	% of 2nd year students who earned 10+ credits		64.6%
% of 3rd year students who earned 10+ credits	66.2%	4 Year Graduation Rate		66.2%
6 Year Graduation Rate	N/A			
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High 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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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			

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.	E
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.	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.

Our last quality review identified a need to:

- Promote **greater consistency in planning** to implement rigorous **Common Core** aligned curricula to meet the needs of all students.
- **Deepen the coherence of teaching strategies** to ensure that all students make progress via challenging learning experiences.
- **“Systematize** the consistent **evaluation of student performance data** to identify and address needs.”

Our analysis of various standardized metrics including our 2014 MS and HS progress reports has yielded three instructional goals for the 2014-2015 school year. Each goal is specifically designed to strengthen a central element of the instructional core – curriculum, assessment, and pedagogy. This year we have sought to:

1. **Strengthen the alignment** of our ELA, Math, Social Studies, Science, Art, and Physical Education curricula with CCLS and incorporate **instructional shifts** into our daily planning to improve student performance on MS (ELA and Math) and HS (NYS Regents exams) standardized assessments; with a focus on our lowest third school-wide subgroup which includes ELLs and SWDs, thus ensuring rigorous instruction for all students (1.1).
2. **Refine our school-wide assessment platform** by privileging CCLS-aligned tools designed to evaluate a range of

data to identify and address performance needs of all students (2.2).

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.

- By **August 2015** our MS students will **meet or exceed the district’s average** number of students meeting or exceed proficiency in Math (10%) and ELA (8%) as measure by the Citywide Middle School assessments.
- By June 2015 every core MS and HS teacher would have completed a CCLS-aligned curriculum map with **supporting** units that support BSSWA’s instructional foci.
- Teachers shall collaboratively design CCLS-aligned tasks which (A) strengthen students' capacity to marshal **evidence in a written and verbal argument** as well as (B) **scaffolds, supports, and extensions** have been constructed or imported for ALL students, including our ELLs, IEP students, and "high flyers" aka our advanced readers and writers, to engage the task.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our 2014-2015 action plan, built upon the work begun last year, consists of the following measures:</p> <ul style="list-style-type: none"> ▪ We introduced the Expeditionary Learning (EL) and Connected Math curricula throughout the middle school. Both EL and Connected Math are DOE-endorsed and aligned with CCLS. ▪ As a school for “Writers and Artists,” we place a high premium on strengthening our students’ capacity to marshal text-based evidence and successfully defend an oral and written argument. We adjust curricula to include: The ability to effectively summon evidence in written and verbal argument – the first component of our instructional foci - rests on a foundation of highly specific cognitively rigorous tasks or thinking routines that “stretch” students, cognitively speaking, create intellectually dynamic classroom environments, and ensure college and career readiness. ▪ More specifically, students learn best when they are consistently challenged to read, write, and speak critically by any number of the following four thinking routines over the 	<p>All MS & HS students.</p>	<p>September 2014 – June 2015</p>	<p>All MS & HS faculty and staff are responsible for planning and/or executing CCLS-aligned curricula and addressing our instructional foci. Admin team and network instructional coaches are charged with the responsibility of supervising and supporting instruction.</p>

<p>course of each successive unit.</p> <ul style="list-style-type: none"> ▪ The curriculum will be refined to include: <p>A. A close reading of engaging and increasingly complex fiction and non-fiction texts that requires students to <u>underline</u> and <i>annotate</i>.</p> <p>B. Challenging questioning that requires students to reference text in their responses.</p> <p>C. Dynamic, text-based classroom discussions in which students address and challenge one another as well as the teacher(s).</p> <p>D. CCLS-aligned tasks that demand extended evidence-based, written responses.</p> <p>E. Our instructional foci also include a commitment to construct <i>multiple entry points</i> for students of all cognitive abilities, across all classrooms.</p>			
<p>Department teams this year are charged with the task of increasing the level of student engagement (<i>Danielson</i> component 3C) by designing cognitively rigorous, culminating performance tasks for each major unit which provides multiple entry points in the form of authentic scaffolds and supports to students of <i>all</i> cognitive abilities including SWDs, ELLs, fELLs, and our “high flyers.”²</p> <ul style="list-style-type: none"> ▪ We imported the <i>CUNY at Home</i> English Language Arts and Mathematics curricula to ensure our high school performance tasks and course work are also aligned with the rigorous expectations of university course work. ▪ Each department team has been charged with the task of strengthening the cognitive rigor of daily tasks, in-class questioning, and end-of-unit performance tasks and ensuring instructional coherence with the common core and our school-wide instructional focus: evidence in written and verbal argument. As a result, each discipline team has studied <i>Webb’s Depth of Knowledge</i> and <i>Hess’s Cognitive Rigor Matrix</i> and incorporated one or the other into ongoing rounds of unit and lesson study as a means to increase rigor at the classroom level. Teachers plan scaffolded questions for units and lessons that reach DOK level 3 and 4. ▪ Department teams regularly assess content pacing calendars, unit plans, department grading policies and student action plans to (a) assess their alignment with CCLS and (b) ensure CCLS-aligned learning targets and multiple scaffolds and supports are regularly in place to provide multiple entry points for all learners including SWDs, ELLs, and FELLs. ▪ Our Admin team, department chairpersons, and instructional consultants worked with each department to begin the 	<p>All MS & HS department teams will be invested in the work on a weekly basis as per UFT contract.</p>	<p>September 2014 – June 2015</p>	<p>All MS & HS faculty and staff are responsible for participating the planning and assessment activities of their respective departments. Admin team and network instructional coaches are charged with the responsibility of supervising and supporting dept. teams.</p>

² Students with disabilities (SWDs), English Language Learners (ELLs), former English Language Learners (fELLs) and exemplary students usually performing well above proficiency in most core subject areas (“high flyers”).

process of employing CCLS-aligned interim assessments including MOSLs designed to dramatically increase the quality of student performance data, strengthen our capacity to disaggregate such data, and adjust curricula in a timely manner.			
<ul style="list-style-type: none"> We have also extended academic clinic to provide our MS and HS students targeted academic support after school. 	All MS & HS students	October 2014 – June 2015	All MS & HS faculty shall administer clinic with the support and supervision of Admin.
<ul style="list-style-type: none"> We have also scheduled bi-monthly PD after school to support novice and veteran faculty develop authentic scaffolds and supports. 	All MS & HS SPED teachers	October 2014 – June 2015	Instructional coaches will lead the after school PD sessions with the support and supervision of Admin.

Part 4 – Resources Needed

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

By **June 2015** the principal shall mandate that performance data will be monitored weekly by department teams and inform best daily classroom practices and ongoing unit and lesson planning.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title 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.

N/A

Part 6 – Progress Monitoring

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

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

- At the close of January 2015, each teacher would have submitted a mature draft of an annualized curriculum map for each core course.
- At the close of each cycle, or marking period, each teacher shall submit drafts of upcoming unit plans to be reviewed by admin.

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
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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?

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.	E
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.	E
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.	E
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.	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.

Rigor and **personal relationships** are the cornerstones of effective and highly effective teaching at BSSWA. Our analysis of various standardized metrics, including our NYC School Survey, ATS, CAAS and 2014 MS and HS progress reports, indicates student attendance lags behind the citywide average by 5.5%.

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.

- By June 15, 2015 we will improve on-time attendance by 5% as measured by our CAAS and ATS attendance systems.
- We shall also reduce the number of principals and superintendent suspensions by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<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 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>The first step of our comprehensive action plan this year has been to re-establish Advisory as the community-building centerpiece of our school to ensure every student is known well by at least one adult, every caregiver has an adult contact or point person at the school, and students play an active leadership role in constructing and maintaining a highly promotive, physically and emotionally safe, college bound culture for all.</p> <ul style="list-style-type: none"> ▪ This year we assembled our faculty-led Advisory planning committee. The committee, composed of a cross section of faculty, staff, Admin, community-based partners (e.g., UNITAS), convenes twice a month to develop highly relevant and engaging curricula aligned with our school mission – college & beyond – and Scholar-Activist core values. ▪ Committee members share a common understanding: the authentic integration of community-building circles within Advisory groups can lead to intimate teachable moments that trigger individual and group transformations of students across ages and grades. Collaborative planning meetings provide participants opportunity to share Advisory lesson and unit plans, best teaching and facilitation practices, and concerns about individual students. ▪ More specifically, BSSWA’s 6-12 Advisory program has been designed to cultivate college awareness and readiness, develop executive function skills, immerse our young scholars in service learning experiences, establish the importance of academic and personal goal setting (start with the end in mind), and challenge every student to assume a leadership role throughout the community. ▪ Advisors meet with their Advisees regularly to review their attendance, revisit their academic and personal goals, celebrate successes, and lead community-building activities including service, fundraisers, and Advisory competitions. 	<p>All MS & HS department teams will be invested in the work on a weekly basis as per UFT contract.</p>	<p>September 2014 – June 2015</p>	<p>Admin team composed of the principal, two instructional APs, three network-based instructional coaches, will be responsible supporting and supervising this strategy.</p>
<p>This year we have also made a concerted effort to increase the number of opportunities for authentic student engagement and leadership in the school community before, during, and after school.</p> <ul style="list-style-type: none"> ▪ Our newly established student government, coupled with peer mediation training and our Peer Group Connection (PGC) program has provided high school students opportunities to mentor and re-direct their middle school counterparts on campus and organize school-wide community-building 	<p>All MS & HS students</p>	<p>September 2014 – June 2015</p>	<p>All BSSWA stakeholders - MS & HS faculty, admin, & partners - will be responsible composed of the principal, two instructional APs, three network-</p>

<p>events including student elections, dances, fundraisers, and karaoke nights.</p> <ul style="list-style-type: none"> ▪ Our team of community-based, non-profit partners has also dramatically enhanced the quality of credit-bearing electives and after school extracurricular activities. <i>Elevate NY</i> offers two sections of its comprehensive youth leadership course throughout the school day. Our founding partner, <i>Casita Maria</i>, continues to offer art-based after school programming and tutoring. <i>Casita</i> also completely subsidized a <i>Princeton Review</i> SAT prep course exclusively for BSSWA juniors and seniors, and organized a highly popular varsity boys basketball team in conjunction with <i>PSAL</i>. Of course, <i>Afro-Latin Jazz Alliance</i> (ALJA) continues to enrich our HS credit bearing music classes by contracting with us to provide students’ expose to several professional teaching artists twice a week. ▪ Our Physical Education department continues to draw students and enrich the community with an assortment of engaging course offerings and <i>PSAL</i> varsity and junior varsity teams including boys & girls rugby, girls’ volleyball and basketball and, C.H.A.M.P.S. for our middle school students. ▪ Our HS attendance & service coordinator and parent coordinator organize service-based leadership opportunities by grade and Advisory throughout the year to venues as diverse as the <i>Legacy Center</i> in Far Rockaway, <i>Meals on Heels</i>, and <i>St. Vincent de Paul Nursing Home</i> to name a few. ▪ Our school-wide intervention team, or I-Team, has been re-configured and augmented to include one lead and three assistant deans of student life and culture who handle student infractions and disputes and train HS students in peer mediation techniques, two full-time DOE social workers and four social work MSW interns from <i>Hunter</i> and <i>Touro Colleges</i>. ▪ <i>FEGS Health & Human Services</i> continues to staff a full-time satellite clinic on campus and offer on-site counseling in addition to our I-Team. ▪ UNITAS Therapeutic Community offers one-on-one counseling to our most at-risk high school students; particularly, our chronically absent students engaging in chemical substance abuse. In addition, a <i>UNITAS</i> social worker and counselor counsel and support a heterogeneous group of “at-risk” teens twice a week. 			<p>based instructional coaches, will be responsible supporting and supervising this strategy.</p>
<p>This year we have also placed a premium on monitoring attendance data.</p>	<p>All MS & HS students</p>	<p>September 2014 – June 2015</p>	<p>All BSSWA stakeholders - MS & HS faculty, admin, & partners - will be responsible</p>
<ul style="list-style-type: none"> ▪ We have assembled an attendance team led by our AP-O. The attendance team is responsible for analyzing attendance data, 	<p>APO, attendance</p>	<p>September 2014 –</p>	<p>Principal</p>

<p>identifying trends, devising supports for our chronically absent MS and HS students, and disaggregating and circulating data by Advisory on a weekly basis.</p> <ul style="list-style-type: none"> ▪ In addition, to acquiring a new attendance teacher from our new network one full day a week and creating a new community associate position specifically charged with the task of monitoring and increasing student attendance and parent engagement in the HS, our attendance team issues positive incentives to bolster student attendance such as Advisory competitions and weekly raffles for our “100% crew.” ▪ The impact of these measures has already been felt. Attendance is up 4% in the MS and 7% in the HS. Suspensions are down compared to last year, and parental participation has risen gauged by their participation in parent-student-teacher conferences, school-wide events, and PA meetings. 	<p>team, and Students</p>	<p>June 2015</p>	
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Part 4 – Resources Needed

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

AP-Organization, Attendance team, MSWs, deans, Social Workers, Advisories, Attendance incentives including afterschool programs to encourage attendance gains like our Clubs, Arts program and the DYI clubs.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title 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.

N/A

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:

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

- Our attendance and Intervention teams shall monitor attendance and suspension data on a weekly basis and release a mid-year progress report February 2015 with an analysis of trends and next steps.
- By February 2015 our attendance should be **7-8% increase in attendance** and **10% decrease in suspensions**.

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
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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 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.	E
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.	E
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.	E
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.

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

At BSSWA all faculty and staff work collaboratively to create a safe learning environment. We are working on accurately determining the strengths and needs of all students in order to provide them equal and unimpeded access to our CCLS-aligned curricula.

Based on the most recent Quality Review (QR), there was inconsistency in the instructional tasks across content areas. Additionally, there is a need to include multiple entry points to serve students with needs. As a result, we are accelerating ongoing efforts to improve teacher practice by placing a concerted effort to strengthen teachers’ ability to support all students, improve their questioning, discussion skills, and assessment techniques.

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.

As a school for “Writers and Artists,” we place a high premium on strengthening our students’ capacity to marshal text-based evidence and successfully defend an oral and written argument. The ability to effectively summon evidence in written and verbal argument – the first component of our instructional foci - rests on a foundation of highly specific cognitively rigorous tasks or thinking routines that “stretch” students, cognitively speaking, create intellectually dynamic classroom environments, and ensure college and career readiness.

By June 2015, 85% of all teachers will demonstrate improved delivery of rigorous common core aligned instruction that engages and meets the needs of all learners as evidenced by a 7% increase in student progress for all accountability groups on the NYS assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In order to strengthen teachers’ capacity to provide appropriate scaffolds and supports necessary to provide multiple entry points for students, we employed common assessments throughout the 2013-2014 academic year, most notably the various MOSLs, that became the basis of discipline team meetings to discuss timely and differentiated interventions for individual and groups of students.</p> <p>Additionally, we began the work supporting teachers’ capacity to craft open-ended questions that provide students ample opportunities to cite evidence and explain their thinking processes and procedures.</p> <ul style="list-style-type: none"> ▪ Teachers also meet regularly to modify or develop rubrics anchored to CCLS-aligned performance tasks used to assess student performance and progress to standards in order to develop appropriately rigorous lessons. ▪ Our grade team leaders, or cluster coordinators, facilitate weekly grade team meetings, study student attendance and performance data, develop intervention plans for students in academic jeopardy or socio-emotional distress, and assemble as a governance body twice a month with the Admin team to develop school-wide community-building activities including grade-wide community meetings and positive behavior incentives designed to increase school spirit and reduce chronic 	<p>Department chairpersons and cluster coordinators.</p>	<p>September 2014 – June 2015</p>	<p>Admin team composed of the principal, two instructional APs, three network-based instructional coaches, will be responsible supporting and supervising this strategy.</p>

<p>absenteeism and increase student academic outcomes.</p> <ul style="list-style-type: none"> ▪ In order to strengthen teachers' capacity to provide appropriate scaffolds and supports necessary to provide multiple entry points for students, we employed common assessments throughout the 2013-2014 academic year, most notably the various MOSLs, that became the basis of discipline team meetings to discuss timely and differentiated interventions for individual and groups of students. Additionally, we began the work supporting teachers' capacity to craft open-ended questions that provide students ample opportunities to cite evidence and explain their thinking processes and procedures. ▪ Teachers also meet regularly to modify or develop rubrics anchored to CCLS-aligned performance tasks used to assess student performance and progress to standards. 			
<ul style="list-style-type: none"> ▪ Teachers will work in departments to begin the process of employing CCLS-aligned interim assessments including MOSLs designed to dramatically increase the quality of student performance data, strengthen our capacity to disaggregate such data, and adjust instruction in a timely manner. 	All MS & HS teachers	September 2014 – June 2015	Admin team composed of the principal, two instructional APs, three network-based instructional coaches, will be responsible supporting and supervising this strategy.
<p>Our efforts to accelerate improvements to teacher practice placed a concerted emphasis on differentiating instruction and engaging and supporting all students.</p> <p>Additionally, the work of strengthening teacher practice continues on the following fronts:</p> <ul style="list-style-type: none"> ▪ Each department has launched rounds of peer visitations, using specific components of the Danielson framework as a lens. 	All teachers, Programmer	November 2014 – May 2015	Department Leads
<ul style="list-style-type: none"> ▪ Our grade team leaders, or cluster coordinators, facilitate weekly grade team meetings, study student attendance and performance data, develop intervention plans for students in academic jeopardy or socio-emotional distress, and assemble as a governance body twice a month with the Admin team to develop school-wide community-building activities including grade-wide community meetings and positive behavior incentives designed to increase school spirit and reduce chronic absenteeism. Our most popular and effective incentive, for instance, has been the "Get out of lunch" pass which permits the recipient to depart campus and purchase lunch with parental approval. 	Teachers, Students, Programmer	October 2014 – May 2015	Instructional APs

Part 4 – Resources Needed

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

adjustments, etc.

- Weekly department team meetings
- Instructional coaches
- Instructional Aps frequently visiting classrooms.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		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.

N/A

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:

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

By February 15, 2015 85% of all teachers will demonstrate improved delivery of rigorous common core aligned instruction that engages and meets the needs of all learners as evidenced by a 3.5% increase in student progress for all accountability groups on MOSLs

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 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).	E
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 principal articulates a well-developed vision shared across all constituencies of the learning community. This vision is manifest in several key systems in the school including Faculty-led discipline teams, the school’s Instructional Handbook, our annual September Faculty Institute, where our teacher’s understanding of the school’s mission and vision is enriched and aligned to essential characteristics of effective and highly effective teaching as observed through the lens of the Danielson Framework, and the school’s instructional foci:

- Teachers design instruction to build students’ capacity to marshal text-based evidence and successfully defend an oral and written argument.
- Teachers construct multiple entry points for students of all cognitive abilities, across all classroom

According to the NYC School Survey Report S.Y. 2013/14 a hundred percent of teachers either agree or strongly agree that the principal communicates a clear educational vision for the school, while ninety-five percent report the principal both understands how children learn and that he places a high priority on the quality of teaching.

Supervision & Professional Development:

The accountability mechanism and primary professional development tool for the school’s vision is our system of frequent rounds of informal and formal observations which allows the admin team to track teacher progress through observable student data and there by create an informed cycle of continuous staff improvement.

Our cycle of classroom visits and BSSWA’s school-wide instructional focus informed our decision to place additional emphasis on the following four “high leverage” observable *Danielson* components:

- 1e: **designing coherent instruction**
- 3b: using **questioning & discussion techniques**
- 3c: **engaging students in learning**
- 3d: using **assessment** in instruction

Area for growth based on Quality Review feedback:

- We must acquire greater consistency in promoting higher levels of cognitive student engagement (“higher order thinking”) and multiple entry points.
- As a result, the admin team shall focus on improving our ability to provide targeted actionable feedback to all teachers through our ongoing rounds of observation.

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.

By June 15, 2015 teachers will have received actionable feedback that strengthens their capacity to regularly implement data informed CCLS-aligned lessons with measurable targets and multiple entry points for students of all cognitive abilities as measured by our cycle of observations review and quarterly review of unit lesson plans.

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: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. 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>
5. All supervising administrators will attend professional development to better provide feedback and improve teacher practice. 6. Bimonthly Calibration meetings will be scheduled for all supervising Administrators to ensure quality and coherence	Admin instructional team	October 1, 2014 – June 2015	Principal, instructional APs, department chairs, and instructional coaches

of feedback to teachers			
7. Departments meet regularly to support the refinement of regular in-class formative assessments in conjunction with PD workshops designed to support teachers' ability to check for understanding throughout the course of a lesson which will then become the focus of observations and feedback.			
<ul style="list-style-type: none"> The Admin team will monitor teacher's progress in effectively using data systems to tracks instructional assessment and observation data, support individual teachers, and plan forthcoming professional development activities. 	Teachers and admin	October 1, 2014 – June 2015	Principal, instructional APs, department chairs, and instructional coaches
<ul style="list-style-type: none"> Data obtained from Advance provides a summary of each teacher's performance on each of the Danielson components throughout the academic year. 	Teachers	October 1, 2014 – June 2015	Admin and instructional coaches
<ul style="list-style-type: none"> Assess teacher effectiveness by comparing student outcomes via interim assessment data, the results yielded from the administration of MOSLs throughout the academic year, and student course pass rates by cycle or marking period against Advance teacher effectiveness data. 	Teachers and Instructional Coaches	October 1, 2014 – June 2015	Admin and instructional coaches

Part 4 – Resources Needed

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

Advance Talent Coach, Leadership Coach,

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		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

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 we shall review observation data & feedback, student assessment data, with a goal of 90% alignment.

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 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.	E
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.	E
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.

- Parental attendance and participation has remained stagnant the last three years.

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.

- BSSWA parent responses to NYC survey lagged by the city-wide by 10%.
- By June 15, 2015, parent participation in SLT and PA meetings will increase by 20% compared to 2013-2014 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start</i>	Key Personnel <i>Who is responsible for implementing</i>
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9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change		<i>and end date?</i>	<i>and overseeing the activity/strategy?</i>
10. 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).			
11. Strategies to increase parent involvement and engagement			
12. Activities that address the Capacity Framework element of Trust			
This year we've made a concerted effort to strengthen the quality of parental engagement across the MS and HS. We have strengthened our parent association (PA) by teaming our parent coordinator and a newly created community associate position and charging each with monitoring attendance, coordinating community service activities designed to increase parent engagement and build community across grades 6-12, though particularly in the high school.	Parents/caregivers	September 2014 – June 2015	Principal, instructional AP, parent coordinator, SLT and Pa membership
We have elected new PA cabinet led by a dynamic new president experienced with community organizing and well acquainted with many of the BSSWA families.	Parents/caregivers	September 2014 – June 2015	Principal, instructional AP, parent coordinator, SLT and Pa membership
We have elected new PA cabinet led by a dynamic new president experienced with community organizing and well acquainted with many of the BSSWA families.	Parents/caregivers	September 2014 – June 2015	Principal, instructional AP, parent coordinator, SLT and Pa membership
We have elected new PA cabinet led by a dynamic new president experienced with community organizing and well acquainted with many of the BSSWA families.	Parents/caregivers	September 2014 – June 2015	Principal, instructional AP, parent coordinator, SLT and Pa membership

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PA Room, Scheduling for PTA and SLT Meeting, Paper News letter

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		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

N/A

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.

- By February 15, parent participation in SLT and Pa meetings shall increase by 10%.

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 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)	Data analysis including: Failing course grades, low test scores both class based and City/State-wide (Middle School ELA, Regents based, Nyselat). Teacher referral or Advisor’s referral	Reading and writing supports including: Shared writing, repeated readings, peer assisted learning, computer assisted learning, Great Leaps and Wilson	A variety service delivery modalities depending on the parameters of the intervention including: Pull out, Push-in, one –to – one, small group, and for computer assisted learning – independent teacher supervised	In class, after-school, and/or during lunch
Mathematics	Data analysis including: Failing course grades, low test scores both class based and City/State-wide (Middle School ELA and Math assessments, Regents based, Nyselat). Teacher referral or Advisor’s referral	Literacy supports, Computer assisted learning, Great Leaps, Skills building course, Guided practice, Manipulatives and Physical modeling	A variety service delivery modalities depending on the parameters of the intervention including: Pull out, Push-in, one –to – one, small group, and for computer assisted learning – independent teacher supervised	In class, after-school, and/or during lunch
Science	Data analysis including: Failing course grades, low test scores both class based and City/State-wide (Middle School ELA, Regents based, Nyselat). Teacher referral or Advisor’s referral	Literacy supports, Physical models, and guided practice	A variety service delivery modalities depending on the parameters of the intervention including: Pull out, Push-in, one –to – one, small group, and for computer assisted learning – independent teacher supervised	In class, after-school, and/or during lunch
Social Studies	Data analysis including: Failing course grades, low test scores both class based and City/State-	Reading and writing supports including: Shared writing, repeated readings,	A variety service delivery modalities depending on the parameters of the	In class, after-school, and/or during lunch

	wide (Middle School ELA, Regents based, Nyselat). Teacher referral or Advisor's referral	peer assisted learning, computer assisted learning, Great Leaps and Wilson	intervention including: Pull out, Push-in, one –to – one, small group, and for computer assisted learning – independent teacher supervised	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Poor attendance (below 85%), dean's, teacher's or advisor's referrals	Advisory activities and programs; Counseling through outside providers (UNITAS, FECS	Biweekly advisories and One-on-one counseling	During school day (during lunch/electives

08X269 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	565	SIG Recipient	N/A
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	20	# SETSS	15	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	2	# Drama	1
# Foreign Language	5	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.6%	% Attendance Rate			88.0%
% Free Lunch	78.3%	% Reduced Lunch			0.4%
% Limited English Proficient	13.2%	% Students with Disabilities			22.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			20.7%
% Hispanic or Latino	77.0%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			29.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			5.26
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4			9.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			41.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	82.5%	Mathematics Performance at levels 3 & 4			70.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.8%	% of 2nd year students who earned 10+ credits			64.6%
% of 3rd year students who earned 10+ credits	66.2%	4 Year Graduation Rate			66.2%
6 Year Graduation Rate	N/A				
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			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Accountability Status – High 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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (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				

08X269 School Information Sheet Key

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Types and Number of Special Classes (2014-15)				
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% Hispanic or Latino	77.0%	% Asian or Native Hawaiian/Pacific Islander	0.9%	
% White	0.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
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% of 3rd year students who earned 10+ credits	66.2%	4 Year Graduation Rate	66.2%	
6 Year Graduation Rate	N/A			
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	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High 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	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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			

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.

To secure highly qualified teachers the school regularly recruits candidates from a variety of sources including city and boro-wide hiring fairs, direct recruitment from teacher preparation programs, school open house recruit events and current staff recommendation. After intake through an initial survey form at a recruiting event, the school convenes a teacher recruitment committee to select candidates to interview. The committee that is composed of all the school's constituent groups, Students, Parents, Teachers, and Administrators. The committee makes hiring decisions collaboratively base on the following criteria.

Selection Criteria:

- Evidence of content knowledge and the ability to write and deliver highly engaging, cognitively rigorous instruction with multiple entry points that meets student at their current performance level and advances them towards mastery of the standards.
- Evidence of the ability to create and properly implement assessment.
- Evidence of genuine ability to work well with others and collaboratively establish a highly thoughtful and self-reflective professional learning community for Faculty & Staff alike.
- Evidence of **engaging parents, caregivers, and families in the success of students**
- Evidence of a commitment to one's own continuous professional development.
- Commitment to supporting the realization of the BSSWA *Scholar-Activist* mission.
- Commitment to supporting the construction and skillful execution of a highly engaging, developmentally appropriate, **6-12 Advisory curriculum**.
- Excellent record of attendance and punctuality.

All candidates are required to teach a demonstration lesson to help assess the selection criteria.

Once hired new teachers are further developed through the schools induction process that includes our continuous cycle of support and supervision which begins with the opening of our annual New Faculty Institute and September Faculty Institute and continues with our weekly Department meetings.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and

Timely, well planned, and skillfully executed **supervision** and **professional development** are essential ingredients of highly effective teaching and a robust professional learning community. *Last year* our Admin supervisory and faculty-led department teams were charged with the task of strengthening the quality of supervision and professional development at BSSWA by employing the *Danielson Framework for Teaching* to establish a professional common language and shared understanding of best instructional practices, and **aligning** our MS and HS curricula with **CCLS** to ensure consistently highly rigorous instruction across all grades and disciplines. Equally important, we also (3) established a *school-wide instructional focus* for the first time; evidence in written and verbal argument.

This year our professional development platform is designed to provide classroom practitioners practical tools to (1) consistently **deliver highly rigorous instruction**, and (2) **lead highly engaging Advisories** aligned with our *Scholar-Activist* core values. Our continuous cycle of support and supervision begins with the opening of our annual New Faculty Institute (NFI) and September Faculty Institute (SFI).

NFI & SFI 2014: This year NFI & SFI are dedicated to integrating the newest members of the BSSWA professional family and formally introducing the DOE's city-wide instructional expectations as well as the aforementioned school-wide goals, instructional foci, and roles and responsibilities of classroom pedagogues and Advisors.

Mini and formal observations: Frequent rounds of informal and formal observations framed by the *Danielson Framework for Teaching* serve as the centerpiece of our supervisory model. The MS and HS are each supervised by a designated **Assistant Principal for Instruction**, who with the **Principal**, is charged with the responsibility of frequently visiting and assessing the quality of classroom instruction, providing timely and actionable feedback, monitoring students' academic progress and collaboratively planning professional development.

- Each Colleague may expect one informal or formal observation from either your designated admin liaison or the Principal every four weeks - minimum - following the completion of a **teacher self-evaluation** and **individual planning conference (IPC)** in September 2014.

Our frequent classroom observations last year informed our decision to provide targeted feedback on the execution of the following four "high leverage" observable *Danielson* components:

- 1e: **designing coherent instruction**
- 3b: using **questioning & discussion techniques**
- 3c: **engaging students in learning**
- 3d: using **assessment** in instruction

That emphasis on highly individualized feedback around these "high leverage" components continues this academic year, as well.

Monday weekly department meetings: Formal supervision is deeply enhanced by the improved quality of professional development activities this year. Professional development at BSSWA is now driven by the work of department teams that meet **80-minutes every Monday** after school to address the following tasks:

- **Peer review of curriculum maps & pacing calendars:** Colleagues provide constructive feedback on annualized curriculum maps (typically during SFI) and periodically monitor Colleagues' fidelity to pacing calendars within departments.

- **Unit & lesson study:** Each department team is charged with the task of leading multiple rounds of lesson and unit study designed to (a) strengthen the *cognitive rigor* of daily tasks, in-class questioning, and end-of-unit performance tasks, (b) establish *instructional coherence* with the common core and our school-wide instructional foci, and (c) ensure *scaffolds and supports* are regularly in place to provide multiple entry points for all learners including SWDs, ELLs, and FELLs.

Each department team shall incorporate either *Webb’s Depth of Knowledge* or *Hess’s Cognitive Rigor Matrix* into ongoing rounds of unit and lesson study as one means of establishing a common language and benchmarks for cognitive rigor.

- **Close examination of student work:** Examining student work individually and collaboratively in department teams provides us a highly reliable means of assessing student learning and assessing the cognitive rigor of our performance tasks.

Peer visitations: Department teams also coordinate faculty-led peer visitations at least once per cycle. Each peer visit provides teams the opportunity to immerse themselves in the *Danielson* framework and facilitate data-driven discussions around *one* of the “high leverage” components - 3B, 3C, or 3D - mutually determined by the team.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

Last Spring the principal convened a MOSL selection committee to review the MOSEL options for the current year. After making its selection the committee reported to the school’s Curriculum and Professional Development Committees in order that the School’s MOSLs would be fully integrated and aligned with the school’s curricular maps and that professional development could be designed to support teachers to use assessment to improve instruction and student outcomes

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	\$462,528	X	
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	\$111,956	X	
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	\$3,178112	X	

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bronx Studio School for Writers and Artists**, 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 Studio School for Writers and Artists** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Bronx Studio School in Writers and Artists, 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.

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	540	Total number of ELLs	68	ELLs as share of total student population (%)	12.59%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	1	2	17	6	6	37	8	9	68

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	14	1	2	17	6	6	37	8	9	68
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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										16	12			28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	16	12	0	0	28								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	0	1	4	0	0	0	8
Intermediate(I)							6	4	4	7	9	1	1	32
Advanced (A)							11	2	3	5	3	2	2	28
Total	0	0	0	0	0	0	20	6	8	16	12	3	3	68

NYSESLAT Modality Analysis

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

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Laura Young, our ESL teacher, administers the Home Language Identification Survey. Ms. Young conducts the initial screening, administering the HLIS, the LAB-R and the formal initial assessment. Ms. Young has a Transitional B certification in ESL.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our school Parent Coordinator conducts meetings with our ESL teacher for all parents of ELL students in September, October, January, February and June to ensure the parents understand the program we have here at X269.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Office staff prints the letters and the faculty advisors of all the ELL students distribute the letters to students. After distribution, there is follow up to the home by the advisor to ensure the parents received the letter. A meeting is held after distribution to ensure understanding of the program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
We only have ESL instruction at X269. All students who are identified as an ELL student are placed according to the most recent NYSESLAT data.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
In the 6th grade we have a stand alone ESL class for all students that are beginner or intermediate. There is push-in to the 6th grade ELA class for the advanced ELLs. Both 7th and 8th grade use the push-in model in the ELA class for all levels. In the 9th - 12th there are 2 stand alone classes with all students regardless of grade.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

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

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

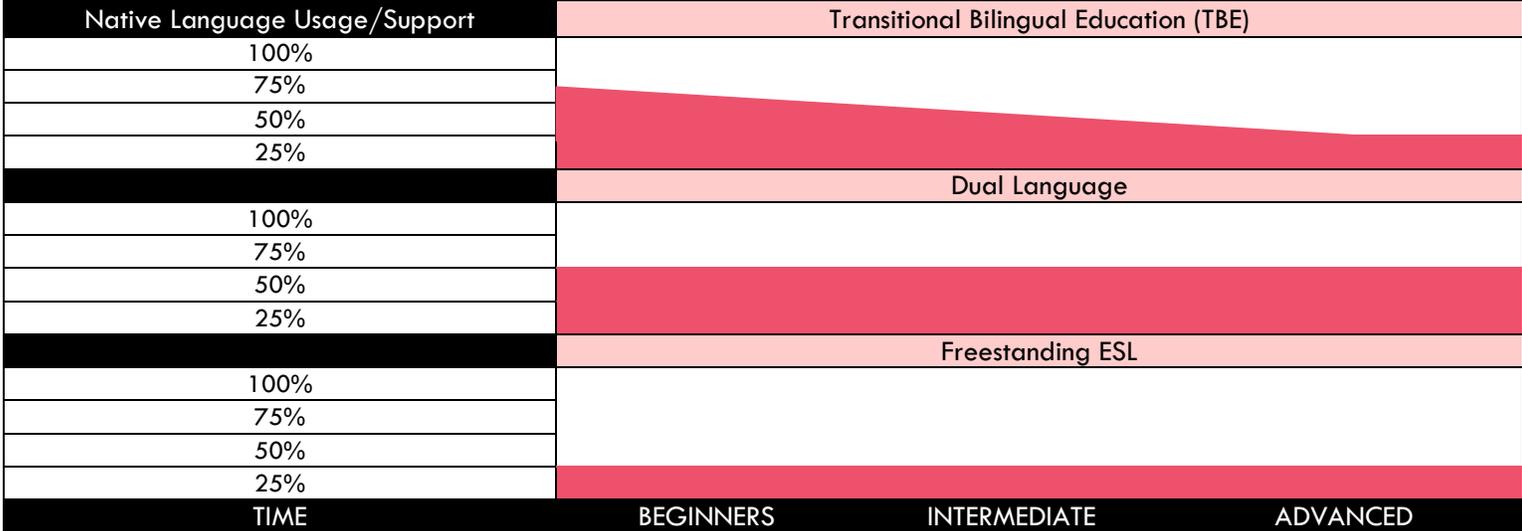
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response to questions here:

D. Parental Involvement

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

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08X269**

School Name: **Bronx Studio School**

Cluster: _____

Network: _____

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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



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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 75
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Towards the goal of increasing achievement for our ELL students, we provide additional support after school four days a week provided both by of our ESL teachers. The ESL teachers will team teach each Title III class afterschool for four days a week. These sessions are held from 2:40-3:40 Monday through Thursday. These sessions will take place between October 2014 and May 2015. The teachers, with the support of school administration and office staff, will contact and work with families to make sure that all our beginner, intermediate and advanced ELL students attend as well as our full immigrant population. All our English Language Learners need additional support as indicated by their NYSELAT and ELA state tests. The middle school students will attend Mondays and Wednesdays and high school students will attend Tuesdays and Thursdays. Middle School students will be grouped according to grade. High School students will be grouped according to level. After school instruction infuses non-fiction and fiction texts aligned with the Common Core State Standards, again, to accelerate students' English language acquisition and literacy skills. These courses are all taught in English but native language support is provided for our entire immigrant population. This additional after-school instructional time is different from the students' coursework but also indirectly prepares the students for the NYSELAT, Regents, and MS ELA examinations. Students read texts taken from the Common Core library. Additionally, students have access to dictionaries, both in print and digital. Beyond supplemental texts that include informational and non-fiction texts, students have access to our school's library which houses a broad selection fiction and non-fiction books across grade levels. Title III funds will be used to purchase additional books that meet students' reading levels and interests. Students are also provided with Prentiss Hall Regents and MS ELA test preparation materials. In addition to the afterschool instruction, the two teachers will hold Saturday sessions with both middle and high school students once a month. The Saturday sessions will be activity based to support the academic work done during the month. Teachers will do activities in the school or take students on trips that are cultural and academic based.

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

Part C: Professional Development

Begin description here: We have a variety of professional development opportunities and we encourage our staff to seek out additional experiences. Towards this end, several of our teachers including our ESL teacher have attended professional development programs put on by the Department of English Language Learners Student Support. One particular session that our ESL teachers plan to attend is SIOP workshop-- Developing Academic Language with SIOP, facilitated by Pam Creed of Pearson and Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension. These are free of charge.

Part D: Parental Engagement Activities

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

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

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

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

Once a week a program will be offered for parents of ELL students to improve their English language skills. The program will be conducted by a certified ESL teacher. School laptop computers will be available to ELL parents once a week and parent volunteers will be available to assist parents. The Parent Coordinator will be in charge of coordinating the volunteer schedule.

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

Part D: Parental Engagement Activities

students and families. Parents are invited to these meetings through postcard mailings and phone calls.

Part E: Budget

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

Allocation Amount: \$th

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