



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**09X323**

**School Name:**

**BRONX WRITING ACADEMY**

**Principal:**

**KAMAR SAMUELS**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Writing Academy School Number (DBN): 09X323  
School Level: Middle Grades Served: 6-8  
School Address: 270 East 167<sup>th</sup> Street  
Phone Number: 718-293-9048 Fax: 718-293-9748  
School Contact Person: Maria Zito Email Address: mzito@schools.nyc.gov  
Principal: Kamar Samuels  
UFT Chapter Leader: Alberta Martin  
Parents' Association President: Carmen Casas  
School Leadership Team  
Chairperson: Fatima Paez  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 09 Superintendent: Leticia Rodriguez-Rosario  
Superintendent's Office Address: 450 St. Paul's Place, Room 204  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718-410-7017

**Cluster and Network Information**

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

## 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)
Kamar Samuels	*Principal or Designee	
Alberta Martin	*UFT Chapter Leader or Designee	
Carmen Casas	*PA/PTA President or Designated Co-President	
Tina Hicks	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Fatima Paez	SLT Chairperson	
Stephanie Berger	Teacher	
Lamecka Sainsbury	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
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>

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:

3. 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.
4. School strengths, accomplishments, and challenges.
5. 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.

### Contextual Information:

At the Bronx Writing Academy, we believe that education is the civil rights movement of our time. The civil rights movement of the 1960s relied heavily on churches. There, leaders were born. The church building itself acted as a gathering place for collaboration, innovation, and inspiration. Today, schools must play an organizational function in our current civil rights movement. Often, we hear that communities shape schools. **At the Bronx Writing Academy, we believe that schools can shape communities.**

We strive to fulfill our school mission of transforming the students within our school as well as the citizens of the community we serve. The Bronx Writing Academy's school mission is to develop a community of outstanding citizens, learners, and writers who celebrate and respect everyone's culture and voice. We strive to work hard, together, in a safe haven. We embrace innovation, ask challenging questions, and think critically. We work to achieve extraordinary things for our school, our community, and our world by making conscientious and informed decisions.

We have the framework necessary to analyze our current structures and intensively address the most pressing needs of our community. This has meant deepening our parental engagement past assemblies to GED classes, ESL classes, and more; focusing in on anti-gang initiatives; and providing our students with the socio-emotional counseling they need in order to cope with traumas and have the strength to complete academic work. We will continue to transform our community, providing our students and their families with the education and services they desperately need and deserve.

We have a committed, collaborative staff willing to do whatever it takes to help our community. Our focus is on our collaborative teaching community; we have built out our core staff model to the highest degree. We are heavily invested in human capital. **Our teachers work in teams called pods** of four core teachers who all teach the same students in only three sections. **They meet together three times per week** to discuss student academic performance, analyze socio-emotional needs of their shared students, and meet with students' parents as a cohesive body. We have three Peer Instructional Coaches (PICs) and one Demonstration Teacher (DT) funded by the Teacher Incentive Fund, a collaboration between the UFT and the Department of Education.

All of our students stay in school until 6:00pm; this extended school-day is made possible through our collaboration with Citizen Schools. At the Bronx Writing Academy, we have integrated this extended day program into our morning classes as well, an innovative set-up unlike that of any other Citizen Schools campus. Our staff works collaboratively, innovatively, and relentlessly to answer our community's needs. This year, we became a Community Learning School and a PROSE school. Becoming a Community Learning School has provided us with a framework around which to truly transform the lives of the families we serve by organizing our efforts around our students' emotional and physical needs, not just their academic needs.

1. Total student population: 497
2. Ethnic breakdown:
  1. Hispanic: 66 percent
  2. Black: 32 percent
  3. Asian: 2 percent
  4. White: 1 percent
3. Percentage free/reduced lunch: 92 percent

4. Percentage English Language Learners: 30 percent
5. Percentage Special Education: 21 percent
6. Current ELA/Math scores:
  1. Percentage of students who are proficient in ELA: 10%
  2. Percentage of students who are proficient in Math: 6.2%
7. Languages used at the school: English, Spanish

**School Strengths, Accomplishments, and Challenges:**

Our community faces overwhelming challenges. Forty percent of our students are considered chronically absent. Twenty percent of our students live in transitional housing, a statistic that has grown by 300 percent over the past five years. Seventeen percent of our students are over-age. Only 37 percent of the students in our local high schools graduate in four years, and fewer than ten percent are prepared for college. These are conditions that affect not only our students but also our entire community. Reaching out to our families in an organized, intensive way is the only way we can have a hope at transforming our community and giving our students the opportunities they deserve. Becoming a Community Learning School has allowed us to organize our efforts to reach the entire Morrisania community and meet its pressing needs.

Despite the challenges facing our school community, the Bronx Writing Academy team works innovatively and tirelessly to meet the children's needs. Our students outpace students in our peer group schools in every category of student achievement. We received an A on our progress report and a "proficient" ranking in our 2014 Quality Review, and we are ranked in the 90<sup>th</sup> percentile of all middle schools—having been in the 17<sup>th</sup> percentile in 2011.

We have structures in place to ensure the retention of staff and to create a strong pipeline to induct new teachers. Through the New York Collaborates initiative, we have five Collaborative Coaches and five Partner Teachers in Residence who will be available to be hired for any vacancies in our school in Fall 2014. We also have four Relay Fellows through the Citizen Schools program who, after working with our after school program for two years, can be hired in our school as fulltime teachers. We have already staffed our school with three former Relay Fellows. As a result of these programs, we have an unusually stable teaching staff. In our peer schools, principals stay an average of three years and teacher turnover rates are high. We have stable school leadership and low turnover in our teaching staff. This committed, collaborative staff has worked together to create a common academic language at our school and a culture of reflection, inter-visitation, and hard work.

**Citizen Schools:** Extended Learning Time is at the forefront of our services. For three years, the Bronx Writing Academy has partnered with **Citizen Schools** through iZone360. This program partners with middle schools in low-income communities to provide students with the chance to explore the connections between Science, Technology, Engineering, and Math (STEM) education and real-world careers. The program elements include:

**Apprenticeships** that engage students in hands-on curricula that build 21<sup>st</sup> Century Skills through creative work with adult "Citizen Teachers" who teach students about their own particular fields. Our school welcomes Citizen Teachers from Google, Facebook, law offices, architecture firms, and many other businesses. These teachers work with our students to create and present an end product that they share with families, teachers, public officials, community members, and business leaders.

**Academic Extensions** in which students spend an extra five hours per week building Literacy and Mathematics skills through blended learning curricula. Students use the online programs Khan Academy, Study Island and Achieve3000 to work on personalized skills practice.

Our collaboration with Citizen Schools bridges the "inspiration gap" created by the huge gap of enrichment opportunities between wealthier students and low-income students. While they are in class, our students are learning the same amount as the students just a few miles away on the Upper West Side. But when our students leave the building, they start to fall behind. Rather than spending the summer attending intellectually stimulating camps, many of our students spend the summer watching television. Rather than leaving school and attending clubs, practicing sports, and discussing books with their parents, many of our students simply go home. As a result, many of our students lack inspiration and the belief that academic skills apply to real life.

Our collaboration with Citizen Schools bridges this inspiration gap for our students by providing them with inspiration, mentors, and a sense of belonging in the business world. Rather than leaving school thinking, “How is math applicable to my life?” students leave school thinking about the real-world math skills they applied with a Google software engineer or a Facebook web designer.

**iZone360 Reinventing and Inspiring Success in Education (RISE) Challenge:** We worked with iZone360 to design the RISE program, which is aimed at our highest-need students. These students attend school above 85 percent of the time, but attend class at a much lower rate. We selected 20 students (95 percent Black and Hispanic males) and worked with them over the summer and during the school year, partnering with several programs, including:

**Casita Maria Center for Arts & Education:** Casita Maria strives to create a culture of learning through social, cultural, and educational opportunities. The organization encourages students to introduce their parents to their cultural programs, while their public programs guide parents to their educational programs. The organization builds community by investing in youth, giving our young people a sense of place and purpose within the broader community. Casita Maria’s middle school program focuses on arts, academic support, physical activity, and leadership development. This program engages our RISE students in creative educational opportunities and socio-emotional work.

**Bronx River Alliance:** The education program of the Bronx River Alliance allows our students to use the Bronx River as a classroom. Students learn about and monitor the river’s conditions and work on solving the real-world problems that the river faces. The Bronx River Alliance works to protect, improve, and restore the Bronx River so that it can serve as an ecological, recreational, educational, and economic resource for the communities through which it flows. Working with the Bronx River Alliance helps our students see the real-world application of their problem-solving skills and connects them to their community. Through this program, our RISE students were able to explore and analyze the Bronx River.

**BronxWorks:** Citizen Schools focuses largely on our students’ academic and intellectual inspirational needs. Our partnership with BronxWorks addresses our students’ emotional needs. BronxWorks has developed a School Violence Prevention program that offers students constructive ways to address conflict. This program teaches our students peer mediation strategies. This partnership supplements the work our sole guidance counselor is able to do with our 500 students.

**Ramapo:** Our work with Ramapo furthers our efforts to provide our students with the socio-emotional skills they need in order to experience success. Ramapo’s mission is to help youth align their behaviors with their aspirations. Our teachers have received Professional Development from Ramapo trainers around how to deal with challenging behaviors, social and emotional development, and students’ special needs in positive, inclusive learning environments. Our students have also attended overnight culture- and socio-emotional-skill-building trips to Ramapo’s camp in Upstate New York. This June, 30 of our neediest students and their families will attend the overnight trip. In the fall 150 more of our students and their families will attend the trip. These trips will help align our most high-needs families with our school values and will give them a deeper connection to the school. Just as Citizen Schools helps our students feel connected to real-world STEM careers, the Ramapo overnight trips help our families feel welcomed into our school community.

**Therapeutic Crisis Intervention System (TCIS):** One hundred percent of our teachers will be trained in the Cornell TCIS. This method provides a crisis prevention and intervention model that helps adults prevent, de-escalate, and manage crises and learn constructive ways to handle stressful or traumatic situations. With 100 percent of our staff trained in the method, we will be on our way to developing a common language and community of thought around our students’ socio-emotional needs, just as we have around their academic needs.

**Special Parent-Teacher Conference Initiative:** To engage our community in preparation for state tests aligned to the Common Core Learning Standards, the Bronx Writing Academy held two special parent-teacher conferences. At these conferences, we provided babysitting services, food, packets of resources, and workshops in English and Spanish. These workshops provided parents with information on the Common Core Learning Standards and strategies for helping their children prepare for the upcoming state tests.

**iZone360 Parent Engagement Challenge:** Working with iZone360, we have implemented a school-wide action plan

around our parental engagement and attendance goals. We have carried out incentives for all students as well as interventions for families with students experiencing chronic attendance problems. We have also focused on the engagement of parents of students scoring levels 1 and 2 on Common Core English and Math exams. Finally, through our involvement with iZone and Citizen Schools, we have increased family engagement and contact for all students. As a result of these initiatives, we won the iZone360 Parent Engagement Challenge in the 2013-2014 school year.

**WOWs:** Working with the Citizen Schools program, students produce a presentation called a “WOW!” to share their learning with families, teachers, public officials, community members, and business leaders. These productions help parents feel connected to our school as well as to the larger New York City community.

**Teacher Teams (Pods):** Our teacher teams meet three times per week to look at student work, analyze student assessment data, make necessary adjustments to units of study and lesson plans, discuss student academic performance, analyze socio-emotional needs of shared students, and meet with parents as a cohesive body as needed.

**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:**

**Most Growth:**

- Tenet 3: Curriculum Development and Support
  - We set a goal to further refine curricula across content areas with the infusion of engaging learning tasks that challenge students (as recommended by 2012 School Quality Review). Our goal was to implement CCLS-aligned instructional units successfully across all content areas. In Math and ELA, we have created Common Core-aligned UBD units using the CMP3 and Code X programs. In Science and Social Studies, we have used the MoSL assessments and rubrics to bolster and structure Common Core units. The school community is examining and tracking: (1) student skills based on daily rubrics; (2) student skills based on in-class assessments; (3) Code X, CMP3, and MOSL data in varying assessment cycles. As a result of our aggressive implementation of the CCLS, we are at the top of our peer group schools in category and are ranked in the 90<sup>th</sup> percentile of all middle schools, having been in the 17<sup>th</sup> percentile in 2011—prior to our aggressive implementation of the CCLS. In ELA and Social Studies classrooms, students engage in writing arguments based on text evidence through daily reading responses from independent reading tasks as well as argumentative performance tasks aligned to Code X and Writing Matters rubrics. In Science classrooms, students use evidence in argument to analyze, critique, present, and improve upon limitations in another person’s work; they are assessed on the MoSL rubric. In Math, students use evidence to make and defend viable arguments for solutions to problems. Based on our initial assessment, 20 percent of students were proficient in writing standard 1. Our focus on assessment in instruction has led us to the implementation of rigorous, rubric-based, CCLS-aligned work taking place on a daily basis in every classroom. We have engaged in professional development to build and scaffold our Code X and CMP3 curricula, creating scaffolds for multiple points of entry for students, adapting the curricula for ELLs, and created blended learning opportunities so that students may access Code X and CMP3 curricula on teacher-created websites on a daily basis.
- Tenet 5: Student Social and Emotional Developmental Health
  - Strengthen the practice of continuously monitoring student progress and providing actionable feedback to students and families that captures learning supports and extensions to increase academic progress (as recommended by 2012 School Quality Review). A majority of our teachers will be trained in the Cornell TCIS. This method provides a crisis prevention and intervention model that helps adults prevent, de-escalate, and manage crises and learn constructive ways to handle stressful or traumatic situations. With 100 percent of our staff trained in the method, we will be on our way to developing a common language and community of thought around our students’ socio-emotional needs, just as we have around their academic needs.

**Area of Focus:**

- Tenet 4: Teacher Practices and Decisions
  - To increase the practice of personalized instruction by deepening our use of rigorous questioning and discussion with linked assessments, collaborative planning and peer observation, and technology to

drive the instruction and interventions in the classroom as measured by a 15 percent increase on 6-8 math and ELA exams.

Assessments will be administered to students 6-8 times per year and will be provided by the Code X and CMP3 curricula. Teachers will analyze data and use this data to inform their daily instruction on an ongoing basis. (as recommended by 2012 School Quality Review) HEDI Rating: Developing

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	463
		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	10	# SETSS	N/A
		# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)			
# Visual Arts	14	# Music	N/A
		# Drama	N/A
# Foreign Language	N/A	# Dance	N/A
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	89.8%	% Attendance Rate	84.1%
% Free Lunch	92.0%	% Reduced Lunch	1.4%
% Limited English Proficient	30.2%	% Students with Disabilities	21.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	32.2%
% Hispanic or Latino	65.4%	% Asian or Native Hawaiian/Pacific Islander	1.8%
% White	0.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	5.3	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	4.8%	% Teaching Out of Certification (2013-14)	26.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	5.42
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	10.0%	Mathematics Performance at levels 3 & 4	6.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	42.5%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	85.7%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
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	YES	Limited English Proficient	YES
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	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in 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

<b>White</b>	<b>N/A</b>	<b>Multi-Racial</b>	<b>N/A</b>
<b>Students with Disabilities</b>	<b>N/A</b>	<b>Limited English Proficient</b>	<b>N/A</b>
<b>Economically Disadvantaged</b>	<b>N/A</b>		

## 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.	E
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.	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.

#### Quality Review Feedback for 2013-2014 School Year

- The leadership and faculty ensure that curriculum is effectively aligned to the Common Core Learning Standards (CCLS) promoting coherence of practices across the school. (1.1)
  - The administrative team and staff have collaboratively designed curriculum units to ensure CCLS and the instructional shifts are incorporated across content areas. The English language arts units are interdisciplinary so that social studies concepts such as the Civil War are infused and strategies that require students to read complex texts and write using various sources of informational texts are part of the work. Adaptations have been made for English language learners and students with disabilities with instructional supports, graphic organizers, rubrics and well-thought out formative and culminating assessments. Additionally, the school has developed six units of study for each grade level, integrating the CodeX and CCLS standards, so that the needs of the students are met. The school has also adapted a new math program that organizes the priority standards, cluster emphasis, and domain. As a result, there is greater coherence across content areas and topics that create meaningful experiences for student learning, thus advancing college and career readiness.
  - Academic tasks are designed during vertical and horizontal team meetings so that all learners have access to the curriculum. Teachers share resources and strategies and scaffold tasks using visuals and graphic organizers that enable students to engage in grade level content. Teachers developed argumentative writing tasks across content areas that emphasize the use of text-based evidence to support the school-wide goal in writing. These tasks include questions that promote critical thinking skills and reflection. Students with individualized education plans delve into math tasks that

require students to self-assess using criteria aligned to the rubric. As a result, these students are actively engaged in rigorous learning, recording their findings in task sheets created by teachers.

- The school uses common assessments that effectively align to the curricula to make instructional adjustments that improve student learning. (2.2)

- o Teacher teams develop and use common assessments that are well aligned to key standards and curricula. For example, they have developed rubrics for writing that enable teachers to gauge student's proficiency in writing across content areas, based on the CCLS. They have also developed cross-curricular and task specific rubrics, including some that are generated with students. This was evident in classrooms with English language learners (ELLs) and students with disabilities (SWDs) who made use of these tools to unpack the writing tasks that require them to provide evidence and make judgments in support of their claims. Data from these performance-based assessments as well as formative tasks and item analyses from periodic and summative are used to track growth and make instructional modifications. In addition, students engage in both self-assessment and peer editing to improve their work. Students analyze their assessments, reflect on misconceptions, and have an opportunity to revise their work. This has enabled teachers to norm their practices in writing and in provide targeted feedback to students that improves their learning. As a result, students are able to identify their strengths and reflect on their areas of growth, which improves the quality of their writing, evident in folders.

- The leadership supports the development of teachers with frequent cycles of classroom observations to advance professional growth and reflection. (4.1)

- o The Bronx Writing Academy has been a pilot school for the Danielson Framework from the inception of this initiative Citywide. Teachers receive a wide range of feedback on classroom management, questioning techniques, and assessments for student learning. Written and oral feedback provides teachers with clear next steps on questioning techniques in support of the school goals. Student data and work are also discussed regularly during feedback sessions. New teachers also receive feedback and coaching strategies from the leadership and other mentors with clear next steps for improvement. They indicate "there is a culture of trust in the school that improves their teaching practices". Hence, teacher development is enhanced which promotes reflection and deeper conversations amongst staff in a highly supportive environment.

As is evidenced by the Quality Review feedback from the 2013-2014 school year, our coherent curriculum and strong structures for teacher support have enabled us to provide rigorous instruction to our students (3.2). Structures ensuring teacher collaboration within and across grades and subjects—twice-weekly department meetings, grade team meetings four times per week, and weekly whole-staff professional development—ensure that students have access to a robust curriculum that incorporates a variety of learning styles and enrichment opportunities (3.4).

We are making strides in improving student engagement and depth of student-driven inquiry (3.3) and data analysis (3.5). According to the 2013-2014 Quality Review, these represent our two focus areas for improvement:

- Refine teaching practices that foster cognitive engagement and inquiry for all learners resulting in meaningful student work products. (1.2)

- o Across classrooms, a clear framework guides teaching and learning practices in the school. This is exemplified through the workshop model that embraces the components of the Danielson Framework and the instructional shifts. Teacher's lesson plans indicate the effort in planning for diverse student levels. They attempt to use technology to build background knowledge and visuals to provide additional supports. However, there is a lack of consistency with providing rigorous opportunities for learning that maximizes instructional time with appropriate supports for extensions and remediation. In some classrooms, teachers do most of the work upfront without providing sufficient time and choices for students to practice the strategies being taught. During classroom visits, students are involved in tasks or discussions that have not been properly scaffolded at their instructional level. Consequently, students cannot participate effectively in higher order thinking tasks and discussions. For example, if students are reading grade level texts without strategic lessons that support comprehension strategies, then students cannot read independently with confidence and fluency. This is evident for many students who are English language learners or students with disabilities who are not able to fully participate in classroom discussions. Small group instruction does not consistently target strategies that support struggling students when the whole class is doing the same work. As a result, there are limited opportunities for students to build reading fluency and comprehension strategies needed across content areas. Additionally, students are unable to consistently self-reflect or self-monitor which impacts the quality and quantity of work that that they are able

to do independently.

- Develop cohesive systems and structures that enable the school to effectively assess and evaluate the progress of goals that advance student achievement. (5.1)
  - o School leaders and staff have structures to discuss instructional practices in the school through cabinet meetings, pod meetings, the School Leadership Team, and individual teacher meetings, throughout the year. During weekly meetings, data is reviewed and discussed. However, the school does not have an organized system to effectively review data relative to student progress in all content areas. Currently, there are many meetings across content areas with various constituents to review the progress of school level decisions around professional development, curricular choices, materials, assessment practices, and grading policies, leading to a strong practice in literacy. However, there are still uneven levels of effective progress monitoring systems for each of the content areas, which limits the school’s ability to effectively address learning gaps across the grades; this is very evident in social studies and science. As a result, the school is unable to make timely adjustments to improve student-learning experiences moving them to higher proficiency levels. Although there has been significant progress in math and literacy, as evidenced by Progress Reports and formative assessments, overall the school’s proficiency levels fall below the district’s average and State targets, thus limiting the school’s ability to meet the needs of all students effectively.

To address these needs, we have implemented a school-wide focus on student engagement, specifically focusing on:

1. Use of technology to personalize assignments
2. Student-led discussion of high-level questions
3. Multiple points of entry and multiple learning styles
4. Student self- and peer-assessment
5. Student-directed activities with teachers as guides/facilitators
6. Student choice and real-world connections

An initial multiple intelligences survey of our students found that 10 percent of our students were linguistic learners; 6 percent were logical-mathematical learners; 12 percent were intrapersonal learners; 5 percent were interpersonal learners; 20 percent were musical learners; 28 percent were bodily-kinesthetic learners; 10 percent were naturalistic learners; and 7 percent were visual-spatial learners. Given this diversity in learning style, we are working towards using technology to diversify the points of entry available to our students; to provide students with choice and real-world connections; and to allow students to direct and lead their own learning and assessment, with teachers acting as guides or facilitators.

**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.

Through a focus on technology, our teachers will improve student engagement in our classrooms. This will result in a 90% pass rate in all core subject areas and will be demonstrated in the classroom by 50% of teachers using a blended learning platform to personalize and differentiate for student pace, levels, and learning styles by June 2015.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement			

6. Activities that address the Capacity Framework element of Trust			
<p>Literacy and Math teachers will implement the Code X and CMP3 routines and strategies, including literature circle strategies, discussion routines, peer review, close reading, and more. Students can access both Code X and CMP3 curricula online. Teachers will engage in professional development and inter-visitation to build their knowledge in best practices for engaging students in rigorous learning, specifically around using evidence in argument in writing tasks.</p>	All students	September 2014-June 2015	<p>Classroom teachers are responsible for implementing routines and strategies within the classroom. Department heads are responsible for providing teachers with professional development, support, and structure around the implementation of these strategies.</p>
<p>Selected teachers on the school's Instructional Leadership Team will implement prescriptive Response to Intervention programs across the school. These teachers meet weekly to plan RtI programming, analyze data, and work with the school's Wilson and Special Education specialists. Students will be streamed into groups for specified periods based on needs identified as a result of WIST, Ed Performance, and NYSESLAT data. All assessment data and discussion forms will be tracked online by students and teachers, and curriculum will be regularly adjusted based on assessment feedback.</p>	Students identified through screening as needing intervention services.	December 2014-June 2015	<p>All teachers within teacher teams selected to pilot RtI programs will be responsible for implementing services. The Instructional Leadership Team is responsible for analyzing data, reviewing and creating systems, and planning next steps. The administration is responsible for overseeing the process.</p>
<p>At least 50 percent of teachers will use self-created websites daily to personalize and differentiate for student pace, levels, and learning styles by January 2015. On websites, daily lesson plans are housed, personalized activities are accessible to students, absent students may complete missed work, students submit and share work on teacher-created websites and in e-portfolios through Google Docs, and teachers are able to instantaneously provide feedback on student work and assessed standards. Teachers engage in professional development around technology use on Monday meetings. Teacher team leaders, members of the Instructional Leadership Team, and teachers participating in the Blended Learning Institute support technology implementation.</p>	All teachers	September 2014-June 2015	<p>All teachers participate in professional development around the implementation of blended learning practices in the classroom. Teacher team leaders, members of the Instructional Leadership Team, and teachers participating in the Blended Learning</p>

			Institute lead professional development for teachers to support technology implementation. These teachers also model the use of technology in the classroom on a daily basis.
Teachers will engage in professional development to build their depth of knowledge of practices for engaging multiple intelligences in the classroom. Students have completed surveys to identify their learning styles, and they will select learning opportunities for themselves based on the survey data.	All teachers and students	October 2014-June 2015	Administration, department heads, and Instructional Leadership Team members are responsible for providing professional development and analyzing data on learning styles and multiple intelligences. These leaders must oversee instruction that engages multiple intelligences.

**Part 4 – Resources Needed**

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

- Teachers must have access to literature circle books linked to the Code X Curriculum, as well as all other Code X, CMP3, and MoSL resources.
- Professional development on Code X and CMP3 routines, as well as best practices regarding MoSL
- Weekly Instructional Leadership Team meetings
- WIST, Ed Performance, NYSESLAT data
- Access to Wilson resources and teachers trained in Wilson use
- 2:1 computers to students ratio in the school
- Professional development time for evidence in argument best practices, blended learning practices, engaging multiple intelligences
- Student data on multiple intelligences

**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.

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**Part 6 – Progress Monitoring**

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

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

We will assess teacher use of blended learning platforms in January and June, looking for 50% of teachers using blended learning platforms to differentiate by pace and level in January, with evidence of multiple pathways and personalized learning style activities demonstrated in June. We will also analyze student core course passing rates, in order to target students who are not passing classes.

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

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

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	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.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	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.

**7.** This year, full implementation of the internationally recognized PBIS program as well as extensive teacher training (22 teachers trained thus far) in Therapeutic Crisis Intervention for Schools (TCIS) has supported student socio-emotional growth and health. Our school culture is now defined by a standard set of behavioral expectations for both staff and students, which has led to greater consistency in discipline measures as well as the support of socio-emotional health of students by administrators, teachers, guidance counselors, our mediation center, and more service providers. At this point in 2013 (September to November), our school had 11 superintendent suspensions; this year, we have had 4 superintendent suspensions. This year, we have had two principal suspensions to date; by November 2013, we had 60 principal suspensions.

- The addition of two new guidance counselors to our staff has led to improved access to mental health services for all students.
- Astor Services for Children & Families:** Beginning in Fall 2014, Astor Services for Children & Families has a school-based mental health clinic at our school. The clinic provides on-site psychotherapy for our students, as well as assessment and treatment planning; a combination of family, individual, and group therapy; psychiatric evaluations; medicine management; and psycho-education for parents. Many of our students have experienced trauma, and the school-based mental health clinic will provide these students the support they need in order to improve their socio-emotional and physical development.
- iZone360 Reinventing and Inspiring Success in Education (RISE) Challenge:** We worked with iZone360 to design the RISE program, which is aimed at our highest-need students. These students attend school above 85 percent of the time, but attend class at a much lower rate. We selected 20 students (95 percent Black and Hispanic males) and worked with them over the summer and during the school year, partnering with several programs, including:

4. **Bronx River Alliance:** The education program of the Bronx River Alliance allows our students to use the Bronx River as a classroom. Students learn about and monitor the river’s conditions and work on solving the real-world problems that the river faces. The Bronx River Alliance works to protect, improve, and restore the Bronx River so that it can serve as an ecological, recreational, educational, and economic resource for the communities through which it flows. Working with the Bronx River Alliance helps our students see the real-world application of their problem-solving skills and connects them to their community. Through this program, our RISE students were able to explore and analyze the Bronx River.
5. **BronxWorks:** Our partnership with BronxWorks addresses our students’ emotional needs. BronxWorks has developed a School Violence Prevention program that offers students constructive ways to address conflict. This program teaches our students peer mediation strategies. This partnership supplements the work our sole guidance counselor is able to do with our 500 students.
6. **Ramapo:** Our work with Ramapo furthers our efforts to provide our students with the socio-emotional skills they need in order to experience success. Ramapo’s mission is to help youth align their behaviors with their aspirations. Our teachers have received Professional Development from Ramapo trainers around how to deal with challenging behaviors, social and emotional development, and students’ special needs in positive, inclusive learning environments. Our students have also attended overnight culture- and socio-emotional-skill-building trips to Ramapo’s camp in Upstate New York. This June, 30 of our neediest students and their families will attend the overnight trip. In the fall 150 more of our students and their families will attend the trip. These trips will help align our most high-needs families with our school values and will give them a deeper connection to the school. Just as Citizen Schools helps our students feel connected to real-world STEM careers, the Ramapo overnight trips help our families feel welcomed into our school community.
7. **Therapeutic Crisis Intervention System (TCIS):** At least fifty percent of our teachers will be trained in the Cornell TCIS. This method provides a crisis prevention and intervention model that helps adults prevent, de-escalate, and manage crises and learn constructive ways to handle stressful or traumatic situations. With a majority of our staff trained in the method, we will be on our way to developing a common language and community of thought around our students’ socio-emotional needs, just as we have around their academic needs.
8. **Rocking the Boat:** Rocking the Boat empowers disadvantaged youth to aim high. Students work together to build boats, learn to row and sail the boats, and restore local rivers, revitalizing their communities while building their own self-confidence. Students learn to set goals and gain the skills necessary to achieve them, and they see this process play out as they plan and then build their boats. We have worked with Rocking the Boat for three years.
9. **The Point:** The Point is a non-profit invested in the cultural and economic development of the South Bronx. The Point works with the community to celebrate and build up the community’s cultural pride and activities. The Point works with our students after school and during the summer in justice-based arts and service learning activities to support their academic and socio-emotional development.

### 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 2015, daily attendance will have increased by a minimum of three percent, and there will be a minimum of a 20 percent decrease in suspensions.

### 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:

7. Research-based instructional programs, professional development, and/or systems and structures needed to

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

<p>8. 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).</p> <p>9. Strategies to increase parent involvement and engagement</p> <p>10. Activities that address the Capacity Framework element of Trust</p>			
<p>Implementation of PBIS expectations, procedures, and protocols throughout the year.</p>	<p>All staff and students</p>	<p>September 2014-June 2015</p>	<p>Culture Team, administration, and guidance counselors lead and oversee the program. All teacher implement PBIS rewards, expectations, procedures, and protocols.</p>
<p>Culture Team meets weekly to review policies, data, and reports and to plan next steps.</p>	<p>Culture Team members</p>	<p>September 2014-June 2015</p>	<p>Assistant Principal in charge of school culture; Culture Team members.</p>
<p>TCIS training and implementation. Our goal was for majority of our teachers (at least 21) to receive training in Therapeutic Crisis Intervention in Schools (TCIS) by June 2015; to date 22 of our teachers are trained.</p>	<p>All 22 trained teachers and administrators</p>	<p>September 2014-June 2015</p>	<p>Trained teachers and administrators</p>
<p>Guidance Counselors, BronxWorks service providers, and Astor Services for Children &amp; Families staff work with students to support socio-emotional health and growth.</p>	<p>Targeted students based on socio-emotional needs identified through attendance data, temporary housing status, age, and mandated counseling requirements.</p>	<p>September 2014-June 2015</p>	<p>Mental health providers (guidance counselors, BronxWorks service providers, Astor Services for Children &amp; Families staff) implement services for all targeted students.</p>

**Part 4 – Resources Needed**

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

- TCIS training for a majority of teachers
- Two guidance counselors with structures in place for providing counseling for all target students
- BronxWorks service providers with schedules and structures in place for providing mediation for all target students
- Astor Services for Children & Families staff work with students to support socio-emotional health and growth

- Culture Team weekly meetings

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

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

- 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.

Suspension rates and daily attendance will be assessed in February. We will be looking for at least a 10 percent reduction in suspensions and at least a 1.5 percent increase in attendance.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	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.

As identified in the 2013-2014 Quality Review, the Bronx Writing Academy's strengths are highlighted by our coherent curriculum and collaborative teaching teams:

What the school does well

- The leadership and faculty ensure that curriculum is effectively aligned to the Common Core Learning Standards (CCLS) promoting coherence of practices across the school. (1.1)
  - o The administrative team and staff have collaboratively designed curriculum units to ensure CCLS and the instructional shifts are incorporated across content areas. The English language arts units are interdisciplinary so that social studies concepts such as the Civil War are infused and strategies that require students to read complex texts and write using various sources of informational texts are part of the work. Adaptations have been made for English language learners and students with disabilities with instructional supports, graphic organizers, rubrics and well-thought out formative and culminating assessments. Additionally, the school has developed six units of study for each grade level, integrating the CodeX and CCLS standards, so that the needs of the students are met. The school has also adapted a new math program that organizes the priority standards, cluster emphasis, and domain. As a result, there is greater coherence across content areas and topics that create meaningful experiences for student learning, thus advancing college and career readiness.
  - o Academic tasks are designed during vertical and horizontal team meetings so that all learners have access to the curriculum. Teachers share resources and strategies and scaffold tasks using visuals and graphic organizers that enable students to engage in grade level content. Teachers developed argumentative writing tasks across content areas that emphasize the use of text-based evidence to support the school-wide goal in writing. These tasks include questions that promote critical thinking skills and reflection. Students with individualized education plans delve into math tasks that require students to self-assess using criteria aligned to the rubric. As a result, these students are actively engaged in

rigorous learning, recording their findings in task sheets created by teachers.

- The school uses common assessments that effectively align to the curricula to make instructional adjustments that improve student learning. (2.2)

- o Teacher teams develop and use common assessments that are well aligned to key standards and curricula. For example, they have developed rubrics for writing that enable teachers to gauge student's proficiency in writing across content areas, based on the CCLS. They have also developed cross-curricular and task specific rubrics, including some that are generated with students. This was evident in classrooms with English language learners (ELLs) and students with disabilities (SWDs) who made use of these tools to unpack the writing tasks that require them to provide evidence and make judgments in support of their claims. Data from these performance-based assessments as well as formative tasks and item analyses from periodic and summative are used to track growth and make instructional modifications. In addition, students engage in both self-assessment and peer editing to improve their work. Students analyze their assessments, reflect on misconceptions, and have an opportunity to revise their work. This has enabled teachers to norm their practices in writing and in provide targeted feedback to students that improves their learning. As a result, students are able to identify their strengths and reflect on their areas of growth, which improves the quality of their writing, evident in folders.

- The leadership supports the development of teachers with frequent cycles of classroom observations to advance professional growth and reflection. (4.1)

- o The Bronx Writing Academy has been a pilot school for the Danielson Framework from the inception of this initiative Citywide. Teachers receive a wide range of feedback on classroom management, questioning techniques, and assessments for student learning. Written and oral feedback provides teachers with clear next steps on questioning techniques in support of the school goals. Student data and work are also discussed regularly during feedback sessions. New teachers also receive feedback and coaching strategies from the leadership and other mentors with clear next steps for improvement. They indicate "there is a culture of trust in the school that improves their teaching practices". Hence, teacher development is enhanced which promotes reflection and deeper conversations amongst staff in a highly supportive environment.

- Teacher teams engage in focused collaborations that promote shared leadership and strengthen student learning across the school. (4.2)

- o Regularly scheduled pod meetings enable teacher teams to discuss student data, patterns, and trends, relative to analyses of student work across content areas. As a result, they adjust instructional tasks and revise the curriculum units to meet the needs of their students. Teachers developed argumentative writing units across content areas in support of the CCLS and incorporate strategies to develop academic vocabulary within these units. Additionally, they also share best practices for struggling students during small group instruction. Consequently, the school's progress report reflects a score of an "A" and current progress of the bottom third of students is based on data charts shared by the principal and ELA teachers.

- o Pods meet frequently to ensure that the instructional shifts are embedded in the units of study in literacy and math. Teachers who collaborate regularly, formally and informally, make key decisions about curriculum choices, topics of interest, and selection of resources, along with administrative guidance and support. The use of a rubric for teacher team meetings informs the needs and relevance of professional development and teacher support. For example, based on their feedback, academic vocabulary and questioning techniques is a school-wide focus. Peer instructional coaches have also been added this year to support teacher development and enhance leadership skills. As a result, teachers are highly empowered to take risks in designing curriculum using the Understanding by Design framework and improving student-learning efforts in the school. The school has cultivated partnerships that promote teacher leadership opportunities, which also focuses on improved student learning.

What the school needs to improve

- Refine teaching practices that foster cognitive engagement and inquiry for all learners resulting in meaningful student work products. (1.2)

- o Across classrooms, a clear framework guides teaching and learning practices in the school. This is exemplified through the workshop model that embraces the components of the Danielson Framework and the instructional shifts. Teacher's lesson plans indicate the effort in planning for diverse student levels. They attempt to use technology to build background knowledge and visuals to provide additional supports. However, there is a lack of consistency with providing rigorous opportunities for learning that maximizes instructional time with appropriate supports for extensions and remediation. In some classrooms, teachers do most of the work upfront without providing sufficient time and choices for students to practice the strategies being taught. During classroom visits, students are involved in tasks or discussions

that have not been properly scaffolded at their instructional level. Consequently, students cannot participate effectively in higher order thinking tasks and discussions. For example, if students are reading grade level texts without strategic lessons that support comprehension strategies, then students cannot read independently with confidence and fluency. This is evident for many students who are English language learners or students with disabilities who are not able to fully participate in classroom discussions. Small group instruction does not consistently target strategies that support struggling students when the whole class is doing the same work. As a result, there are limited opportunities for students to build reading fluency and comprehension strategies needed across content areas. Additionally, students are unable to consistently self-reflect or self-monitor which impacts the quality and quantity of work that they are able to do independently.

- Develop cohesive systems and structures that enable the school to effectively assess and evaluate the progress of goals that advance student achievement. (5.1)
  - o School leaders and staff have structures to discuss instructional practices in the school through cabinet meetings, pod meetings, the School Leadership Team, and individual teacher meetings, throughout the year. During weekly meetings, data is reviewed and discussed. However, the school does not have an organized system to effectively review data relative to student progress in all content areas. Currently, there are many meetings across content areas with various constituents to review the progress of school level decisions around professional development, curricular choices, materials, assessment practices, and grading policies, leading to a strong practice in literacy. However, there are still uneven levels of effective progress monitoring systems for each of the content areas, which limits the school's ability to effectively address learning gaps across the grades; this is very evident in social studies and science. As a result, the school is unable to make timely adjustments to improve student-learning experiences moving them to higher proficiency levels. Although there has been significant progress in math and literacy, as evidenced by Progress Reports and formative assessments, overall the school's proficiency levels fall below the district's average and State targets, thus limiting the school's ability to meet the needs of all students effectively.

Our areas for growth are in our data analysis protocols and providing multiple points of entry for students based on skill levels and multiple intelligences. Working with the Teaching Matters Network, we have implemented a new data analysis protocol in the 2014-2015 school year:

**Bronx Writing Academy**  
Data Analysis Protocol

Grade Tests by:

Input data into Code X Unit Tracker by:

Looking at the data

- c. Identify at least 2 focus standards.
4. These should be the standards that had the lowest proficiency rate.
6. Identify the questions on the assessment that test the focus standards.
7. Go back to test and analyze the questions. Look at and record the wording of the questions. (Create table with question number and question stem)
8. Identify the answers students chose most frequently and predict why these answers were chosen.
7. You will need to go back to student exams and identify which answer each student chose. (Create table with student name, question number, answer choice.)
8. Identify how standards are assessed on next interim assessment.
9. Create your whole class re-teaching plan.
2. Will you cycle this into do nows?
3. What does the mini lesson/"teach" look like?

4. What text will you use?
5. How will you cycle this into homework?
6. What will you do to assess mastery of these standards?

f. Create a small group instruction plan.

As a sample, our ELA department data analysis calendar for data cycle 1 is below:

Date	Outcome	Why?	Follow-Up
11/20/14	Analyze data from inter-visitiation cycle 1. Samuels introduce upcoming data cycle and protocols.	We planned a reteach. We identified a focus standard. Our goal is to see movement on this standard in IA 2. Do we see it? Data analysis was not as deep as we wanted it to be. We need to dive deeper to get to the meat of the problem.	
11/26/14	Walk through data analysis protocol with a selected group of 5 priority students	We want everyone to get a sense of what the new protocol is asking us to do. → Requires us to go deeper and begin to predict why students were making the mistakes they did so we can develop the most effective re-teach plan. If our re-teach plan is effective we will see success.  Use a sample set of data to practice. This could be data they have.	Have a closing reflection about the new process.
12/3/14	Grade and enter IA 2 data (multiple choice only).  As you grade, you might want to take notes on some things you're noticing. Depends on your work style.	We are giving you time to do this now because we know how big of a task this is and how long it takes. Our long term goal is to really analyze where students are struggling so we can address it in our teaching. We will be circulating to support	Data must be inputted and graded by the 9th.

		you in this process.	
12/4/14	Identify at least 2 focus standards. These should be the standards that had the lowest proficiency rate. (Make note that you don't want to identify standards that may not have been taught.)	We are giving you time to do this now because we know how big of a task this is and how long it takes. Our long term goal is to really analyze where students are struggling so we can address it in our teaching. We will be circulating to support you in this process.	Data must be inputted and graded by the 9th.
12/10/14	g. Identify the questions on the assessment that test the focus standards. h. Go back to test and analyze the questions. Look at and record the wording of the questions. (Create table with question number and question stem)	We are starting to begin thinking about where our students are struggling and why. It is our job as teachers to fix problems we are noticing. By going back to the test and analyzing the questions, we will be able to see how students will be assessed	Deliverables should be checked for completion. If not completed, individual conversations need to be had. → Identify why data analysis is not getting completed. Department leads may need to sit with those and help them work through the process.
12/11/14	i. Go back to test and analyze the questions. Look at and record the wording of the questions. (Create table with question number and question stem) j. Identify the answers students chose most frequently and predict why these answers were chosen. You will need to go back to student exams and identify which answer each student chose. (Create table with student name, question	It's important to see how students are being assessed. Why might they have gotten the wrong answer? Were they confused with what the question was asking them? Was there vocabulary they did not know? By analyzing the questions and the answer choices we can make predictions about why students made the errors they did. If we know why students made the errors they did, we can prevent them from occurring the	Deliverables should be checked for completion. If not completed, individual conversations need to be had. → Identify why data analysis is not getting completed. Department leads may need to sit with those and help them work through the process.

	number, answer choice.)	second time around.	
12/17/14	Analyze how identified focus standards are assessed in IA 3.	We can only create targeted instruction if we know where we are headed. It's important to know how students are going to be assessed before we actually teach them.	
12/18/14	<p>k. Create your whole class re-teaching plan.</p> <p>l. Will you cycle this into do nows?</p> <p>m. What does the mini lesson look like?</p> <p>n. What text will you use?</p> <p>o. How will you cycle this into homework?</p> <p>p. What will you do to assess mastery of these standards?</p> <p>3. Create a small group instruction plan. *This is due 12/23*</p>	<p>Now that we have identified the problem and why we think that problem is occurring, we must come up with the fix to the problem. This is the key to success.</p> <p>We want to make sure we are planning effective instruction so students do not make the same mistake.</p>	<p>All plans must have been submitted by 12/23. Follow up emails must be sent to those teachers who are not submitting and they must submit by the return of break.</p>
1/7/15	<p>Share your reteach plans and create an intervisitation schedule. Examine intervisitation template.</p> <p>Create pacing calendar.</p>	<p>As a department, we want to be able to share and see the wonderful things happening in each other's classrooms. After all, that is how we learn and grow. Intervisitation is our own form of professional development and learning. It not only holds us accountable for teaching what we say we were going to but it also allows us to see great things happening in other classrooms and add to our own toolbox.</p>	

1/8/15	Complete pacing calendar. Reflect on data cycle.	Pacing calendars help us plan. It allows us to think long-term, hold ourselves accountable, and backwards plan	
1/14/15	Grade and enter IA 3 data.		
1/15/15	Grade and enter IA 3 data.		
1/21/15	<ol style="list-style-type: none"> <li>1. Identify at least 2 focus standards. These should be the standards that had the lowest proficiency rate. <ul style="list-style-type: none"> <li>• Identify the questions on the assessment that test the focus standards.</li> <li>• Go back to test and analyze the questions. Look at and record the wording of the questions. (Create table with question number and question stem)</li> </ul> </li> </ol>		
1/22/15	<ul style="list-style-type: none"> <li>- Go back to test and analyze the questions. Look at and record the wording of the questions. (Create table with question number and question stem)</li> </ul> <ol style="list-style-type: none"> <li>1. Identify the answers</li> </ol>		

	<p>students chose most frequently and predict why these answers were chosen. You will need to go back to student exams and identify which answer each student chose. (Create table with student name, question number, answer choice.)</p>		
1/28/15	Analyze how identified focus standards are assessed in IA 4.		
1/29/15	<ol style="list-style-type: none"> <li>1. Create your whole class re-teaching plan.</li> <li>1. Will you cycle this into do nows?</li> <li>1. What does the mini lesson look like?</li> <li>1. What text will you use?</li> <li>1. How will you cycle this into homework?</li> <li>1. What will you do to assess mastery of these standards?</li> <li>1. Create a small group instruction plan.</li> </ol> <p>*This is due 12/23*</p>		Follow up emails must be sent to those teachers who are not submitting and they must submit by the return of break.
2/4/15	Share your reteach plans and create an intervisitation schedule. Examine intervisitation template.		

	Create pacing calendar.			
2/5/15	Complete pacing calendar. Reflect on data cycle.			

**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.

By June 2015, 100 percent of interim assessment data will be tracked, analyzed, and used for adjustment of units of study in all four content areas.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust			
Administrators, department heads, and network leaders will provide professional development for staff around data analysis protocols.	All staff	September 2014-June 2015	Administrators, department heads, and network leaders are responsible for providing professional development around and overseeing the implementation of data analysis protocols. All teachers are responsible for implementing data analysis protocols.
Departmental focus on data analysis in order to ensure that units of study and lesson plans provide multiple points of access for all students, including SWDs and ELLs.	All staff	September 2014-June 2015	Administrators, department heads, and network leaders are responsible for providing professional development

			around and overseeing the implementation of data analysis protocols. All teachers are responsible for implementing data analysis protocols.
Instructional Leadership Team members and ELL teachers will analyze ELL data using similar data protocols to those used in departmental data analysis.	Instructional Leadership Team	October 2014-June 2015	Instructional Leadership Team members, administrators, and ELL teachers will analyze data and create plans around findings.
Selected teachers on the school's Instructional Leadership Team will implement prescriptive Response to Intervention programs across the school based on assessment data. These teachers meet weekly to plan RtI programming, analyze data, and work with the school's Wilson and Special Education specialists. Students will be streamed into groups for specified periods based on needs identified as a result of WIST, Ed Performance, and NYSESLAT data.	Students identified through screening as needing intervention services.	December 2014-June 2015	All teachers within teacher teams selected to pilot RtI programs will be responsible for implementing services. The Instructional Leadership Team is responsible for analyzing data, reviewing and creating systems, and planning next steps. The administration is responsible for overseeing the process.

**Part 4 – Resources Needed**

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

- Teaching Matters network support
- Data analysis protocol
- Department time for data analysis
- Professional development around RtI, Mastery Connect, data analysis

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

At February check-in, a minimum of 50 percent of interim assessment data thus far will have been tracked and analyzed throughout the year in all four core content areas.

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

To date, our school community has collaborated by creating a team structure called Pods. Core teachers are grouped in teams of four, with each team consisting of one Math, one ELA, one Social Studies, and one Science teacher. This team, or Pod, teaches three sections of students (~80 students). This enables teachers to easily collaborate around instruction and behavior intervention, as well as parent contact. These teachers meet during three 46-minute periods per week; during these meetings, the Pod teachers focus on school-wide focus areas and share consistent evidence of personalization. Routines and practices are within each class, and Pod members engage in monthly inter-Pod visitations with feedback, reflections, and evidence of inter-visitation impact across content areas. Pod teachers also reflect on their practices at least once a month during team meeting times, keep up a checklist of accomplishments and progress, and check in with administration at least once per month in regards to Pod accomplishments and progress. Our Pod system has helped push our progress and has led us to be ranked in the 90th percentile of all middle schools, having been in the 17th percentile in 2011 (before we introduced the Pod structure).

This structure has also allowed for twice-weekly department meetings of 46 minutes each. These department meetings are led by Peer Instructional Coaches and Demonstration Teachers, who lead their departments in inter-departmental inter-visitation. Teachers analyze data and share Danielson-based feedback. We have collaborated with iZone360 for the past three years to implement 69-minute periods, staggered schedules, and the Pod structure. During this time, we have held SBO votes in which all teachers chose common planning time as their Circular 6 option. This has enabled teachers to meet three times per week in their Pods; additionally, this SBO vote has enabled teachers to meet with their department teams twice per week. During these meetings, teachers analyze data, share evidence of data-based

personalization, and share Danielson-based feedback from inter-visitations.

The Pod structure has enabled us to deepen our integration of technology. One Pod created a Pod website from which students can travel to the specific ELA, Math, Science, and Social Studies websites on which their daily personalized work is posted. The Pod structure also allows for flexible groupings of students. Because all four teachers teach the same three sections of students, teachers are able to move students from class to class easily based on student interests and needs.

Our work with TIF has allowed us to train three Peer Instructional Coaches and four Demonstration Teachers. These teachers lead their departments and their Pods and engage in Danielson-based inter-visitation. They help their departments and their Pods gain deeper understanding of technology-based personalization and data analysis; one Peer Instructional Coach has led school-wide Professional Development around data analysis and technology integration this year. As a Danielson Pilot school, the Bronx Writing Academy has also demonstrated a commitment to and familiarity with the Danielson Rubric. The Bronx Writing Academy uses teacher teams, teacher leaders working within the UFT’s Teacher Incentive Fund program, and innovative scheduling enabled by our collaboration with Citizen Schools to promote student success.

Teacher teams plan collaboratively three times per week. During these meetings, teachers analyze student academic and behavioral data and come up with interventions accordingly. This year, one teacher team created an online learning platform for one of their classes. On this online platform, teachers post daily differentiated lesson plans, resources, and activities to encourage independent student learning. This method of instruction, which the team selected for a class of their most struggling students, has resulted in a 30 percent increase in student grades.

The Bronx Writing Academy’s collaboration with the TIF program, which has brought us three Peer Instructional Coaches and three Demonstration Teachers, has led to our implementation of a year-long series of Professional Development meetings centered around our school’s instructional and Danielson focus areas. These teacher-led Professional Development sessions have deepened teacher leadership throughout the school, with these teacher leaders working to spread best practices, analyze data, and plan interventions to improve student outcomes.

Our work with Citizen Schools has allowed us to stagger teacher schedules, so that some DOE teachers work from 8:30am to 3:27pm, while others work from 9:40am to 4:15pm. Our students stay in school from 8:30am until 6:00pm, working with DOE teachers with staggered schedules as well as with Citizen Schools teachers in academic extension periods as well as science- and technology-based apprenticeships.

**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 2015, 100 percent of teachers in core content areas will have had the opportunity to observe each other and provide feedback using the Danielson Rubric, which will result in increased MOTP rating averages.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>- Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>- 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).</li> <li>- Strategies to increase parent involvement and engagement</li> </ul>			

- Activities that address the Capacity Framework element of Trust			
TIF Teachers (Peer Instructional Coaches and Demonstration Teachers) will work with all Instructional Leadership Team members to implement peer observations within departments and grades. Based on feedback from inter-visitations, we will develop a consistent protocol for training peer evaluators with a focus on student engagement, and teachers will participate in this training.	TIF Teachers	January 2015-June 2015	Administration will oversee planning and implementation. TIF teachers and Instructional Leadership Team members will implement peer observation practices.
UFT Chapter Leader and UFT representatives will engage in planning and discussion of peer observation with staff. Our chapter leader will work with a variety of teacher teams to help decide on student engagement and peer evaluation training and structures.	All teachers	October 2014-June 2015	UFT representatives and chapter leader will be responsible for leading discussions and planning with teachers around implementation of peer observations.
Lead teachers will model and lead professional development around pacing, multiple intelligences, and ways to address different student skill levels.	All teachers	September 2014-June 2015	All teachers will be engaged in discussions around the implementation of peer observations.
Principal will provide teachers with time for training, inter-visitations, and feedback sessions.	All teachers	January 2015-June 2015	All teachers will be engaged in training, inter-visitations, and feedback sessions. Principal will be responsible for overseeing.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>- Instructional Team meetings weekly</li> <li>- Staff meetings</li> <li>- UFT representatives facilitating discussions</li> <li>- Professional development led by lead teachers</li> <li>- Department meetings</li> <li>- Time allowed for teachers to complete intervisitation and debriefs</li> </ul>

**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

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

**Part 6 – Progress Monitoring**

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

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

In February, a survey will be sent to all teachers for feedback on the peer observation process. We will also meet with focus groups of teachers to obtain feedback on protocols and processes. In February, we will also analyze observation data with the expectation that MOTP ratings demonstrate at least 50 percent of teachers are scoring at effective levels on engaging students in learning.

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

- |   |  |     |  |    |
|---|--|-----|--|----|
| q. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| r. 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.

**Citizen Schools:** Extended Learning Time is at the forefront of our services. For three years, the Bronx Writing Academy has partnered with **Citizen Schools** through iZone360. This program partners with middle schools in low-income communities to provide students with the chance to explore the connections between Science, Technology, Engineering, and Math (STEM) education and real-world careers. The program elements include:

**Apprenticeships** that engage students in hands-on curricula that build 21<sup>st</sup> Century Skills through creative work with adult “Citizen Teachers” who teach students about their own particular fields. Our school welcomes Citizen Teachers from Google, Facebook, law offices, architecture firms, and many other businesses. These teachers work with our students to create and present an end product that they share with families, teachers, public officials, community members, and business leaders.

**Academic Extensions** in which students spend an extra five hours per week building Literacy and Mathematics skills through blended learning curricula. Students use the online programs Khan Academy, Study Island and Achieve3000 to work on personalized skills practice.

Citizen Schools bridges the “inspiration gap” created by the huge gap of enrichment opportunities between wealthier students and low-income students. While they are in class, our students are learning the same amount as the students just a few miles away on the Upper West Side. But when our students leave the building, they start to fall behind. Rather than spending the summer attending intellectually stimulating camps, many of our students spend the summer watching television. Rather than leaving school and attending clubs, practicing sports, and discussing books with their parents, many of our students simply go home. As a result, many of our students lack inspiration and the belief that academic skills apply to real life.

To address this inspiration gap, we have implemented a school-wide focus on student engagement during our classes as well as during our expanded learning time, specifically focusing on:

2. use of technology to personalize assignments
3. student-led discussion of high-level questions
4. multiple points of entry and multiple learning styles
5. student-directed activities with teachers as guides/facilitators
6. student choice and real-world connections

An initial multiple intelligences survey of our students found that 10 percent of our students were linguistic learners; 6 percent were logical-mathematical learners; 12 percent were intrapersonal learners; 5 percent were interpersonal learners; 20 percent were musical learners; 28 percent were bodily-kinesthetic learners; 10 percent were naturalistic learners; and 7 percent were visual-spatial learners. Given this diversity in learning style, we are working towards using technology to diversify the points of entry available to our students; to provide students with choice and real-world connections; and to allow students to direct and lead their own learning, with teachers acting as guides or facilitators.

### 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.

By June 2015, 95 percent of students in grades 6, 7, and 8 will be involved in extended learning time (they attend school from 8:20 am – 5:45 pm), resulting in an average of a 90% core class passing rate.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 8. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 9. 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). 10. Strategies to increase parent involvement and engagement 11. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Implement expanded learning time initiative on our 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades through our partnership with Citizen Schools	All students	September 2014-June 2015	Administration is responsible for collaborating with Citizen Schools administrators.
Reach out to parents to ensure enrollment in the Citizen Schools program.	All families	September 2014-June 2015	Parent Coordinator, school administrators, and Citizen Schools administrators and responsible for reaching out to parents in person and via email, mail, and phone communications.

Involve parents and community members in Citizen Schools WOWs and apprenticeships.	Families and community members interested in being involved after all families have been contacted	August 2014-June 2015	School administrators, Citizen Schools staff, and Citizen Schools administrators and responsible for reaching out to parents in person and via email, mail, and phone communications.
Teachers share curricular resources with Citizen Schools staff to allow for alignment during enrichment periods.	All Math and ELA DOE teachers; All Math and ELA Citizen Schools teachers	August 2014-June 2015	Citizen Schools administration is responsible for setting up structures for Citizen Schools staff to reach out to and receive resources from school Math and ELA teachers. School Math and ELA teachers are responsible for sharing curricular resources.

**Part 4 – Resources Needed**

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

- Structures for parent coordinators and others to contact parents (School Messenger, etc.)
- Time to meet with parents regarding Citizen Schools programming
- Incentives to encourage community involvement in WOWs and apprenticeships
- Time for teachers to share curricular resources with Citizen Schools staff

**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.

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**Part 6 – Progress Monitoring**

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

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

In February 2015, the expanded learning time outcomes will be assessed using marking period 2 data, with the expectation that 90 percent of students are passing core classes. This benchmark data will be utilized for possible

adjustment of expanded learning time content.

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

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

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**Section 6: Academic Intervention Services (AIS)  
(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Ed Performance Data WIST Data NYSESLAT Data Interim Assessment Data State Test Data McLeod Data	Literacy Extension: Differentiated Instruction Independent reading  Rtl Block: Just Words Literature Circles  In-class instruction: Literature circles based on student reading levels Personalized instruction based on reading and writing levels	Whole class 2-4x per week and small group 2x per week  Rtl: Small groups one to three times per week  Small group instruction	2-4 times per week during school day 2 times per week during Extended Learning time
<b>Mathematics</b>	Interim Assessment Data Socrative Data State Test Data	Math Extension: Small group instruction Whole class instruction  In-class instruction: Personalized instruction based on ability	Whole class 2-4x per week and small group 2x per week Daily during class	2-4 times during school day 2 times during Extended Learning time Daily during class
<b>Science</b>	MoSL Data	In-class instruction: Personalized instruction based on ability	Whole class daily	Daily during class
<b>Social Studies</b>	MoSL Data	In-class instruction: Personalized	Whole class weekly	Daily during class

		instruction based on ability		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Prior mandates Attendance Data Suspension Data Overage Student Data Housing Data Incidence Reports	(IEP)& Mandated Counseling  At Risk behavioral Counseling	1x1, small groups & whole class (tiered program)  1X1 Counseling, 1X1 & small group, or small group only 3. 1X1 or small group	4X per week During the school day  1-2X per week  1-2X per week

### 09X323 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	463 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	10	# SETSS	N/A # Integrated Collaborative Teaching 11
Types and Number of Special Classes (2014-15)			
# Visual Arts	14	# Music	N/A # Drama N/A
# Foreign Language	N/A	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	89.8%	% Attendance Rate	84.1%
% Free Lunch	92.0%	% Reduced Lunch	1.4%
% Limited English Proficient	30.2%	% Students with Disabilities	21.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	32.2%
% Hispanic or Latino	65.4%	% Asian or Native Hawaiian/Pacific Islander	1.8%
% White	0.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	5.3	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	4.8%	% Teaching Out of Certification (2013-14)	26.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	5.42
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	10.0%	Mathematics Performance at levels 3 & 4	6.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	42.5%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	85.7%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (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	YES	Limited English Proficient	YES
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	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in 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		

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# Special Classes	10	# SETSS	N/A	# Integrated Collaborative Teaching
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% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	YES	Limited English Proficient		YES
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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in 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			

**09X323 School Information Sheet**

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

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

**Recruitment & Assignments:**

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

**Retention and Support:**

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

5. Visiting classes and providing specific, targeted feedback.
  6. Co-planning lessons
  7. Co-teaching
  8. Modeling
  9. Providing resources to help with teacher development
  10. providing Professional Development in all areas of Instruction, including, but not limited to, Domains 2 and 3 of the Danielson Framework
5. Frequent Informal Observations with feedback are conducted by Principal and Assistant Principal
11. Open communication of teacher goals with teacher and Instructional Coach to ensure consistency of expectations
  12. Modeling
  13. Providing resources to help with teacher development
  14. providing Professional Development in all areas of Instruction, including, but not limited to:
  15. Differentiated Instruction
  16. Behavior/classroom management
  17. Understanding by Design 2.0
  18. Collaborative group Protocols
  19. Effective Instruction
  20. Technology integration in the classroom

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Peer Instructional Coaches, Demonstration Teachers, and administration have created a scope and sequence of in-house professional development opportunities available to all teachers during department meeting time and after school. The Bronx Writing Academy school-wide professional development plan follows:

**Professional Development Scope and Sequence**

**Citywide Instructional Expectations Focus Areas**

Knowledge of Students	Instructional Focus	Collaborative Professional Learning
<ul style="list-style-type: none"> <li><i>i. Response to Intervention</i></li> <li><i>ii. Positive Behavior Intervention System</i></li> <li><i>iii. Expanded Learning Time</i></li> </ul>	<ul style="list-style-type: none"> <li><i>i. Evidence in Argument</i></li> <li><i>ii. Student Engagement</i></li> </ul>	<ul style="list-style-type: none"> <li><i>i. Professional Learning Community Collaborative Planning Time:</i> <ul style="list-style-type: none"> <li>• <i>Twice-weekly Department Meetings</i></li> <li>• <i>Thrice-weekly Teacher Team Meetings</i></li> <li>• <i>Weekly Monday Instructional Planning Meetings</i></li> <li>• <i>Weekly Tuesday Knowledge of Students Meetings</i></li> </ul> </li> </ul>

Month	Focus Areas	Resources and Details	Collaborative Professional
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		<b>Learning Venue</b>	
<b>September</b>	<u>Collaborative Professional Learning:</u> <i>Professional Learning Community Norms</i>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings
		21 <sup>st</sup> Century curriculum design – website creation	
	<u>Instructional Focus:</u> <i>Evidence in Argument</i>	Danielson Rubric Code X Curriculum	Weekly Monday Meetings Department Meetings Pod Meetings
	<u>Knowledge of Students:</u> <i>Response to Intervention – universal screening</i>	Therapeutic Crisis Intervention for Schools	District 75 and Network
Ed Performance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data		Weekly Tuesday Meetings Department Meetings Pod Meetings	
<b>October</b>	<u>Knowledge of Students:</u> <i>Response to Intervention – analyze universal screening data; administer decoding assessment</i>	Therapeutic Crisis Intervention for Schools	District 75 and Network
		21 <sup>st</sup> Century curriculum design – website creation	Weekly Tuesday Meetings
		Ed Performance Data WIST Data Code X Curriculum CMP3 Curriculum MoSL data	Department Meetings Pod Meetings
	<u>Instructional Focus:</u> <i>Evidence in Argument</i>	Danielson Rubric Code X Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
<u>Collaborative Professional Learning:</u> <i>Needs Assessment and Analysis</i>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings	

<b>November</b>	<u>Knowledge of Students: Positive Behavior Intervention System</u> <i>Expanded Learning Time</i>	Therapeutic Crisis Intervention for Schools	District 75
		21 <sup>st</sup> Century curriculum design – website creation	Weekly Tuesday Meetings Election Day PD
		Ed Performance Data Code X Curriculum CMP3 Curriculum MoSL data	Department Meetings Pod Meetings
	<u>Instructional Focus: Student Engagement</u>	Introduction of Universal Design for Learning Beginning implementation of RTI Code X Curriculum Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
	<u>Collaborative Professional Learning: Data Analysis and Goal Planning (Instructional Focus Goal and Knowledge of Students Goal)</u>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings
<b>December</b>	<u>Instructional Focus: Student Engagement</u>	Introduction of Universal Design for Learning	Weekly Monday Meetings Meeting with network achievement coach
		Lesson study Beginning implementation of RTI Code X Curriculum Curriculum MoSL data	Department Meetings Pod Meetings
	<u>Knowledge of Students: Response to Intervention</u>	Ed Performance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings

	<u>Collaborative Professional Learning: Instructional Focus and Knowledge of Students Data Analysis and Goal Setting</u>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings
<b>January</b>	<u>Knowledge of Students: Positive Behavior Intervention System</u>	EdPerformance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
	<u>Knowledge of Students: Expanded Learning Time</u>	EdPerformance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
	<u>Collaborative Professional Learning: Instructional Focus and Knowledge of Students Data Analysis and Goal Check-in</u>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings
<b>February</b>	<u>Knowledge of Students: Response to Intervention</u>	EdPerformance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
	<u>Instructional Focus: Evidence in Argument</u>	Danielson Rubric Code X Curriculum Writing Matters Curriculum	Weekly Monday Meetings Department Meetings Pod Meetings
	<u>Collaborative Professional Learning: Data Analysis and Goal Check-ins</u>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings
<b>March</b>	<u>Knowledge of Students: Positive Behavior Intervention System</u>	EdPerformance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
	<u>Instructional Focus: Evidence in Argument</u>	Danielson Rubric Code X Curriculum Writing Matters Curriculum	Weekly Monday Meetings Department Meetings Pod Meetings
	<u>Collaborative Professional Learning: Goal Revision and Sharing of Best Practices (Instructional Focus Goal and Knowledge</u>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings

	<i>of Students Goal)</i>		
<b>April</b>	<u>Instructional Focus:</u> <i>Evidence in Argument</i>	Danielson Rubric Code X Curriculum Writing Matters Curriculum	Weekly Monday Meetings Department Meetings Pod Meetings
	<u>Knowledge of Students:</u> <i>Response to Intervention</i>	EdPerformance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
	<u>Collaborative Professional Learning:</u> <i>Instructional Focus and Knowledge of Students Data Goal and Data Analysis</i>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings
<b>May</b>	<u>Knowledge of Students:</u> <i>Positive Behavior Intervention System</i>	EdPerformance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
	<u>Instructional Focus:</u> <i>Evidence in Argument</i>	Danielson Rubric Code X Curriculum Writing Matters Curriculum	Weekly Monday Meetings Department Meetings Pod Meetings
	<u>Collaborative Professional Learning:</u> <i>Goal Analysis and Sharing of Best Practices (Instructional Focus Goal and Knowledge of Students Goal)</i>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings
<b>June</b>	<u>Instructional Focus:</u> <i>Evidence in Argument</i>	Danielson Rubric Code X Curriculum Writing Matters Curriculum	Weekly Monday Meetings Department Meetings Pod Meetings
	<u>Knowledge of Students:</u> <i>Response to Intervention</i>	EdPerformance Data Code X Curriculum Writing Matters Curriculum CMP3 Curriculum MoSL data	Weekly Tuesday Meetings Department Meetings Pod Meetings
	<u>Collaborative Professional Learning:</u> <i>Knowledge of Students, Instructional Focus, Collaborative Professional Learning Reflection</i>	Teaching Matters Toolkit Danielson Rubric	Department Meetings Pod Meetings

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

School-wide use of CMP3, Code X, and MoSL assessments ensures that teachers are engaged in use of appropriate assessments throughout the year. Math and ELA departments have received training in and now use the Mastery Connect platform to analyze student data and use these results to adjust instruction. Teacher teams work collaboratively to engage in data analysis and discussion of data and re-teach strategies in an ongoing data analysis cycle, using a department-wide data analysis protocol. All students are also assessed on the Ed Performance Assessment and the WIST assessment. This data is analyzed by the Instructional Leadership Team and used in teacher team (pod) meetings to adjust instruction pod by pod.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	441,504	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	106,868	X	
Title II, Part A	Federal			
Title III, Part A	Federal	17,928	X	
Title III, Immigrant	Federal	20,157	X	
Tax Levy (FSF)	Local	2,875,517	X	

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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. The Bronx Writing Academy, 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. The Bronx Writing Academy 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 1<sup>st</sup> 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**

The Bronx Writing Academy, 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 1<sup>st</sup> 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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>323</b>
School Name <b>Bronx Writing Academy</b>		

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

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>501</b>	Total number of ELLs	<b>147</b>	ELLs as share of total student population (%)	<b>29.34%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	21					21
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>Freestanding ESL</b>														
self-contained							47	37	21					105
Pull-out							3	7	11					21
<b>Total</b>	0	0	0	0	0	0	50	44	53	0	0	0	0	147

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	17			2			2			21
Dual Language	0			0			0			0

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	
ESL	63			34			29			126
<b>Total</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>147</b>

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

### C. Home Language Breakdown and ELL Programs

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

\*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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							9	10	17					36
Intermediate(I)							12	8	14					34
Advanced (A)							24	16	10					50
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>	<b>34</b>	<b>41</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>120</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28	11	1		40
7	20	7			27
8	32	1	2		35
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	38		7		3				48
7	28		8						36
8	15	1	11	9	4	4		1	45
NYSAA Bilingual (SWD)									0

**NYS Science**

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

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.  
English Language Learners are targeted for intervention based on their ELA and Math exams, as well as their lexile level scores based on data received from Achieve3000 assessments. These students benefit from additional support through extended day intervention. In guided reading groups, students work with their current content teachers for the "extended day" 37 minute intervention. The total

number of students in each "extended day" intervention group does not exceed 12 students per teacher. The focus in the ELA "extended day" intervention are reading comprehension strategies and writing development. Students also receive Math intervention during the regular scope of the school day by the current math teacher in small groups of 5 students. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention during "extended day" with the NLA teacher. These students also receive pull-out intervention with an NLA teacher. All ELLs attend an after-school program where they receive additional support in reading, math and Spanish literacy for all students in addition to enrichment activities. The after-school program is Monday-Thursday for an additional 2.5 hours per day. Social Studies is taught by a licensed ESL teacher. They focus on using the SIOP model. They identify big themes and enduring understandings that need to be prioritized. In science students are taught in their language where appropriate. The teachers are focused on high-level cognitive engagement and discussion strategies. They use labs to ensure that students have concrete examples of theories explained in class.

NLA teachers focus on using Understanding By Design to plan their lessons. They meet twice per week in collaborative planning and they ensure that their NLA lessons are aligned to common core standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In general, students are moving towards proficiency in speaking in the 6<sup>th</sup> and 7<sup>th</sup> grades at high rates. Only 12% of grade 6 ELLs students are at beginning level in Speaking and 14% of grade 6 ELLs are at the beginning level in Listening on the NYSESLAT. In grade seven, 9% of our students ELLs are at the beginning level in Listening and 18% of ELLs are at the beginning level in Speaking on the NYSESLAT. As a basic trend, students become proficient in speaking and listening quickly, but continue to struggle throughout the grades in reading and writing. We have long-term ELL students in the 8<sup>th</sup> grade who are not proficient readers, based on NYSESLAT data.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. In Math, students in the NLA program perform better than they do reading. They aren't showing progress in reading, but they're showing some progress in Math. 99% of our students are at levels 1 and 2, with the overwhelming majority scoring at level 2 who are ELLs. 3/102 are at level 3, 80% at level 1. 18% at level 2. As you go up the grades, you see that in the 8<sup>th</sup> grade there are more level 1 students than in the 6<sup>th</sup> and 7<sup>th</sup> grades. (32 in 8<sup>th</sup> grade). Trend is that the kids are getting more proficient from 6<sup>th</sup> to 7<sup>th</sup> grade, but students are not progressing at the same level in the 8<sup>th</sup> grade's bilingual program. Students in the freestanding ESL program in the 6<sup>th</sup> and 7<sup>th</sup> grades are progressing more. In Math, there are 9 kids in the bilingual program who are proficient. These students are doing as well as their non-ELL peers. 11 English speaking students got level 3.

b. School leadership and teachers analyze the results of the ELL Periodic Assessments within the Pod structure, a structure in which teams of teachers meet three times weekly to discuss shared students. In these thrice-weekly Pod meetings, teachers review and discuss the data. One effect of this analysis has been a focus on academic vocabulary instruction in the ELL Pods. Teachers of ELLs teach academic vocabulary explicitly in all four core classes and frequently review the results of this instruction. This focus is an effect of teachers and administrators noticing that weak knowledge of academic vocabulary bars ELL student access to the information presents in assessments.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school uses data to guide instruction for ELLs within the Response to Intervention framework by focusing in on three strategies: guided reading groups, ELA extension time, and explicit academic vocabulary teaching for all ELL pods. Every Tuesday and Thursday, ELL students are split into smaller groups. Each small group reads a book with a teacher at the students' guided reading level; the

groups also focus on strategies students in each group need. ELA extension time uses blended learning (Achieve3000) to provide students with 2.5 hours each week of reading non-fiction articles on their reading level, answering multiple choice questions, and answering short answer questions. Students are offered scaffolds including hints in their native language, articles read aloud, and articles in their native languages.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our school has a core group of veteran ESL teachers who work closely with administration to guide ELL instructional decisions. ESL teacher veterans. A certified bilingual Peer Instructional Coach is part of a core group of teachers in the school who work closely with administration; he trains newer bilingual teachers in best practices and use of data. NLA teachers meet with core teachers of students in the ESL program to align instructional practices and highlight strategies in native languages that students are learning in their second language. Bilingual and ESL teachers meet with a coach instructing them in the SIOP model, and teachers have applied strategies from this model, including teaching content and language objectives separately--and many more strategies for ELL-specific lesson preparations, strategies, and more.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Thirty-two percent of our students are ELLs, and 50.4% were in the 75<sup>th</sup> growth percentile or higher in ELA in 2013. Forty-nine point six percent of our students were in the 75<sup>th</sup> growth percentile in Math in 2013. Forty point five percent of our ELLs made progress in the 75<sup>th</sup> percentile.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. We use running records as well as DYO assessments in order to get an accurate view of the students' skills and reading levels. We use this information to get the appropriate data to form our groups in class as well as to identify students for extended day and after-school intervention. For example there 45% of our 8th graders scored at the beginner level on the NYCESLAT. Based on these results we saw the need to create an after school program where we address the specific needs of our students at the beginner level.  
A bilingual teacher manages the intake process and administers the Home Language Survey to new students. She makes herself available for an informal oral interview in English or in Spanish with both the parents and the students. Ms. Delahoz has time set aside in her program that allows her to fulfill this responsibility. When she is not available Ms. Ramirez (ESL teacher) or Ms. Franklin (ELA coach) serve as alternates. Ms. Ramirez has worked for over 5 years to streamline the intake process and to make sure that there is clarity around the importance of the intake process in terms of properly identifying ELLs and using data from ATS to ensure that students are not only properly identified as ELLs but also placed in the correct program. The informal interview conducted by a bilingual teacher consists of reviewing the students' academic history (report cards from previous school,) getting a sense of how consistent schooling was for the student in their native country or previous school (if in the U.S.,) gauge how much English if any the students knows, discuss how the student feels about coming to New York City, explain school policy on uniform, attendance, cell phones and entry and dismissal times. The Spanish LAB-R for Spanish-speaking ELLs is administered by one of four teachers within 10 days of a student being admitted to our school. It is administered in parts or all at once depending on the students' and the teachers' program availability. These teachers are bilingual and/or ESL certified. Spanish and English are the only languages spoken by these teachers. They make a testing roster based on data from the RLER and reviews the information with each staff member administering the exam. She reviews and signs off on all completed HLIS and returns them to the Pupil Personnel Secretary for filing.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents are informed of their program choices during the intake process. They are also brought back to school within 10 days of intake where they watch the DOE program video, tour the school, meet their child's teachers, view classroom teaching materials, learn about the high school selection process (for eighth grade students) and learn about school clubs and after-school programs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Parents of newly admitted students complete the Parent Survey and Parent Selection Form during admission. A bilingual teacher is responsible for this process which includes the distribution of the letters. We distribute to students based the results of the NYSESLAT. Entitlement letters are given directly to the students and copies kept by ESL teacher leaders, who maintain these letters on file in room 331.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Ms. Paez, our Pupil Personnel Secretary, contacts ESL teacher leaders before admitting ELL or possible ELL students. They review and discuss the student's HLIS, report card from prior school, exam history on ATS (if available) and an interview with the parent and child to understand the English language program in the child's prior school for initial placement. The interview with the parent and child is conducted in English or Spanish. Parents of non-Spanish speakers have always come with individuals who can translate. (Should any difficulty arise with translation, a call will be made to the Office of Translations for on the phone translation.) After the DOE video is shown and the parent selection form returned, the student's placement is confirmed. If a parent expresses a desire to move their child to a different program (usually from TBE to ESL,) a meeting is held between the parents, the students' teachers and an ESL teacher leader (if necessary.) In that meeting, the teachers inform the parents of the benefit of the child receiving ESL in a consistent program structure from year to year and a review of the child's grades and performance in his/her classes. The parents submit their request for the transfer in writing and the Pupil Personnel Secretary is notified to move the student to the ESL class. Home language survey and the parent choice documentation are stored by the pupil accounting secretary in our filing system in room 115b. Once the LAB-R is administered and scored the student receives a placement letter. The placement letters are kept on file in room 331.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
ELL teacher leaders and Peer Instructional Coaches pull students from literacy extension blocks to administer the NYSESLAT. ELLs also may take the NYSESLAT in ELA class or Social Studies. All ELLs complete all sections of the NYSESLAT each year.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**  
Over the last two years, parents have increasingly requested that their students be placed in the ESL program rather than the bilingual program. Our Parent Survey and Program Selection data reflects this preference. As a result, we have bilingual classes on our 8<sup>th</sup> grade, but not on the 6<sup>th</sup> and 7<sup>th</sup> grades. This also reflects a change in the demographics of the community, which has seen an influx of students from West Africa, Yemen, and Bangladesh, and fewer students from Spanish speaking countries.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

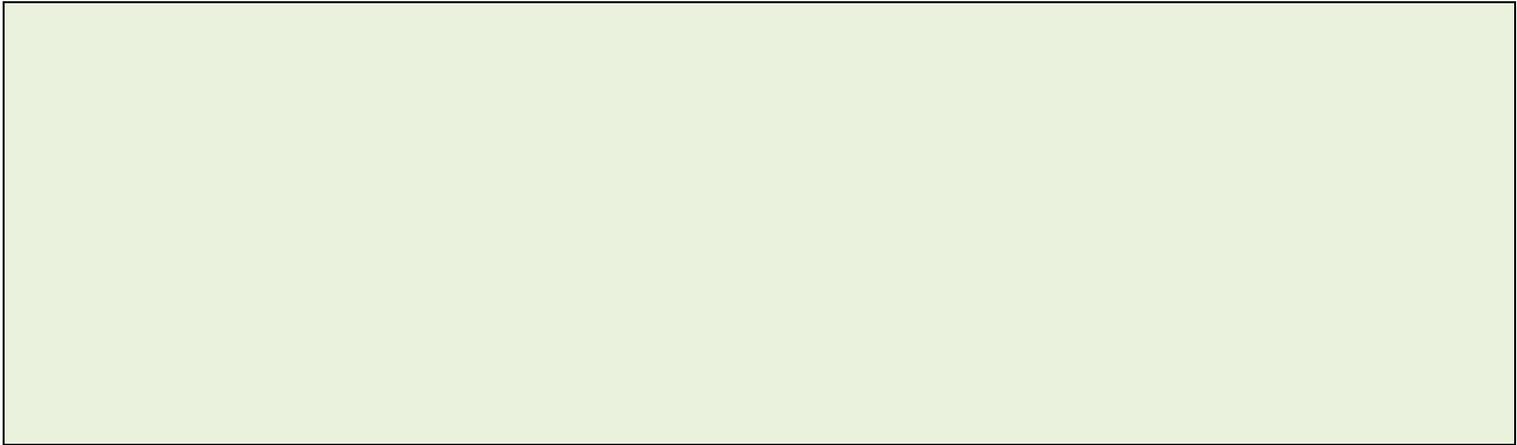
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
The Bronx Writing Academy (BWA) administers formative assessments to all students in 6-week cycles. The assessments are created in Spanish for math and science on each grade. We use also translate some assessments to Arabic, Bengali, and French. We order the appropriate number of state tests in Spanish and other available languages. We reach out to the office of translation where necessary for languages not covered. NLA teachers also frequently assess their students on skills related to those students are studying in ELA classes, to ensure that students are staying on track with the skills for which they are cognitively, but not linguistically, ready. Assessing students' comfort with these skills in their native languages ensures that they are appropriately evaluated in their native languages even more frequently.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The McLeod Cloze reading exam, Running Records, and the NYSESLAT are used to evaluate ELLs in reading. Teachers administer the McLeod Cloze reading exam three times a year and Running Records three or more times a year. Teachers also track student growth on classroom exams, including Code X Common Core exams. Teachers track student writing growth through Code X Common Core exams, independent writing projects completed in class, and scaffolded writing. Students write at least two paragraphs, with scaffolds allowing for multiple points of entry, per day. Using the Code X curriculum, teachers guide students through speeches and class discussions. Teachers help students track their speaking and listening skills on a rubric during each discussion. Most ELL students participate in between one and three discussions per day, with rubrics tracking speaking and listening growth.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
ELL students with disabilities receive pull out services from a certified Special Education and ESL teacher. This is done based on the students' IEPs. The students' IEP goals are used to drive the instruction in the pull out program. ELL Students in ICT programs are also pulled out. Teachers in the classroom are implementing the SIOP model which ensures that there is a content and a language objective on a daily basis. They use appropriate questioning and discussion techniques. At the BWA this is grounded in appropriate 'accountable talk' which includes strategies such as 'think, pair, share.' Teachers also ensure appropriate wait time so that our ELLs with disabilities are able to appropriately process questions. We have 3 levels of an anthology series geared at ELLs. We have purchased and leveled novels in Spanish. Students in NLA access novels at their level.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
ELL students' IEPs are reviewed annually with parents and teachers. In all our reviews we ensure that the student is placed in the least restrictive environment Teachers of these students meet weekly to collaborate and ensure that the students are receiving the appropriate interventions. One such intervention is the Wilson program. ELLs students with disabilities receive Wilson from a Wilson trained teacher where necessary. They often do this instead a traditional ELA block. They are programmed for Wilson based on their levels not their grades. This kind of flexibility is possible because of our i-Zone plan that is focused on personalization for every child. Students are assessed monthly to ascertain their levels.



**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
<b>FOR TBE /DL PROGRAMS:</b> 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**

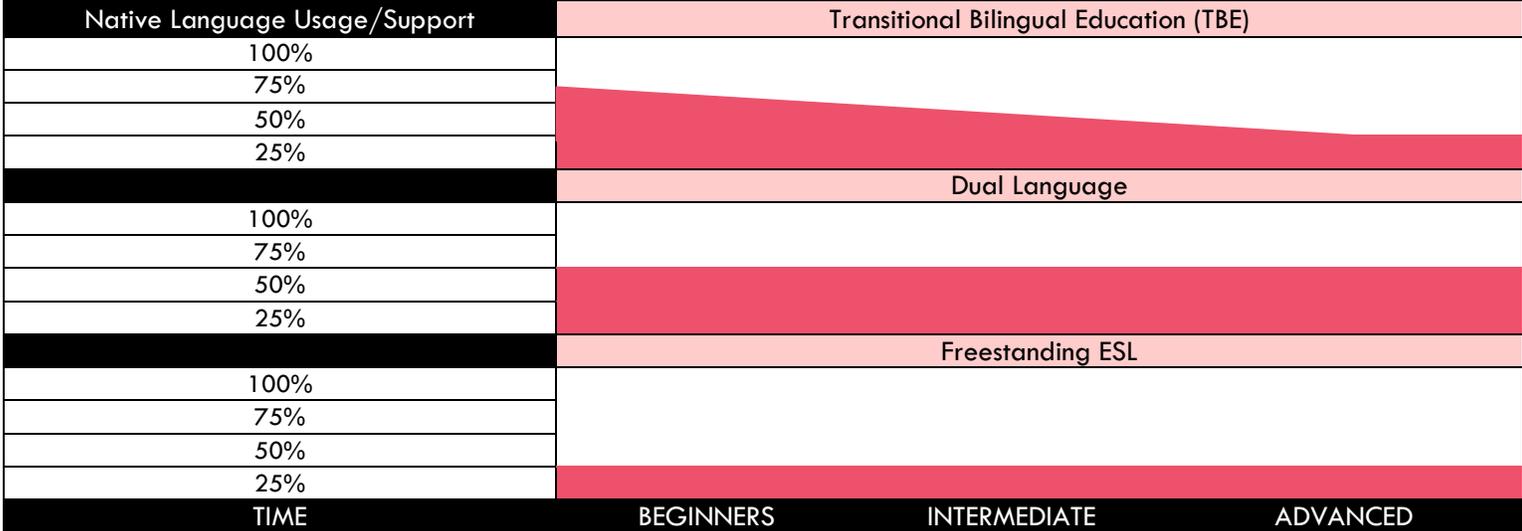
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
- ELLs identified by their scores on state ELA and Math exams as needing or benefitting from additional support are grouped to work with their current content teachers for the "extended day" 37 minute intervention. The total number of students in each "extended day" intervention group should not exceed 12 students per teacher. The focus in the ELA "extended day" intervention are reading comprehension strategies and writing development. Students also receive Math intervention during the regular scope of the school day by the current math teacher in small groups of 5 students. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention during "extended day" with the NLA teacher. An ELL after-school program is also offered for additional support in reading, math and Spanish literacy for all students in addition to enrichment activities. Social Studies is taught by a licensed ESL teacher. They focus on using the SLOP model. They identify big themes and enduring understandings that need to be prioritized. In science students are taught in their language where appropriate. The teachers are focused on high-level cognitive engagement and discussion strategies. They use labs to ensure that students have concrete examples of theories explained in class. NLA teachers focus on using Understanding By Design to plan their lessons. They meet twice per week in collaborative planning and they ensure that their NLA lessons are aligned to common core standards.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students receive five 72-minute blocks of core ELA instruction, not taught by an ESL teacher, in addition to the ESL requirements of ESL instruction. The ELA class is focused on academic vocabulary, questioning and discussion strategies and scaffolds, multiple points of entry for writing, and inferential and close reading strategies. As a result of the strength of this program, 50.4% of our ELLs are in the 75<sup>th</sup> growth percentile or higher, according to the 2012-2013 progress report.
11. What new programs or improvements will be considered for the upcoming school year?
- In the ELA and ESL classes, a focus on academic vocabulary will improve our ELL programming. In the 6<sup>th</sup> grade, ELLs focus on the following academic and sight vocabulary words: who; what; where; when; why; how; be; show; character; trait; because; respond; write; read; cause; effect; those; identify; select; refer; never; show; have; best; better; trait; always; explain; evidence; before; these; know; think; there; this; that; which; many. By midyear, ELLs move on to more rigorous words: represent; apply; determine; evaluate; compare; contrast; advantage; disadvantage; prove; explain; describe; characteristics; summarize; refer; develop; traits; identify; select; explain; cause; effect; describe; characteristics; summarize; refer; develop; traits; observe; according to; communicate; argue; determine; support; statement; repeat; claim; relevant; conclusion/conclude; persuade; demonstrate; elaborate; emphasize/emphasis; essential; evidence; indicate; justify; logical; react; significance; analyze/analysis; adequate. All four core class teachers explicitly teach these words using a variety of strategies. The focus on these words gives students access to academic texts at new levels. In NLA classes, students are focusing on writing arguments supported by evidence. This focus pushes students to practice skills for which they are cognitively ready but not linguistically ready in English.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL homerooms are located within the same grade level areas as other homerooms and as such have equal access to postings of after-school and supplemental activities. All students receive notices, flyers, and application forms for all activities. ELL homerooms are taken into the same considerations when opportunities arise e.g. participating in "Rock the Boat" program, Junior Achievement, Yearbook Staff, and all school sports teams
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The Bronx Writing Academy is an iZone school which means that we are embarking on increased technology integration. Students will soon have the ability to access the BWA curriculum through online classes. All teachers are encouraged to incorporate technology into their instruction to support comprehension, differentiation for student modality strengths, and to build student's exposure and skillset in preparation for 21st century learning and workplace. Most teachers use computer projectors in the classroom to present part or all of their lessons. Students in both bilingual and ESL homerooms use the school's computer lab or Macbook carts to learn and produce artifacts using a variety of Microsoft Office programs. The depth of technology integration is at the teacher's discretion and comfort level. The 8th grade ELLs in particular have a high level of technology integration in their classes. In addition to learning and using Microsoft Office, they interact and dialog on classroom blogs (8th grade), use Google documents to create, edit, and share their work, create digital storybooks, and will be working on creating web 2.0 content
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Students in the transitional bilingual homerooms receive native language support in a variety of ways. Math, Science, and NLA are taught in the native language. In ELA/ESL and Social Studies students are allowed to use the native language with their peers to facilitate comprehension of the material. Cognates are taught with each reading lesson as a scaffold and strategy during ELA/ESL and Social Studies plus bilingual English/Spanish dictionaries are available for the students to use at will. In the ESL homerooms students are also allowed to use their native language with their peers if available to support comprehension. Bilingual dictionaries and glossaries are available for use during any class.

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

All Milestone program materials are developmentally appropriate and proficiency levels were determined by administering a placement test. Also Achieve3000, which is a program we implement through the iZone, also ensures grade as well as developmentally appropriate materials are available to students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly arrived students who enroll prior to the start of the school year are met by one of the ESL teachers and receive a small orientation with the parents as they view the program selection video. A more structured student led orientation is being developed.

18. What language electives are offered to ELLs?

ELLs may select an elective French class. Students can also select a creative debate class in Spanish.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Bronx Writing Academy**

**School DBN: 09X323**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 09X323 School Name: Bronx Writing Academy

Cluster: 5 Network: CFN571

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



**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: <u>Bronx Writing Academy</u>	DBN: <u>09X323</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>125</u>
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: 6  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELL students at the Bronx Writing Academy need additional time on task beyond the regular school day. There is a constant flow of newcomers as well as students with interrupted formal education (SIFE).

Students will receive ESL instructional after school for two hours, two days per week. The sessions will focus on language acquisition through building basic vocabulary skills. All classes will be taught in English, with scaffolds provided in Spanish.

In Math, students will focus on developing analytic mathematical skills. The program will focus on developing students' skills around analyzing, creating, and solving mathematical word problems. Teachers will focus on mathematical vocabulary and word problem creation using evidence in logical arguments. Students will also engage in discussions and use of evidence in word problems. This will build speaking, listening, writing, and reading skills.

In ELA, students will focus on speaking, listening, writing, and reading skills by reading and discussing books on their reading levels, as well as through analysis of passages and activities in the Milestones and NYCDOE SIFE curricula.

The duration of the program will be December through March. We have planned 24 sessions for the program (two sessions per week, for two hours per session). The cost will be: 24 session x 2 hours x 50.41 x 6 teachers = \$14,518.08. The entire Title III allocation (\$17,928) will be used towards instruction. The remaining \$3,409.92 will be used towards instructional supplies.

This program program will serve 75-100 students. Students will be grouped by grade level and English ability, with more recent immigrants grouped separately from students who have been in the country for a longer period of time.

Two of the participating teachers are certified in bilingual education. These two teachers will work with the beginning Spanish-speaking ELLs to raise their language proficiency, as identified by their NYSESLAT scores. This will include SIFE. Two teachers are certified in ESL instruction. One is a certified Math teacher, and one is a certified ELA teacher. These groupings will be determined by NYSESLAT scores. Intermediate NYSESLAT scores and above 1.5 proficiency rating will cause students to be designated to ESL teachers. Advanced students with above 1.5 proficiency ratings will be designated to the ELA teacher. The Math teacher is also certified in bilingual education, and he will work with the lowest-performing students (below 1.5 proficiency).

## Part B: Direct Instruction Supplemental Program Information

## Part C: Professional Development

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

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

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

The SIOP Model consists of eight interrelated components:

- Lesson Preparation: Teachers are taught planning strategies for specifically engaging immigrant students.
- Building Background: Teachers' background knowledge of immigrant instruction is broadened.
- Strategies: Teachers are introduced to specific in-class strategies that target immigrant students.
- Practice/Application: Teachers are given opportunities to practice and apply their knowledge in the classroom and engage in follow up work with a staff developer.
- Lesson Delivery: Teachers learn implementation techniques that dramatically increase the effectiveness of lesson delivery, which directly impacts students.
- Review/Assessment: Teachers meet as a department to review and assess the work done and their progress in each area.

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

Teachers will also meet as a professional learning community to receive specific learning in how to teach students immigrating to America at varying levels of ability. Our school-wide professional development plan includes strategies in how to get our students to use language in discussion; teaching our students academic vocabulary; cognitive engagement through multiple points of entry; flexible grouping; tiered lessons; and more.

### Part C: Professional Development

PD will continue to be provided to teachers teaching in the Title III program, focused on contents implemented in this program. Specifically, teachers will receive PD and common planning time around the SIFE curriculum, as well as PD on SIOP strategies.

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

At these conferences, we will:

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- begin to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- provide assistance to parents in understanding City, State and Federal standards and assessments; share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

ESL and bilingual Teachers will provide the parent workshops. Our parent coordinator will be involved with the Parent Engagement component of the plan, which will involve information specifically for immigrant parents. Though the focus of these additional parent conferences will be helping our immigrant parents to help their children in school and test preparation, our parent coordinator will also provide information and resources specifically for the parents themselves.

As a Community Learning School, we have sent out parent surveys to assess our community's needs. As we analyze the data provided by these surveys, we will add to the types of classes we offer our parents. Based on parent need according to our initial analysis of survey results, we will offer ESL classes, GED classes, and technology literacy classes, among others. Our school focuses heavily on blended learning through the use of computers and website platforms for instruction. We will use our special parent conferences as well as other parent engagement meetings to ensure that our parents have the skills they need to help their children, as well as the skills they need to succeed at their own goals.

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

**Part D: Parental Engagement Activities**

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**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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