



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**11X253**

**School Name:**

**BRONX HIGH SCHOOL FOR WRITING AND COMMUNICATION ARTS**

**Principal:**

**TERRI LYNN GREY**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx High School for Writing and Communication Arts School Number (DBN): 11x253  
Grades Served: 9 - 12  
School Address: 800 East Gun Hill Road  
Phone Number: 718-944-5660 Fax: 718-944-5690  
School Contact Person: Terri Grey Email Address: tgrey@schools.nyc.gov  
Principal: Terri Grey  
UFT Chapter Leader: Andrew Nugent  
Parents' Association President: Najah Amatul-Ali  
SLT Chairperson: Terri Grey  
Title I Parent Representative (or Parent Advisory Council Chairperson): Najah Amatul-Ali  
Student Representative(s): Na'Shay Kelly  
Rush Gordon

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10467  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: (917) 608-0230 Fax: 718-828-6280

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Terri Grey	*Principal or Designee	
Dionis Garcia	*UFT Chapter Leader or Designee	
Najah Amatuli-Ali	*PA/PTA President or Designated Co-President	
Edwin Lauriano	DC 37 Representative (staff), if applicable	
Nioca Martin	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Na' Shay Kelly	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rush Gordon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ron Russell	CBO Representative, if applicable	
Meline Elleston	Member/ Teacher	
Vaughn Burg	Member/ Parent	
Dennis Heaven	Member/ Parent	
	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, 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**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Framework

### **School Information and Mission Statement**

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

We serve a high needs population with a significant number of our students entering 2 or more grade levels below, many with chronic attendance issues. In fact, 80% of our incoming freshmen earned a score of a 1 or 2 in math, and 83% earned a 1 or 2 in ELA.

We are organized in trimesters to allow students to earn 18 credits in one school year and we provide numerous opportunities for academic intervention and enrichment throughout the year.

### **Partnerships**

The Bronx High School for Writing and Communication Arts is a community of writers who pen plays, as well as fiction and non-fiction texts. Students write for school publications, participate in poetry slams, write scripts for school plays, make films, create songs, various works of visual art and photography, and choreograph dance. They also work with professional writers, actors and artists through our lead partner Epic Theatre Ensemble. This organization guides students in the exploration of the relationship between individuals and their society by studying Shakespeare. Working with Epic Teaching Artists, students write and perform theatre productions that inspire and awaken civic engagement while examining issues of social justice and equity. Bronx High School for Writing and Communication Arts students also participate in Epic's Shakespeare Remix ; which is an in-depth year-long after-school arts-in-education program. Furthermore, our students also collaborate with Community Word Project to publish a literary magazine, poetry and short story anthology, as well as to create murals reflecting current events and social justice issues.

### **Accomplishments**

As a result of being awarded \$12,000 as a part of the Attendance Improvement and Drop Out Prevention grant we have partnered with **The Leadership Program (TLP)** in order to provide direct counseling services to students who were chronically absent, more than 60% of the time, during the last school year. We target ninth and tenth grade students to receive these outreach services as a strategic support to improve attendance, however some older students participate. We also offer counseling through our Young Women's Group using TLP.

Additionally, we channeled school resources to procure an additional guidance counselor for a total of three school counselors to ensure that all students receive college and career, mandated and crisis counseling at each grade level. Two of the school counselors run small counseling groups to address academic, attendance and social and emotional

needs, while all three meet weekly with teachers . We also directed funding to a college access program called **College Confident** aimed at increasing college enrollment rates for our seniors.

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

We also re-applied for and received several smaller grants to participate in DoE initiatives including the APEX initiative for **advanced placement teacher training and student courses in science, ELA, Spanish and history** , and the **SAT school day pilot** so that our juniors can take the new common core aligned SAT here on site for free. We have a team that was accepted into the **Teacher Leader Program** to develop inquiry focused teacher teams and we will once again host a Teacher Development and Evaluation Coach who will assist with curriculum development and raising student engagement, which is our instructional focus this year. We also applied for and received an **Achieve Now Academy** in the amount of \$65,000 to raise the achievement of our over-aged, under-credited students and students classified as English language learners and students with disabilities.

Our school survey results in previous years showed that we exceeded the city-wide satisfaction average for all high schools, with 90 percent and above in instructional core, systems for improvement and school culture and this year’s preliminary results high results again.

### **Most Growth**

**Effective school leadership, collaborative teachers, supportive environment, strong family-community ties and trust are the school's areas of strength.**

Tenet 4: The refinement of instructional practices and the alignment of curriculum to the common-core to increase student engagement coupled with the use of data to differentiate instruction, will produce a 5% increase in the number of students who participate in Advanced Placement, and early college programs like Monroe Jumpstart, College Now courses in the 2015-16 SY.

We increased the number of students in college preparatory programs from 21 to 42 students in 2013-14. By adding AP World History, to our existing courses of Spanish, ELA and Environmental Science, we raised our course participation to **50 in Fall 2015**. Participation in the Advanced Placement Expansion Initiative and the addition of a third guidance counselor helped us to achieve this goal.

### **Challenges**

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

We made significant growth in this area in 2014 as our graduation rate increased by 9% to 62.4%. In the 2015 school year our graduation rate dropped to 51%. We understand that while most senior students achieved the credits needed to graduate, long-term absences, and low Regents exam scores were critical factors this year. We scheduled days to administer Regents benchmark assessments and we used the results to target instructional changes, yet the results are not what we expected. By using common formative assessments to adjust instruction and focusing on raising student engagement we are projecting a **graduation rate of 63%** .

Tenet 6: Increase the reciprocal communication with families and communities of students entitled to AIS using Skedula to improve their course passing rates by 5% in the 2015-16 SY.

We exceeded the course passing rate with an increase of 5.5 % from 68.9% to 74.4%. Our course pass rate averaged 72% this school year, however again with a focus on strategies to raise student engagement and aligning curriculum and assessment to common core standards, we expect to maintain a **75% course pass rate** for the SY 2015-16.

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

In 2014 we met this goal for our students in their first year in the lowest third population where credit accumulation increased from 68% to 70%. However, we did not meet this target for students in their second and third year. In 2015 while over 75% of our freshmen earned 10 or more credits , only 59% of our freshmen in the bottom third earned 10 or more credits. This is largely due to issues concerning attendance.

Tenet 5: The revision of attendance systems and structures, as well as increasing the opportunities for parental involvement and engagement will result in a 5% increase in student attendance, to bring the yearly attendance to 87% by June 2016.

We take a guidance approach to attendance using The Leadership Program and guidance outreach and intervention and this school year, our average attendance is currently 84 per cent. .

### **Key Areas of Focus**

This year we worked with our teachers to help them to:

1. understand how to use the Danielson-aligned evaluation feedback to set SMART professional goals;
2. improve their use of assessments to collect data about student progress and use that data to modify instruction;
3. improve curriculum using appropriate rigor and CCLS-alignment;
4. provide students with the appropriate social-emotional supports;
5. improve communication with families and communities to provide additional student support.

## 11X253 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	392	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	4	# SETSS	N/A	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	1	# Drama
				N/A
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	72.4%	% Attendance Rate		87.7%
% Free Lunch	65.1%	% Reduced Lunch		1.0%
% Limited English Proficient	7.3%	% Students with Disabilities		22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		41.6%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander		2.9%
% White	2.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)		11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.26
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4		57.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits		66.7%
% of 3rd year students who earned 10+ credits	56.2%	4 Year Graduation Rate		62.4%
6 Year Graduation Rate	62.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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

**Section 5A – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>The debriefing statement from 2014 DTSDE reads that “the school leader provides opportunities for staff collaboration to design and revise curricula and as a result the school is in the beginning stages of implementing a comprehensive, systemic CCLS curriculum plan where data is used to inform instruction.” “The school has adopted a school-wide lesson plan template and rubric, however teachers inconsistently modify and adapt curricula to address the learning needs of all.” The overall finding from the 2014 DTSDE was that “the school is in the beginning stages of implementing a comprehensive, systemic CCLS curriculum plan.”</p> <p>Since the State Review, we implemented the Rubicon ATLAS online system in order to ensure that our curriculum (scope and sequence and unit plans) is aligned to the CCLS and documented. We used the ATLAS system to ensure transparency in the curriculum and to ensure collaboration among the teachers. We also contracted with Innovative Designs in Education (IDE) in order to develop our professional learning culture around the formative assessment and the use of data and assessment in instruction. Furthermore, we continue to use Generation Ready consultants to provide curriculum mapping support, as well as to assist in the implementation of common formative assessment systems. We use the data to ensure that curricula are modified to include differentiation based on student achievement data , particularly for ELL’s and SWD’s.</p>		

This year we are exploring the potential of "Mastery Connect," an online tool that allows teachers to view standard mastery one student at a time, one standard at a time. This tool will allow us to build on the previous year's formative assessment practices and ensure that all teachers can use real-time data to modify their lessons. This year we are working with IDE and Apple to develop learner active, technology infused classrooms where raising student engagement is a main goal.

During our city quality review, held November 19, 2014, we received a **proficient rating for 1.1,"ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common core Learning Standards and or content standards."** The report states, "the school's purposeful curriculum decisions build coherence, and data-driven task refinements promote cognitive engagement and college and career readiness for all learners." "The school's decision to use an online curriculum mapping resource is consistently building coherence across grades and contents and allows teachers to make instructional adjustments from student work and data results aligned to the needs of specific student groups." The priority need that we have identified as a result is to have a planned, comprehensive school-wide interdisciplinary curriculum that incorporates common formative and summative assessment practices. We will use the assessment to provide specific feedback to our students and to modify the curriculum. We have worked to implement common formative assessments across all disciplines and we are working to implement Mastery Connect to build on successful curriculum practices.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, department teacher teams will implement three common formative assessment practices in our CCLS curriculum to increase the credit accumulation of the students in their second year of high school by 5% for the 2015-16 SY from 62.5% to 67.5% by June 2016

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Re-purchase, training and use of Rubicon ATLAS online curriculum mapping system and Teachboost to monitor the use of assessment in instruction. Implementation of Mastery Connect to monitor standards mastery one student at a time, one standard at a time.</p>	<p>All Teachers</p>	<p>June 2015 – June 2016</p>	<p>Principal and Professional Learning Committee</p>
<p>Professional learning series targeting formative assessments and raising student engagement through contracted vendor Innovative Designs in</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal  Professional Learning Committee</p>

Education. This will create a learning environment where students receive regular feedback and allow students at varied achievement levels to engage in rigorous and relevant student-centered learning activities that include challenging question and answer sessions.			
Professional learning series targeting engagement, formative assessment and data analysis to support individual student goal setting in core academic subjects	All teachers	September 2015 – June 2016	AP Math and Science  Instructional Coach and TDEC
We will use the engagement and assessment strategies to emphasize instructional strategies and learning activities that drive teaching and develop specific goals and action plans for students and ensure regular and relevant data-based feedback to students so they can take more ownership of their learning.	All Teachers	September 2015 – June 2016	Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funds for prep period coverages and per diem teachers so that teachers may attend off-site curriculum planning with Generation Ready. Allocated funds for ATLAS , Mastery Connect and Innovative Designs in Education. Funds allocated for Generation Ready and for Teachboost Observation Feedback System using Focus set-aside funds. Allocated per session and per diem for 8 teachers for 12 days.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Every term the 10 <sup>th</sup> grade credit accumulation data will be collected and analyzed. Scholarship action plans will be created by teachers to address the gaps. By March 2016, we expect 10 <sup>th</sup> grade credit accumulation to be 65%.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
	<b>Tenet 5 Statement of Practice (SOP) Addressed</b>	<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>The debriefing statement reads “the school is developing as a safe community focused on wellness and positive support. There are programs and partnerships to support social and emotional health, however the school needs to use the data to create systemic plans. The overall finding from 2014 DTSDE is that “the school has made good strides in implementing systems and cultivating understandings on how to support and sustain students’ social and emotional development health and academic success, but these systems do not yet ensure the academic success of all.”</p> <p>Since the State Review, we have hired a parent coordinator and an additional school counselor for the wellness team so that one counselor is dedicated to providing mandated counseling and ensuring the academic success of our students with disabilities. The new IEP coordinator works closely with the school counselors to support academic success in SWD. The new ninth and tenth grade counselor has designed an advisory curriculum, trained the advisors on the curriculum, and supports the advisories directly and runs social and emotional, as well as academic success groups. Furthermore, he trains the advisors on College and Career readiness online programs, specifically Career Zone to ensure that all students are supported. Finally we hired another dean to increase the support on the preventive team. We also hired a Supervising School Aide so that our APO can better support the wellness and preventive teams. In addition, we wrote and were awarded an Attendance Improvement and Dropout Prevention grant of \$25,000 in 2014 and \$12,000 in 2015 to contract with The Leadership program to support attendance counseling for our chronically absent students. Additionally, we expanded our after school offerings in order to engage more students using martial arts, instrumental music, visual art, and theatre. We require these students to attend tutoring in order to participate in the art enrichment activities. We created a social advocacy and leadership development program for our most at-risk students in order to</p>		

ensure they are more successful academically by providing intensive small group counseling and a variety of enrichment activities. We are also implementing restorative justice practices and we offer Collaborative Problem solving training to our faculty and our students are trained as peer jurors.

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

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During 2015-16, the expansion of our advanced placement and college readiness courses, the inclusion of a comprehensive counseling approach and the revision of systems related to academic intervention and enrichment in order to increase the College and Career Preparatory Course Index from 14% to 17%.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Use The Leadership Program to target the attendance and academic improvement of the chronically absent students who require AIS services. Together TLP works with the students, attendance team, the teacher teams and the families to establish trust.</p>	<p>Chronically absent students 20 plus absences</p>	<p>October 2015–May 2016</p>	<p>AP, Guidance and Organization</p>
<p>Social Advocacy and Leadership Development Class and Achieve Now Academy to increase the participation of students requiring AIS services in</p>	<p>Overaged and under-credited, ages 16 and up</p>	<p>October 2015-May 2016</p>	<p>AP, Guidance and Organization</p>

enrichment and mediation efforts through our extended day program. The students and their families work with the teachers, consultants, administrators to ensure trust is established and students are more successful.			
Using a strategic plan and data received from College Now to increase the recruitment of students for AP and college preparatory courses to establish a college and career going culture.	All on track students	December 2015 – June 2016	AP Guidance and Organization and  School Counselors
Increase the amount of students who complete the Common, CUNY and SUNY application and submit the application fee by offering fee waivers, subsidizing part of the application fee for students and using College Confident, consultant.	All on track students	September 2015 – June 2016	AP Guidance and Organization, College Confident

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funds allocated for the Youth Development/ College Counseling consultant from College Confident. using Focus set-aside funds and funds allocated for The Leadership Program from the AIDP grant. Funds allocated using Focus set-aside funds for before and after school enrichment activities materials and personnel. Allocated per session and per diem using Focus set-aside funds for the academic intervention and enrichment services. Funds allocated in supplies to assist with subsidizing college application fees.											
<b>Part 4b.</b> 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 SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Attendance is monitored, daily, weekly and monthly. The current attendance is 84.6%. The goal for attendance for the 2015-16 SY is 86%. The participation of students in College Now and AP courses is monitored. Currently we have 55 students participating in College Now and AP courses, and last year we had 42 students.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>The debriefing statement is that school leaders and staff are increasingly engaged in conversations about student progress, attendance expectations and instruction. However, teachers are not systematically using the information from data-driven instruction protocols to scaffold and differentiate instruction. The overall findings from the 2014 DTSDE state that emphasis has been placed on CCLS alignment, however the lesson plans must address student specific goals and needs.</p> <p>Since the State Review, the school has implemented a system for using formative and summative assessments to differentiate instruction in the classroom and to create individual goals for all students. In fact, the school was rated proficient on assessment in the 2014 quality review and the impact is “the school’s use of common assessments, data analysis and feedback allows teachers to determine student progress towards established goals and adjust instruction accordingly to meet the needs of all students.</p> <p>We continue to focus on including specific goals in lesson plans using personalized learning plans based on student standards mastery.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, sustained professional learning will be provided so teachers can use formative assessment tools to monitor and track student engagement, understanding and skills. Together with the use of evidence based systems, including Looking at Student Work and Collaborative Assessment protocols for assessing student learning we will improve the school's 2015-16 graduation rate by 10.8% from 51% to 62% by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <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 promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>On-going professional learning on formative assessment and students engagement from our coach, our instructional coach and Innovative Designs in Education</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Principal  Professional Learning Committee</p>
<p>Curriculum and assessment support from Generation Ready consultants. We have</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Principal</p>

worked with one of the consultants since last year. Teachers trust the consultants and understand that they serve in a non-evaluative capacity. Everyone is working towards the success of the students.			Professional Learning Committee
Teacher Development Coach who works in a non-evaluative capacity at no cost to school through grant funding to support the formative and summative assessment practices of teachers	New to school, profession, non-tenured and teachers on TIP	September 2015- June 2016	Principal  Professional Learning Committee

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Focus set-aside funds allocation for Innovative Designs in Education and Generation Ready. Allocated per session for 8 teachers for 10 days for 2 hours using set-aside Focus funds.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Evaluation of observation data from 3c on the Danielson Framework, building student engagement to see a 50% improvement in the number of teachers rated effectively on 3c. Evaluation of school-wide scholarship (course passing) and Regents data in December, January, and March to see an improvement from 66% in October to 71% in December and 75% in March. Evaluation of credit accumulation data in December and March by grade to see a 5% increase from term 1 to term 2.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>The debriefing statement from the March 2014 DTSDE reads, "systems and protocols have been developed to facilitate staff collaboration, student achievement and teacher development, although not all constituents articulated the specifics of the mission/ vision, the school leader has established mechanisms to focus on student well-being and become college and career ready." The overall findings are that the school leader makes strategic decisions to assess programmatic, human and fiscal resources, such as adding three terms and embedding the 37.5 minutes in the school day to enable longer classes to allow for greater content depth and increased instructional time. It is also noted that the school leader has a plan to analyze and support the improvement of teacher practices.</p> <p>The next steps are to develop and support a common language to describe the school vision, goals, and practices to enable and collective ownership of all priority initiatives.</p> <p>During our November 2014 quality review, it was noted that students, staff and parents were able to speak with a unified voice about the mission and vision of the school.</p>		

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the use of on-going professional learning around formative assessment and the frequent and targeted observations of teachers based on their ICP's, student work and student outcomes data will result in 80% of all teachers earning a proficient rating in 3c, raising student engagement.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <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 promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Frequent and targeted observations using the Danielson framework supported by the Teachboost system.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal  AP, Math and Science  AP, Guidance and Organization  IEP coordinator</p>
<p>Professional learning sponsored by Innovative Designs in Education and Instructional coaches</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal</p>

Professional learning using the Teacher Development coach and National Training Network for Math	Department Teams	September 2015-June 2016	Principal AP, Math and Science

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Focus funds for Innovative Designs in Education using Focus set-aside funds and funds for Teachboost.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, mid-year conferences will be used to assess growth in raising student engagement in instruction, 3c, and a comprehensive plan will be created with TDEC, IDE, Generation Ready, and the school staff and administrators. We expect 60% of teachers to earn an effective rating on 3c by then.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>The debrief from the 2014 DTSDE states that the school is working towards a culture of partnership with student, parents and the community fostering collective responsibility for academic achievement, however more needs to be done to ensure that the partnership between home and school is developed more strongly to best improve student success. The overall findings conclude, “the school has many communication systems in place to keep parents informed of student progress, however a formal plan is needed to ensure reciprocal communication and is monitored to evaluate outreach efforts.”</p> <p>More and enhanced training is needed for families to understand how to read, use and analyze school and student data from Skedula/ Pupil Path and to effectively support student success.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Increase the reciprocal communication with families and our community of students entitled to academic intervention services (AIS) to improve the credit accumulation of the students in the school’s lowest third population in their third year of high school grades by 5% from 45% to 50% for the 2015-16 SY.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Implement trainings on Skedula at all parent and teacher conferences</p> <p>Monitor and Evaluate Skedula usage among parents</p>	<p>All parents</p>	<p>September 2015- June 2016</p>	<p>AP</p>
<p>In order to increase trust, we will implement inquiry meetings with parents of students in our inquiry population</p>	<p>Inquiry target population students</p>	<p>February 2015-June 2016</p>	<p>AP, Math and Science</p> <p>Principal</p> <p>AP, Guidance and Organization</p>

			Grade Team Leaders
Train students to use Skedula and monitor and evaluate usage	All Students	December 2015-May 2016	Grade teams School counselors AP Guidance and Organization
Develop a comprehensive plan for parent outreach using the parent allotted engagement time, which includes consistent use of school messenger in advance of PA and SLT meetings, guidance counselors informing parents of PA and SLT meetings, mailings that include PA and SLT info, and PA access to school events.	All Families	September 2015-June 2016	Parent Coordinator AP Guidance and Organization Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for Supervisor School Aide, School Aides, Teachers and Counselors to assist with parents and students with Skedula usage. CUNY Technology student to update our website to include the Skedula link and directions for usage of Skedula and assist other students with using Skedula. Grade teams need refreshments and materials for parent meetings using set-aside FOCUS funds in the amount We would also like to host an over-night college trip with parent chaperones. using set-aside FOCUS funds. Increased funding for postage, paper and ink for enhanced newsletters											
<b>Part 4b.</b> 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 SWP	X	Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will monitor Skedula usage monthly and in February 2015, we will evaluate the Skedula usage and the plan for parent outreach to see an improvement in parent usage by 10%. We will see a 5% increase in parent attendance at conferences and meetings.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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>	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
<b>Mathematics</b>	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
<b>Science</b>	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
<b>Social Studies</b>	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Average below 75 Under-credited No attempt or not passed on Regents Repeated OORs incidents Attendance below 80% or chronically absent Academic and social emotional	Individualized goal work based on RISE curriculum using by the Leadership Group and social and emotional goals from IEP's from the counselors servicing students in the Achieve now Academy	Small group and 1:1 counseling	During the school day, After school and Saturday

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Consultants from Innovative Designs in Education (IDE), Generation Ready or a Teacher Development Coach provide sustained professional learning throughout the year for all staff. The administrators attend the Executive Leadership Institute sponsored by the CSA, the Superintendent and receive coaching from a leadership coach from the NYC Leadership Academy.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

**Part 4: SWP Schools Only**

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

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

N/A

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	270,135.00	x	10
Title I School Improvement 1003(a)	Federal	<b>\$16,979</b>	x	
Title I Priority and Focus School Improvement Funds	Federal	<b>\$67,125</b>	x	10, 16
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	0	x	
Title III, Immigrant	Federal	0	x	

Tax Levy (FSF)	Local	2,115,425.00	x	10, 13, 16, 19
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**<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):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**Bronx High School for Writing and Communication Arts**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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.

#### **Bronx High School for Writing and Communication Arts**

**Bronx High School for Writing and Communication Arts**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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>BHSWCA</u>	DBN: <u>11x253</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>32</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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

- All grades 9-12 will be involved.

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

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

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

- The language of instruction will be English.

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

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

### Part C: Professional Development

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

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

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

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

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

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

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

- Our certified ESL teacher, our Assistant Principal, Supervision and our Principal Resident and Principal will all take part in professional development workshops and conferences as permitted by schedule. We are all committing to attend at least 15 hours of PD a semester given by providers such as the NYCDOE. The ESL teacher, the AP and the Principal will then use what they have learned to provide professional development for staff and faculty at BHSWCA. ESL teachers will give presentations on topics including but not limited to, differentiation, vocabulary building, scaffolding for ELLs, cultural awareness, the use of graphic organizers for ELLs and how to use data to drive instruction for ELL students. These presentations will take place during regularly scheduled staff meetings (Fridays, 2:00 pm to 3:00 pm) throughout the school year.

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Parent Involvement Program:

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

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

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

March 25th: Regents review

April 11 NYSESLAT prep

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

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

### Part E: Budget

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> </ul>	_____	_____

**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.
<ul style="list-style-type: none"> <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>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>253</b>
School Name <b>BHSWCA</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Terri Grey</b>	Assistant Principal <b>Norval Connell</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Thomas Hughes</b>	School Counselor <b>Joseph Williams Jr.</b>
Teacher/Subject Area <b>Shawneequa Greene/ELA</b>	Parent <b>Maria Guzman</b>
Teacher/Subject Area <b>Tamara Alvarez/SS</b>	Parent Coordinator <b>Janine Mason</b>
Related-Service Provider <b>Jenel Bethea</b>	Borough Field Support Center Staff Member <b>Richard Petrone</b>
Superintendent <b>Carron Staple</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	404	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	25	<b>Newcomers</b> (ELLs receiving service 0-3 years)	11	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	4	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	10

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	11	2	0	4	1	2	10	1	3	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										8	8	1	1	0
Chinese														0
Russian														0
Bengali											1			0
Urdu												1		0
Arabic										1	1			0
Haitian														0
French											1	1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										2				0
<b>Emerging</b> (Low Intermediate)										1	2			0
<b>Transitioning</b> (High Intermediate)										2	2			0
<b>Expanding</b> (Advanced)											8	3		0
<b>Commanding</b> (Proficient)										1	1	2		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										2	3	1	5	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3		0	
Integrated Algebra/CC Algebra	3		1	
Geometry/CC Algebra	6		0	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	7		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	8		0	
Geography				
US History and Government	2		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
For newcomer and SIFE students we use a variety of methods to assess their early literacy skills. We use NYSITELL results as well as baseline assessments, both formal and informal. We will be instituting the use of Fall and Spring benchmark assessments for all ELLs. We also use Read Theory to establish reading and comprehension lexile and grade levels. We will also use I-Ready to assess literacy. Jenel Bethea, the Special Education Coordinator assesses SWD for literacy levels. By and large the data shows that our ELLs read and write at about a 2<sup>nd</sup> to 5<sup>th</sup> grade level which shows a need for intensive work on all aspects of literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
While only four students got commanding on the NYSESLAT, two others tested out on the ELA regents according to the new rules and were not credited to the ENL program. Across the board, all grades did well with special gains in the 9<sup>th</sup> and 10<sup>th</sup> grades. Long-term ELLs responded favorably to the new format of the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
12 students achieved a level of expanding while 4 students tested out and two passed the ELA regents. Our school uses the AMAO data to track and assess the progress of our ELLs. The data reveals that, by and large, the ELLs that attend school regularly are making progress. We have a significant number ELLs that are LTAs and our newcomers need more attention in terms of basic literacy.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

- 4a. Students taking the tests in English did not do as well as we hoped.
- 4b. School has discontinued use of periodic assessments.
- 4c. See above.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]  
As per the RtI Guide for Teachers of ELLs, "INTENSIVE, TARGETED INTERVENTION is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured." Our school has mandated tutoring for all at-risk students, including our ELL population.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Students receive NLS native language support in all subject areas, e.g. side-by-side texts, glossaries, bilingual dictionaries and alternative additions to the regents. The data used to make the decisions are grades, state test scores and classroom data.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our program is assessed through NYSESLAT scores and Regents results, as well as credit accumulation for ELLs, and passing rates.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
  - \* All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Part IV: ELL Identification Process Page 55 Identification Survey (HLIS). If a student is new to the NYC school system, the certified ESL teacher (Mr. Hughes) or qualified pedagogue administers the HLIS and conducts an informal interview to best ascertain student's level of proficiency with the assistance of the Parent Coordinator (bilingual certification)
  - \* Parents of all students who enter the NYC school system for the first time are administered the Home Language Identification Survey (HLIS).
  - \* If parents indicate a home language other than English, the certified ENL Teacher (Thomas Hughes) conducts an informal interview with the student to best ascertain the student's home language.
  - \* If student is found eligible, the NYSITELL, in English or Spanish, will be administered within 10 days by Mr. Hughes. The NYSITELL will be scored by hand to allow the student to be placed immediately.
  - \* Parents will be shown the ELL orientation video to assure they understand the choices they can make in terms of programs systemwide.
  - \* After viewing the video, parents complete the parent survey and the program selection form to indicate their choice of program. All communication with the parents and students are conducted in English and/or in the family's home language. Distributed materials (HLIS, parent survey, program selection form, entitlement and placement letters, ELL parent brochure and video) are provided in English and in the parents' preferred language.
  - \* Mr. Hughes administers the NYSESLAT annually according to DoE schedules. Students are scheduled for the listening, speaking, reading and writing components as indicated in the NYSESLAT Test Administration Guide. The ENL Coordinator ensures that parents and students are informed of the purpose and the importance of the assessment by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule, and calling parents to remind them of the upcoming test dates. All communications and materials are provided in English and in the parents' preferred language.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Based on records and interviews with the parents and students, a preliminary SIFE identification is made. After that the student receives a SIFE questionnaire and student work is given and evaluated to make a final determination.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

The IEP Coordinator accesses the status of annual reviews to generate a list of students with IEPs . There is a 20 day timeline to accept or reject LPT recommendation. We use the appendix or ERPG for SIFE identification. Also, we provide interpretation services for parents in their home language when necessary.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Once the results of the NYSITELL are in, the ENL Teacher communicates with the Parent Coordinator to insure the sending of the information within 5 days. All correspondence is done in the parent's preferred home language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are informed at the same time they are informed of the results of the NYSITELL. They are also notified in writing by the Parent Coordinator of their right to appeal ELL status within 45 days of designation.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents of ELLs are shown the orientation video as soon as possible upon enrollment by either Mr. Hughes, the ENL Teacher or their grade level counselor or another qualified pedagogue in order to ensure that they understand all three choices available to them. (Transitional Bilingual, Dual language, Freestanding ESL). The school does its utmost to provide the students with faculty members or others who can translate for them and provide whatever information they need. There is parent outreach through the Parent Coordinator who speaks Spanish and is aware of and utilizes the translation and interpretation services offered by the DoE. If a parent selects TBE, they are informed that while currently, our school does not have the required minimum of students to open up a bilingual program, their child's name will be placed on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade (9-12). When the waiting list reaches 20 students, all parents on the list will be notified of the availability of a bilingual program at our school. In the meantime, a list of NYC schools that offer the bilingual program of their choice is also provided. Until such time as the preferred program becomes available, or parents decide to transfer student to a school that offers their program of choice, student will be placed in a freestanding ENL program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ENL Coordinator ensures that the entitlement letters are sent automatically to all new students who are eligible for services and that they are returned, by maintaining correspondence with the families of ELLs. The ENL Coordinator, Parent Coordinator and trained staff make the connections with the ENL families to ensure that they come to the family orientation meeting outlined in the letters. If the program selection form is not returned, the default program for ELLs is TBE. Copies of notifications to parents are maintained in the ENL file by Mr. Hughes.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL Teacher along with the Parent Coordinator keep a list and monitor the list with phone calls and communication.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The school ensures that placement letters are distributed by keeping a list of those distributed and reviewing the list regularly.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of letters and documentation are retained by the School Counselors.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Mr. Hughes, the ENL Coordinator and ENL Teacher checks ATS as well as ARIS and the school admittance records to double-check the eligibility of students for the NYSESLAT. A chart is then created listing all eligible students and the time and dates are scheduled for the NYSESLAT according to the schedule determined by the state. Each student is then checked off as they are tested with extra days built into the process in order to allow for make up tests in all modalities.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The school ensures that continued entitlement and transitional support parent notification letters are sent by creating a data base including all the eligible students. Both the Parent Coordinator and the ENL Teacher monitor the list and meet weekly to review and assess distribution.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
The stand alone class is taught in English, heterogenous and mixed grade.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All students are given the required stand alone and integrated units as per the charts below. The school ensures this by using STARS and ATS to determine by NYSESLAT scores as well as other assessments the level of each student and then giving each student the appropriate number of units of instruction. In all cases, ENL students at our school are given more than the required minimum number of units for every proficiency level.
3. Describe how core content is delivered in each program model. 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.

Core content is delivered in English with a licensed ENL Teacher. ENL Teacher provides support in the form of scaffolding, graphic organizers, etc.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

ELLs are evaluated on a daily basis by both the ENL Teacher and content teachers both formally and informally through the use of teacher observation, turn and talk written responses to written prompts and daily discussion wherein new academic language and vocabulary is introduced and used. On a weekly basis ELLs in all classes are reading and responding in writing and orally to both long and short CCLS aligned readings as well as participating in varied discussions, whole class, small group and pairs, through the use of the accountable talk protocol. At the end of the trimesters all students, including ELLs complete CCLS aligned summative assessments in the form of extended writing projects and presentations. In January and June ELLs take the Regents Exams with accomodations and in May they are assessed through the use of the NYSESLAT.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

- 6a. The instructional plan for SIFE students includes grouping based on skill level to facilitate and target instruction as well as ongoing assessments to further inform instruction and define the needs of each student. During the school day, SIFE students, when not in their ENL class are supported through regular contact with their ENL teacher and differentiated instruction by their content teachers based on communication with ENL teacher. Students work in both homogeneous and heterogeneous groups based on skill levels in order to ensure the comprehension of basic concepts and strategies while at the same time allowing for and encouraging the SIFE student to participate in discussions with peers in small groups and the class as a whole. In the ENL classes specifically, instructors use a combination of explicit instruction in vocabulary and basic concepts as well as hands-on projects, realia and modeling to facilitate comprehension. Questioning to activate higher order thinking as well as diagrams, sorts and charts to enable the SIFE student to become comfortable participating in group activities as well as with the entire class are used extensively. Beginning SIFE students with little or no English are paired with bilingual students to facilitate comprehension and are paired with a bilingual paraprofessional. Written responses may be done, initially, in the student's native language. When possible, native language literacy will be assessed in order to ascertain probable levels of positive transference. Regular assessment is used to evaluate student progress and tailor instruction. Beginners are also afforded all the material support we can give them. This includes dictionaries, study books, mandated extra time on exams and tests and one-to-one .
- 6b. ELLs in U.S. schools less than three years are handled very similarly to SIFE students initially. After a preliminary assessment to, if possible, ascertain literacy levels in both the student's native language and their skill level in English, as well as investigating their previous educational history, beginners are grouped both homogeneously as well as heterogeneously to facilitate basic comprehension and skills as well as communication and interaction with a variety of students at different levels. Various instructional strategies include the use of realia, modeling, physical response, using bilingual peers as language and literacy supports, supporting 2nd language acquisition by allowing students to write in first language and then attempting to translate or explain with gestures, one word answers and illustrations. There is also explicit instruction of vocabulary and basic strategies and techniques for the formation of both oral and written communication. Speaking and listening are emphasized at this point through strategies such as Total Physical Response, nodding and gestures. Due to the requirements of NCLB, our students are introduced to the Regents Exam immediately. Through intensive scaffolding and sheltered instruction, the students are encouraged to begin thinking in the terms demanded by the Regents Exams. While we do not teach "to the test," we do use a variety of context-rich readings and authentic discourse tailored to the levels of our students along with strategies for activating prior knowledge and schema that will allow them to, at the very least, not be intimidated by the idea of taking such a high-stakes test, and, in the best cases, do well on them. At BHSWCA, we are intent on making our ELLs feel comfortable and at ease as they acquire and strengthen their new language at all levels. Taking the ELA Regents is only one part of that process. For beginner students coming to us in the 11<sup>th</sup> grade, this can be a daunting task. Our goal in such cases is always to strive to give the student the skills and the tools they need to take the test, as well as an understanding of the achievement it is simply to sit for a test like the ELA Regents as a newcomer in a foreign country, speaking a strange language. Also, ELLs are afforded the extra time mandated on all state tests as well as exams and tests such as finals given in the individual classes.
- 6c. ELLs who have received between 4 and 6 years of instruction in English are offered the same kind of assessment-informed targeted instruction as newcomers, but at a more complex level. While encouraging them at all times to maintain and honor their first language, these students are expected to do the majority of their work in English. Grouping at this point becomes more heterogeneous, again, based on a constant, but not overwhelming cycle of assessment, instruction, re-assessment, and academic skills such as note-taking, the acquisition of academic language and skills and the solicitation by the instructor of opinions, points-of-view and clear, English language explanations from the students which are a regular part of classroom instruction. Students at this level who have not passed the ELA Regents are regularly tutored in regents review. In order to avoid the "plateauing" of skill levels so often seen among this sub-group, our school is in the process of forming an ENL Inquiry Team in order to examine students' progress and make recommendations for instructional strategy change and differentiation
- 6d. ELLs with 6 years or more of instruction behind them are given all the support and opportunity of the ELLs with fewer years of instruction if they require it. At this point, hopefully, the student is able to function well in their content area classes with minimum intervention. Various supports are available to them on an ongoing basis. Materials such as dual language dictionaries and access to the ENL instructor are always available through class or on an informal, one-to-one basis. These students are also given the required extra time for testing and exams
- 6e. For former ELLs, those ELLs who have tested proficient, we offer tutoring, both one on one and small group as well as all the mandated supports, e.g. extra time on exams, etc. In regular consultation with the ENL Teacher, the progress of the former ELL is monitored to ensure that they have all the support they need in their core curriculum classes. Students reaching proficiency on the NYSELAT are given the same time extensions and supports, e.g. dictionaries, translators, etc, they were afforded before passing the test, for up to two years after reaching proficiency. More than that, we continue to support our ELL community in every way we can up to the day they graduate.

**Chart** students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Between 6 and 12 months (from the date of the superintendent’s notification to the principal, parent, guardian, and/or student), the Principal, must review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The Principal will consult with a qualified staff member in the school, the parent/guardian, and the student if the Principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, at this time the principal must provide additional support services

8. 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?

For ELLs requiring special needs, the same kind of assesment based, targeted instruction applies. For this sub-group however, this would all be done in consultation with instructors who specialize in special needs students and according to the parameters of the student’s IEP. The ENL, Special Education, and content area teachers collaborate in weekly inquiry, grade and department meetings to discuss and share students’ progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs. Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment. The certified ENL teacher collaborates weekly with the Special Education Team, and Grade Inquiry Team to monitor individual ELL-SWD’s progress in core subject classes and by grade.

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

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

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

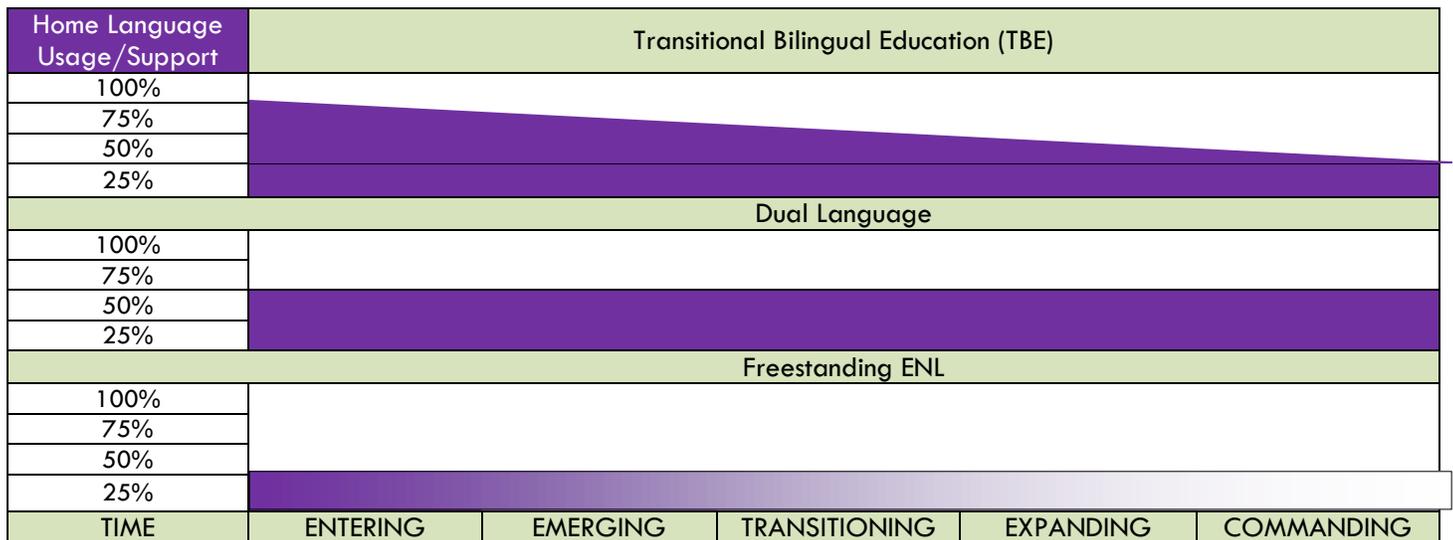


\*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

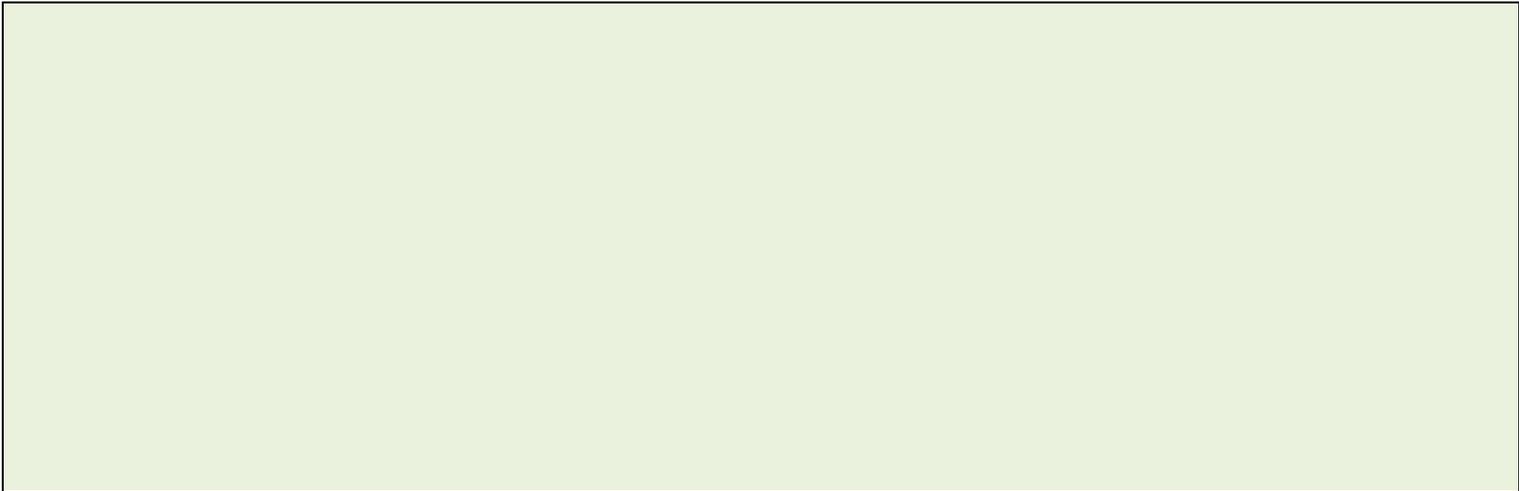
**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
Our targeted intervention programs across all content areas including ELA, math, social studies and science include one-to-one instruction, small group tutoring and instruction, targeted and data driven inquiry strategy programs and plans. These intervention programs are offered for all subgroups with emphasis on beginners and intermediates. The language in which these services are offered is English. Native language support is provided in all content area classes through the use of bilingual dictionaries and glossaries.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program is demonstrating effectiveness in both content and language development. Data such as student progress, credit accumulation, exam scores, classroom data, Scantron, Read Theory stats and state test scores are reviewed regularly by grade level teams along with the ENL teacher and through the use of our grades and student management system (Skedula.) All teachers are made aware through meetings with the ESL teacher of the ELLs in their classrooms. The data is also readily available on both STARS and Skedula.
12. What new programs or improvements will be considered for the upcoming school year?  
Community Word Project, an arts partner organization with the school, will be initiating a targeted program to work with the ELLs.
13. What programs/services for ELLs will be discontinued and why?  
Periodic testing for ELLs will be discontinued this year. The exam was found to be redundant.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend enrichment, athletic and general school activities and are made aware of programs via translated material if necessary, open and targeted invitation and highly visible announcements in various languages when necessary. Programs include: Title III afterschool tutoring, Regents /NYSESLAT preparation classes, all campus PSAL sports teams, college trips and SAT preparatory classes.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
ELLs are supported across the content areas with materials such as dual language textbooks, dictionaries and glossaries, access to technology (selected bilingual websites, smartboard use and laptop access). All teachers of ELLs are aware of the ELL students in their classrooms and use both ARIS and Skedula to ascertain their levels and better understand their needs as ELLs. All teachers of ELLs are in regular consultation with the ENL teacher to discuss strategies for scaffolding and differentiation. The school utilizes a number of computer based programs such as Rosetta Stone, Read Theory, and Achieve 3000 to support all students but especially newcomers and Sife students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
ELLs are supported across the content areas with materials such as dual language textbooks, dictionaries and glossaries, access to technology (selected bilingual websites, smartboard use and laptop access).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services and support correspond to ELLs' ages and grade levels. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and grade-band (age) appropriateness. Sophomores and Juniors who are preparing to take the Regents are provided additional support in the appropriate content areas.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Students participate in a summer orientation where baseline testing is conducted. Students are placed in advisory and given additional support.
19. What language electives are offered to ELLs?  
Spanish is offered to all students, including ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?



## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
ENL personnel includes subject area teachers and secretaries. BHSWCA regularly attends professional development sponsored by such groups as the Bilingual Education Technical Assistance Center (Betac.) and training offered by OELL. Personnel are regularly apprised of professional development opportunities by the administration and, in consultation with the administration, attend either these or others that they themselves have found out about and think will be most helpful. ESL teachers participate in various school inquiry teams to support content area teachers' instruction of ELLs and discuss students' progress. Personnel receiving training include: Assistant Principals, ENL/Bilingual teachers, subject area teachers, Special Education teachers, Guidance Counselors, Secretaries, Paraprofessionals, Parent Coordinators. ENL teacher will be leading PDs for whole staff including counselors and office staff beginning Friday, December 13, 2015, January 31, 2016 and March 14, 2016.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Various workshops and specialized PD geared specifically to support ELLs as they engage the CCLS are offered throughout the school year at Fordham University, as well as various workshops, trainings and various PD opportunities provided by the DoE and open to all teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Transitioning ELLs coming from middle to high school are afforded the opportunity to come to an orientation session with their parents before the beginning of the school year. This is in addition to the required orientation sessions for all incoming ELLs
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All staff participate regularly in professional development that includes discussion of topics of concern to ELLs and their families. Documentation of ENL training (workshop certificates, agendas, attendance) for all staff is maintained in the school file by the school secretary. Attendance sheet, as well as certificates of attendance and other documents of validity of PD conformity and authenticity are updated on a regular basis for all teachers. Agendas are kept and catalogued, as well as being marked on school academic calendars.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
The ENL teacher regularly evaluates progress with the content teachers using Skedula as well as an official call list to notify parents of annual meetings to discuss progress. These meetings are are not included in the mandated meetings.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
All records of annual meetings and outreach are prepared by the ENL and content teachers and kept by the school secretary.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents, including the parents of ELLs, are involved in the school in a number of ways apart from the regular open school nights. A parent sits on the School Leadership Team. There is regular communication by telephone between ELL parents and instructors. All ELL parents are invited to our school's many functions. Parents support the school through participation in the PTA and other informal organizations. Also, our Parent Coordinator is bilingual and able to reach out without a translator to all of our Spanish-speaking parents. For low incidence language translations, we contact the Translation and Interpretation Unit for phone or on-site translation support.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
As of the writing of this report, the school partners with Community Word Project (CWP) to work with the ELLs in the ENL classroom, along with a certified ENL teacher, providing direct instruction.
5. How do you evaluate the needs of the parents?  
The needs of the parents are evaluated through an ongoing cycle of formal (open school night, orientations, etc.) and informal (parent coordinator and parent-teacher communication etc.) communication.
6. How do your parental involvement activities address the needs of the parents?

### D. Additional Information

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

Our parental involvement activities address the needs of parents by making parents feel both welcome and informed. As a school, we strive to be part of a larger community, and enlisting the support of parents by making sure they feel welcome, comfortable and a necessary part of their child's education. Our school's activities and ELL parent meeting topics include: Skedula training, parent English language clinics, credit accumulation, NYS content standards, NYS Common Core Learning Standards, state assessments, core curriculum, native language support in the classroom, graduation requirements, credit accumulation, college applications process and general expectations for students.

School Name: <b>BHSWCA</b>		School DBN: <b>253</b>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Terri Grey	Principal		1/1/01
Norval Connell	Assistant Principal		1/1/01
Janine Mason	Parent Coordinator		1/1/01
Thomas Hughes	ENL/Bilingual Teacher		1/1/01
Maria Guzman	Parent		1/1/01
Tamara Alvarez/SS	Teacher/Subject Area		1/1/01
Shawneequa Greene/ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Joseph Williams Jr.	School Counselor		1/1/01
Carron Staple	Superintendent		1/1/01
Richard Petrone	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11x253**      School Name: **BHSWCA**  
Superintendent: **Staple**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences of the parent community for both written and oral communication are derived by an examination of pt. 3 of the HLIS as well as emergency contact cards, interviews and surveys. Most importantly, we ask the parents which language they would most prefer for communication with the school and then, using the DoE translation services if a staff member does not speak or understand the language, we honor their wishes. We also maintain a report that updates languages parents speak. This regularly-updated report will be organized by class and grade to better facilitate timely action interims of appropriate language and translation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

- 1.Spanish
- 2.English
- 3.French

We have a number of Urdu, Bangla and two Arabic speakers as well as two students from Francophone West Africa. However, the parents of these children are long time residents of the U.S. and prefer to use English.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

1 Handbooks  
2 Conference announcements  
3 After-school programming  
4 Testing dates

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Mandated parent teacher meetings, curriculum night as well as weekly outreach calls to parents will be made on a weekly basis by all staff. The School Guidance Counselor meets regularly with parents at their request and also according to the needs of the school and teachers. Curriculum night is September 30<sup>th</sup>. Parent teacher conferences are November 19<sup>th</sup>, March 17<sup>th</sup>, and May 10<sup>th</sup>. Language and translation services are prepared, either in-house or through the unit in a timely manner preceding any face-to-face or over-the-phone contact with parents who speak languages other than English

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school will meet identified translation and interpretation needs through the use of the Translation and Interpretation Unit as well as staff members. We do not intend to use outside vendors.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will ensure interpretation needs as indicated in part B via the Translation and Interpretation Unit when necessary and with staff members. Barring the ability of our staff to meet the translation needs of a student and their family, we will contact the Translation and Interpretation Unit in a timely manner to ensure student and family needs are met.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will provide PD on these subjects to ensure staff members are aware of all these options and how to use them. All staff are given a copy of the "I Speak..." card which includes the phone number for over the phone translation.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will fulfill the requirements as set forth in section VII of the Chancellor's Regulation in the following manner: All notifications will be set forth in the manner described and in the designated areas within the prescribed timeframes as noted in the regulations.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will gather feedback from parents through Skedula, face to face annual meetings and parent surveys.