



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

08X269

School Name:

BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS

Principal:

DAVID VAZQUEZ

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Studio School for Writers and Artists (BSSWA) School Number (DBN): 08X269
Grades Served: 6-12
School Address: 928 Simpson St, Bronx, NY 10472
Phone Number: 718 893 5158 Fax: 718 893 5982
School Contact Person: David J Vazquez Email Address: Mr.David@bsswa.org
Principal: Vanessa Rozon
UFT Chapter Leader: Jadilla Bonilla
Parents' Association President: David J Vazquez
SLT Chairperson: _____
Title I Parent Representative (or Parent Advisory Council Chairperson): Margaret Glean
Student Representative(s): Brenden Navarro
Jade Rodriguez

District Information

District: 08 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Ave., Bronx, NY 10462
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718 828 6653 Fax: 718 828 2760

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza and 1230 Zerega Ave.

JRuiz2@schools.nyc.gov

Director's Email Address:

718 828 7776

718 828 7777

Phone Number:

Fax:

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)
David J Vazquez	*Principal or Designee	
Vanessa Rozon	*UFT Chapter Leader or Designee	
Jadilla Bonilla	*PA/PTA President or Designated Co-President	
Marta Ramos	DC 37 Representative (staff), if applicable	
Margaret Glean	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Brenden Navarro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jade Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Moriah Washington	CBO Representative, Global Kids, Inc.	
Audrey Connolly	Member/ CSA	
Anna Tabet	Member/ CSA	
Daniel Jerome	Member/ UFT	
Paulette Martinez	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bremilda Cruz	Member/ parent	
Erica Mejia	Member/ parent	
Pauline Forbes	Member/ parent	
Raymond Rios	Member/ parent	
Linda Bishop	Member/ parent	
	Member/	
	Member/	
	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.

Our learning community was founded on the premise that *every* student is capable of attaining success either in college, the workplace, or both. Every BSSWA stakeholder - faculty, staff, caregivers, CBO partners, and admin – also recognizes the crucial importance of providing our young *Scholar-Activists* **leadership opportunities**, **scaffolds**, and **supports** in and outside the classroom and, equally important, thoroughly exposing them to a **mental model** that celebrates **college readiness**, **student voice**, and **leadership**.

Scholar-Activism at BSSWA rests on **five core values**. Our commitment, first and foremost, to: (1) achieve **academic excellence**, (2) extend a **helping hand** to those in need, (3) maintain a **peacekeeping** culture, (4) summon the courage to express our **creativity** (“think differently!”), and (5) demonstrate pride in our school work as well as the accomplishments and gains of others (**school spirit**). **Advisory** serves as the primary community-wide vehicle for transmitting those values and expectations.

The overarching practical function of *Advisory* is to strengthen our faculty & staff's capacity to establish authentic and meaningful relationships with students, caregivers, and fellow Advisors across grades and disciplines. Our **6-12 Advisory system** ensures every student is known well by at least one adult, every caregiver has an adult contact or point person at the school, and students play an active leadership role in constructing and maintaining a highly promotive, physically and emotionally safe, college bound culture for all.

Equally important, **Advisory** is designed to (a) cultivate **college & career awareness** and **socio-emotional maturity**, (b) introduce our young scholars to **coping** and **conflict resolution skills**, (c) immerse our young scholars in highly formative **service learning experiences**, (d) establish the importance of academic and personal **goal setting** and **monitoring**, (e) impart essential **time management & organization skills**, and (f) challenge *every* student to assume authentic **leadership** roles throughout their respective communities. More specifically,

§ Advisors meet with their Advisees regularly to review their academic program and ongoing progress, attendance, revisit their academic and personal goals, and celebrate improvements and successes.

§ HS seniors, juniors, and select sophomores may also select to enroll in **AP** Environmental Science, **AP** US Government, **AP** Literature, and **AP** Art History.

§ Additionally, our young scholars may elect to register for *College Now* courses on the campus of *Hostos Community College* (HCC).

§ **Our full-time college counselor and her two interns meet with MS & HS students at the college office** and coordinate and lead a host college immersion activities year round including *Senior Parent Night: Dispelling the Myths Related to*

the College Application & Financial Aid Process, campus trips to Hostos CC, Vassar College (June 2015), BSSWA HS Alumni Day, and visits from CUNY and SUNY representatives just to name a few.

We also make it a school-wide priority to increase the number of opportunities for authentic **student engagement, student voice, and leadership** before, during, and after school.

§ Our MS and HS **student government** and **peer mediation program** have provided high school students opportunities to mentor and re-direct their middle school counterparts on campus and organize schoolwide community-building events including student elections, dances, fundraisers, and karaoke nights.

§ Our **Physical Education department** draws a wide-range of students across the MS and HS and enriches the community with an assortment of engaging course offerings and PSAL varsity and junior varsity teams including boys & girls rugby, girls' volleyball and basketball and, C.H.A.M.P.S. for our middle school students. Our young scholars have won four city-wide **PSAL varsity rugby championships** – our young ladies are the defending three-time champions – and this past year our first-year **PSAL wrestling team** won the city-wide developmental league championship.

Our team of **community-based, non-profit partners** has also dramatically enhanced the quality of credit-bearing electives and after school extra-curricular **leadership** activities.

§ The *Center for Supportive Schools (CSS)* **Peer Group Connection (PGC) program** prepares our young scholars in the eleventh and twelfth grades to co-lead ninth grade Advisories and ease their transition to high school.

§ **Elevate NY** offers two sections of its comprehensive youth leadership course throughout the school day to our highschool students.

§ Our founding partner, **Casita Maria**, offers art-based after school programming and tutoring. *Casita* also completely subsidizes a **Princeton Review SAT prep course** and sponsors multiple college trips exclusively for BSSWA juniors and seniors.

§ The **Afro-Latin Jazz Alliance (ALJA)** continues to offer HS credit bearing music classes led by professional musicians/teaching artists twice a week.

§ **20/20 Vision for Schools** offers a credit-bearing master mural class to our advanced high school students.

§ Our **dance department** continues to successfully partner with **Alvin Ailey American Dance Company** and offer extended in-school residencies for our MS and HS students.

§ Our newest partner, **Global Kids, Inc.** serves as our community school grant partner. In four short months, GK has sponsored a college exploration trip to Washington, DC and an eco-tour to Costa Rica for our young scholars over spring break. In addition, GK leads two stand-alone leadership classes for our MS and HS.

Our MS and HS faculty and staff partner with our team of community-based, non-profit partners to offer **academic, socio-emotional, and professional development scaffolds and supports** for students and faculty:

§ Targeted MS students were programmed to receive differentiated support using **iReady** during **Academic Clinic** : our after school site for academic support and remediation.

§ This year we made additional expenditures on technology in the form of laptops to support classroom differentiation and obtained licensing agreements with **Aventa** to support *HS credit recovery throughout the year.*

§ Our department teams' ongoing rounds of data analyses determined the MS & HS student rosters for our ongoing **Saturday Academy**: an additional layer of academic enrichment and support for targeted students.

§ **FEGS Health & Human Services** continues to staff a full-time satellite clinic on campus and offer on-site mental health counseling in addition to our I-Team.

§ **UNITAS Therapeutic Community** offers one-on-one counseling to our most at-risk high school students; particularly, our chronically absent students engaging in chemical substance abuse. In addition, a **UNITAS** social worker and social work intern lead a heterogeneous Advisory of acutely "at-risk" teens twice a week.

§ Our school-wide **intervention team**, or I-Team, has been re-configured and augmented to include one lead and two assistant **deans of student life and culture** who handle student infractions and disputes and train HS students in peer mediation techniques, two full-time DOE social workers, four **social work MSW interns**, and our parent coordinator.

Elements of the Framework for Great Schools in which the school has made the most progress:

- **SCEP 5A, Rigorous Instruction:** Our learning community has made progress toward developing and ensuring that unit and lesson plans include data driven instruction protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.
- **SCEP 5B, Supportive environment:** We have also made strides to strengthen overall school culture by collaboratively redesigning our *Scholar-Activist Respect Guidelines*, improving overall student attendance, particularly, in the HS, and decreasing overall student suspensions for chronic level I infractions.

Three elements of the *Framework for Great Schools* which are our key focus in 2015-2016:

SCEP 5A, Rigorous instruction: 90% of teachers will demonstrate improvement in the: (a) effective implementation of formative assessments i.e., multiple checks for understanding, (b) release of timely and targeted feedback to students, and (c) accurate and frequent monitoring of student progress (Danielson 3D) by June 2016 as evidenced by the following indicators:

- Upward trending student performance on CCLS-aligned interim assessments.
- Increased MS and HS course pass rates in Cycles II, III, and IV.
- Improved overall Advance ratings for teachers.
- Effective incorporation of components (a), (b), and (c) listed above in unit and lesson planning.

- **SCEP 5C, Collaborative teachers:** By June 2016, Department and Cluster Teams will utilize the information available on the school-wide “data dash board” to purposefully create and incorporate data-driven scaffolds, supports, and extensions that increase student achievement; particularly, amongst our IEP and ELL students.

- **SCEP 5E, Strong Family and Community Ties:** Our Steering Committee, or SLT, and community school team, *Global Kids Inc.*, shall cultivate a reliable cohort of ten “caregiver leaders” that will gradually be charged with the shared responsibility of leading two parent outreach campaigns with our parent coordinator, supporting ongoing attendance improvement initiatives with the Attendance Team and cluster teams, and co-facilitating four school-wide community-building events by the close of June 2016.

08X269 School Information Sheet

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

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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader 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.	2
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.	3
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.	2
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.	2
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. <p>Last year department teams met weekly and successfully led ongoing rounds of lesson/unit study and peer visitations within their discipline as the primary means of ensuring the systematic planning of appropriately rigorous curricula aligned to CCLS.</p> <p>Priority needs in 2015-2016 include:</p> <ol style="list-style-type: none"> Establishing structured opportunities for annualized curriculum maps, unit plans and pacing calendars to be vetted by Admin, department teammates, and cluster mates throughout the year.] [Supervision] Revise curricula : planning & preparation Providing regularly scheduled, protocol-driven opportunities for teachers to partner with Colleagues across grades and disciplines within BOTH department and grade level or cluster team meetings to create interdisciplinary curricula (3.4). Embedding structured opportunities for each student to track, self-reflect, and acquire ownership of her/his work on and ongoing progress within most upcoming units in 2015-2016 (3.5). Embedding multiple checks for understanding (CFUs) within the structure of daily lesson plans and pacing calendars of all units. The establishment of a grade and school-wide system for administering and analyzing the disaggregated results of CCLS-aligned interim assessments within BOTH department and grade level or cluster team meetings (3.5). Study disaggregated student performance data, individually and in teams, to consistently provide authentic multiple entry points and cognitively rigorous experiences for all students across all upcoming units of study. 		

7. Provide timely and customized PD to support teachers capacity across the curriculum to (a) facilitate evidence-based, student-led discussions, (b) develop students' critical reading & writing skills, and (c) conduct timely and effective data-analysis, and (d) develop/employ data-driven scaffolds, supports, and extensions (provide PD and ongoing support).

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, M measurable, Achievable, Relevant, and Time-bound.

Annual goal: SCEP 5A, Rigorous instruction: 90% of teachers will demonstrate improvement in the: (a) effective implementation of formative assessments i.e., multiple checks for understanding, (b) release of timely and targeted feedback to students, and (c) accurate and frequent monitoring of student progress (Danielson 3D) by June 2016 as evidenced by the following indicators:

- Upward trending student performance on CCLS-aligned interim assessments.
- Increased MS and HS course pass rates in Cycles II, III, and IV.
- Improved overall Advance ratings for teachers.
- Effective incorporation of components (a), (b), and (c) listed above in unit and lesson planning.

Our overarching plan to strengthen instruction consists of the following four steps:

Ensure all **upcoming unit plans** and **performance tasks** are aligned with **CCLS** by introducing a system of admin and peer-led progress monitoring that includes: (a) individual admin-faculty planning conferences at the opening of each marking period or quarter, (b) timely individual feedback of unit/lesson plans following each mini observation, and (c) quarterly rounds of unit/lesson study and data analyses within BOTH department and grade-team meetings.

Establish and embed a finite set of common, research-based, **classroom reflective routines** and **activities** designed to increase student ownership of their work and academic progress in daily instruction across all grades and subjects.

Establish and embed a finite set of common, research-based, **checks for understanding (CFUs)** designed to monitor student learning and provide practitioners timely data to make appropriate adjustments and introduce appropriate accommodations for students.

Analyze performance data, disaggregated by standard and student, individually and in teams, especially student work products, standardized summative exams, & CCLS-aligned interim assessments, **to evaluate teaching** - the quality of planning, daily instruction, and alignment of learning targets and tasks with CCLS and the Regents – **and student learning every quarter**.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Faculty will participate in a menu of prescribed PD activities in both department and cluster teams:</p> <ul style="list-style-type: none"> ♣ Unit study including vetting performance tasks (department teams) ♣ Lesson study (department teams) 	<p>All faculty</p>	<p>September 2015</p>	<p>Principal, APs, external coaches, department chairpersons, and cluster coordinators</p>

<ul style="list-style-type: none"> ♣ Analyze disaggregated performance data by grade (cluster teams review attendance, course pass rates) ♣ Study student work products (department teams) ♣ Peer visitations (cluster & department teams) ♣ Review annualized curriculum maps and pacing calendars ♣ Study scaffolds, supports, and extensions. 			
Provide department chairpersons and cluster coordinators with PD around facilitatig protocol-driven meetings.	Department chairpersons, and cluster coordinators	September 2015	Principal, APs, external coaches,
All faculty and staff are invited to participate in a ongoing series of one-day workshops and multi-day institutes designed to strengthen our faculty's capacity to address areas of need and instrest in the first, second, and third domains of Danielson.	All faculty	October 2015	Principal, APs, external coaches, department chairpersons, and cluster coordinators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The primary resources to be leveraged to meet these goals are the various personnel listed above paid for (primarily) by tax levy dollars (i.e., APs, contracted coaches). Tax levy and Title I dollars will also be utilized to subsidize the per session costs associated with the instructional workshops and institutes after school.											
Part 4b. 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		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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.

Each of these goals will be outlined at the open of the academic year. Every quarter, or every ten weeks, admin, faculty, and staff will devote a department meeting to pause, review and reflect upon each goal, assess our progress thus far, and determine what adjustments are required to ensure our overarching goal is met by the close of June 2016.

Our first comprehensive review will occur shortly after the close of Cycle 1 (November 13, 2015). Our second review is scheduled shortly after the close of Cycle 2/semester one (February 2016).

By February 2016, we expect to observe a 3-5% increase in the following metrics: course pass rates, interim assessment performance data, attendance, and credit accumulation (HS).

Particular emphasis shall be placed this coming academic year on monitoring the impact of our school-wide instructional initiatives on our IEP and ELL students.

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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	2
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.	3
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.	3
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.	2
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. <p>Our learning community places a high premium on establishing meaningful and positive relationships with all students to enhance the quality of support as they encounter increasingly rigorous coursework and negotiate an increasingly complex world. Over the last two years we have made it a priority to re-introduce Advisory as the centerpiece of socio-emotional learning and the principal organizing vehicle of the BSSWA <i>Scholar-Activist</i> community.</p> <p>Priority needs in 2015-2016:</p> <ol style="list-style-type: none"> Establish a common youth development mental model amongst all BSSWA stakeholders which prioritizes both the instructional and socio-emotional needs of every young scholar we serve (The 51%/49% paradigm). Train all BSSWA stakeholders - faculty, staff, students, partners, and caregivers - in collaborative problem solving techniques (CPS) as one primary means of attaining the following ends: (a) constructing a common set of restorative paths and interventions to address student infractions as they arise., (b) strengthen classroom learning environments 		

(think Danielson domain 2) and our overall school culture, and (c) provide authentic leadership opportunities for all students to mature, socio-emotionally speaking.

3. **Strengthen Advisory** by further designing a **highly engaging** and **coherent 6-12 curriculum** which meets the academic and socio-emotional needs of all students.

4. Increase the number of **leadership opportunities for all youth** across the academic ability spectrum including community service activities, PGC, etc.

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, M measurable, Achievable, Relevant, and Time-bound.

Annual goal: SCEP 5B, Supportive environment: By June 2016, BSSWA stakeholders will provide an additional 3-4 student-centered, MS and HS curricular and extracurricular leadership opportunities that will reinforce and actualize our *Scholar-Activist Respect Guidelines*, improve student attendance, course pass rates and decrease suspensions and behavioral referrals to the deans' office.

Our overarching plan to establish a highly supportive environment consists of the following steps:

1. We shall launch a companion in-school leadership pilot - MS Peer Group Connections (PGC) – designed to strengthen community and cultivate leadership amongst a segment of our most challenging students as evidence by course pass rates, disciplinary referrals, and attendance.
2. Advisory Planning Committee will incrementally craft a 6-12 annualized scope and sequence starting September 2015.
3. All BSSWA stakeholders will be trained in collaborative problem solving (CPS) by the close of the 2015-2016 academic year.
4. All BSSWA stakeholders will be provided ongoing PD in CPS and restorative classroom management strategies.

5. Dean’s office will be reconfigured and augmented with the addition of one school-based social worker to provide targeted and stand-alone support to MS and HS faculty, staff, students, and families.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All BSSWA faculty & staff will be trained in collaborative problem solving and receive an introduction to restorative classroom management practices starting September 2015.</p>	<p>All admin, faculty, and staff.</p>	<p>September 2015 – June 2016</p>	<p>Admin, cluster coordinators, deans office, MSWs.</p>

Advisory Planning Committee will meet bi-weekly to design, “vet,” and support faculty & staff with the successful implementation of Advisory units aligned with the Scholar-Activist mission and our commitment to education the “whole” child.	All admin, faculty, and staff.	September 2015 – June 2016	Admin, cluster coordinators, deans office, MSWs.
Dean’s office will be reconfigured augmented with the introduction of an additional MS dean.	MS admin, faculty, staff, and caregivers.	September 2015 – June 2016	Admin, dean’s office
Introduce young men and women leadership retreats geared toward supporting our most vulnerable youth.	Chronically absent students; students with multiple level 2 infractions.	September 2015 – June 2016	Admin, cluster coordinators, deans office, MSWs.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The primary resources to be leveraged to meet these goals are the various personnel listed above paid for (primarily) by tax levy dollars (i.e., APs, climate coaches, lead teachers). Tax levy and Title I dollars will also be utilized to subsidize the per session costs associated with the instructional workshops and institutes after school.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. 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.
Each of these goals will be outlined at the open of the academic year. Every quarter, or every ten weeks, admin, faculty, and staff will devote a department meeting to pause, review and reflect upon each goal, assess our progress thus far, and determine what adjustments are required to ensure our overarching goal is met by the close of June 2016.
Our first comprehensive review will occur shortly after the close of Cycle 1 (November 13, 2015). Our second review is scheduled shortly after the close of Cycle 2/semester one (February 2016). By February 2016 we should expect 3-4 leadership opportunities successfully launched and serving no less than a quarter of our combined MS and HS student enrollment (approximately 150 students).

Particular emphasis shall be placed this coming academic year on monitoring the impact of our school-wide leadership initiatives on our IEP and ELL students. Metrics to be studied each quarter/cycle (and at mid-year) include, though are not limited to, course pass rates, interim assessment performance data, attendance, credit accumulation (HS), and disciplinary referrals.

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 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	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.	3
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.	2
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.	3
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).	2
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. <p>Focus on instruction: there is an emerging consensus that professional development that has highest impact focuses directly on instructional content and materials. The best approach is to have teachers who are designing and working with the same curriculum come together in collaborative groups to study what is working and what needs adjustment based on their students’ work (data). Their discussion should focus on instruction. Lesson Study and Looking at Student Work are strong tools or protocols for this work.</p> <p>Last year our instructional focus was expanded to</p> <p>include a commitment to construct multiple entry points for students of all cognitive abilities, across all classrooms. More specifically, department teams were charged with the task of increasing the overall level of student engagement (<i>Danielson</i> component 3C) by designing cognitively rigorous, culminating performance tasks for each major unit which provides multiple entry points in the form of authentic scaffolds , supports and extensions to students of <i>all</i> cognitive abilities including SWDs, ELLs, fELLs, and our “high flyers.</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.

Annual goal: SCEP 5C, Collaborative teachers: By June 2016, Department and Cluster Teams will utilize information gathered and disaggregated on our school-wide “data dash board” to purposefully create and incorporate data-driven scaffolds, supports, and extensions that increase student achievement; particularly, amongst our IEP and ELL students. Such data will include, though not be limited to, course pass rates, performance on quarterly CCLS-aligned interim assessments, and attendance.

Our overarching plan to strengthen this element of the Framework for Great Schools (collaborative teachers) consists of the following steps:

1. Provide ongoing training for the implementation of timely and effective **data analyses** by grade-based (cluster) and department inquiry teams with a special emphasis on **studying student work (analyze student learning needs)**.
2. Provide our faculty with ongoing feedback and PD to: (a) successfully introduce data-driven **scaffolds, supports, and extensions** designed to create multiple entry points and extensions for all students on a consistent basis, and (b) create positive, respectful, and highly collaborative learning environments.
3. Provide timely and customized PD to support teachers capacity to (a) facilitate student-led, evidence-based, student-led discussions.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Establish bi-monthly instructional workshops and institutes . These institutes will have a particular emphasis on strengthening practitioners capacity to differentiate daily instruction.</p>	<p>All faculty & staff</p>	<p>September 2015 – June 2016</p>	<p>Principal, APs, department chairpersons, and cluster coordinators, and contracted coaches.</p>
<p>Turn-key skills and protocols required to effectively facilitate data analyses meetings by grade and departments to department chairpersons and cluster coordinators during bi-weekly meetings of all dept. chairs and cluster coordinators.</p>	<p>Department chairpersons and cluster coordinators</p>	<p>September 2015 – June 2016</p>	<p>Principal, APs, department chairpersons, and cluster coordinators, and contracted coaches.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The primary resources to be leveraged to meet these goals are the various personnel listed above paid for (primarily) by tax levy dollars (i.e., APs, contracted coaches). Tax levy and Title I dollars will also be utilized to subsidize the per session costs associated with the instructional workshops and institutes after school.											
Part 4b. 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		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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 quarter, or every ten weeks, admin, faculty, and staff will devote a department meeting to pause, review and reflect upon each goal, assess our progress thus far, and determine what adjustments and instructional shifts are required to ensure our overarching goal is met by the close of June 2016.
Our first comprehensive review will occur shortly after the close of Cycle 1 (November 13, 2015). Our second review is scheduled shortly after the close of Cycle 2/semester one (February 2016).
By February 2016 we should expect data-driven scaffolds, supports, and extensions to appear in every faculty member’s unit and lesson plans and student achievement to have risen by 3-5% based on the following indices: course pass rates, credit accumulation (HS), performance on quarterly interim assessments, and attendance.
Particular emphasis shall be placed this coming academic year on monitoring the impact of our school-wide leadership initiatives on our IEP and ELL students.
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 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	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).	2
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	3
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.	3
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).	2
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>2015-2016 Priority Needs: (1) Identify teachers’ needs, (2) set clear goals, and (3) provide customized and ongoing PD (intervention) and support.</p> <p>1. Improve communication amongst all stakeholders; particularly around our vision, pedagogical priorities (51%/49% paradigm) and professional expectations and opportunities (annualized PD plan).</p> <p>2. Establish regular [10-week observation circuits] in which every faculty member is observed at least once and receives targeted feedback based on each practitioner’s self-assessment against the Danielson Framework.</p>		

3. Perform joint mini observations with the expressed intention of norming expectations amongst the Admin team, instructional coaches, department chairpersons, and cluster coordinators.

4. Re-establish common expectations, routines, and protocols regarding mini- and formal observations for admin and faculty.

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.

Annual goal: SCEP 5D, Effective school leadership: By January 2016, the admin team and Instructional Cabinet will create a school-wide “data dash board” consisting of multiple disaggregated sources of data (i.e., MOSLs, I-Ready, mock Regents, attendance) used to inform timely instructional shifts yielded by department and grade level teams’ quarterly analyses.

Action plan in support of our SMART goal:

1. Establish and release annualized PD plan that is differentiated and meets the ongoing needs of faculty and staff.
2. Observe and debrief with faculty once every six weeks (minimally).
3. Convene department chairperson and cluster coordinator meetings twice a month.
4. Convene Steering Committee once a month with the expressed purpose of monitoring our collective progress toward our SCEP goals.
5. Circulate minutes of all meetings.
6. Increase accountability of department and cluster teams by requiring each respective team to publicly circulate agenda no later than the Friday preceding the next meeting.
7. Design “data dash board” in consultation with admin team and Instructional Cabinet.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Collaboratively design, release, and unpack annualized PD Plan.</p>	<p>All admin, faculty, and staff.</p>	<p>Sept 2015 – June 2016</p>	<p>Principal, APs, department chairpersons, and cluster coordinators, and contracted coaches.</p>
<p>1. Observe and debrief with faculty once every six weeks (minimally).</p>	<p>All admin, faculty, and staff.</p>	<p>Sept 2015 – June 2016</p>	<p>Principal, APs, department chairpersons, and cluster coordinators, and contracted coaches.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The primary resources to be leveraged to meet these goals are the various personnel listed above paid for (primarily) by tax levy dollars (i.e., APs, contracted coaches). Tax levy and Title I dollars will also be utilized to subsidize the per session costs associated with the instructional workshops and institutes after school.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. 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.

By February 2016, our “data dashboard will be well established and consulted, each department and cluster team’s instructional shifts and community-building initiatives should be informed by disaggregated data yielded by the aforementioned “dash.” Daily scaffolds, supports, and extensions will also be informed by the disaggregated data as assessed by ongoing mini observations.

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 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	3
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.	3
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.	2
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.	2
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>2015-2016 priority needs: Cultivate authentic caregiver participation in the governance and daily life of the school. Support every Advisor’s capacity to contact each of her/his Advisee’s caregivers and review ongoing academic progress (Skedula). Steering Committee – composed of BSSWA’s diverse stakeholders - must be convened once a month – minimally – to discuss issues of governance, school tone and culture, and academic and socio-emotional enrichment opportunities for every young scholar.</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>Annual goal: SCEP 5E, Strong Family and Community Ties: Our Steering Committee, or SLT, and community school team, <i>Global Kids Inc.</i>, shall cultivate a reliable cohort of ten “caregiver leaders” that will gradually be charged with the shared responsibility of leading two parent outreach campaigns with our parent coordinator, supporting ongoing</p>

attendance improvement initiatives with the Attendance Team and cluster teams, and co-facilitating four school-wide community-building events by the close of June 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Community school personnel will support ongoing caregiver outreach of MS and HS advisors by leading PD for faculty/staff and organizing parent outreach events throughout the academic year.</p>	<p>All faculty & staff</p>	<p>September 2015 -June 2016</p>	<p>Principal, APs, department chairpersons, and cluster coordinators, and community school team</p>

Admin and cluster coordinators will lead ongoing PD workshops and institutes designed to support Advisors efforts to increase and sustain relationships with caregivers and community partners.	All faculty & staff	September 2015 -June 2016	Principal, APs, department chairpersons, and cluster coordinators, and community school team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The primary resources to be leveraged to meet these goals are the various personnel listed above paid for (primarily) by tax levy dollars (i.e., APs, contracted coaches). Tax levy and Title I dollars will also be utilized to subsidize the per session costs associated with the instructional workshops and institutes after school.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. 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.											
By February 2016, our ten caregiver leaders shall be identified and have led one school-wide parent outreach activity with our parent coordinator and co-facilitated two community-building events.											
Part 5b. In February 2016 , 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

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	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Professional development: weekly meetings with coach, collaborative planning, quick feedback, using teacher data to craft individualized PD plan, "mentor buddies"</p> <p>Leadership development and opportunities: LEAP apprenticeships, department chairpersons, cluster coordinators, ESL coordinator, special ed liaison, testing coordinator</p> <p>Recruitment: Teach For America, Math for America, NYC Teaching Fellows, multi-stage interview process that includes a demo lesson, student teacher pipeline, and hiring subs to develop as teachers.</p>

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).
<p>The functions of four standing vehicles vital to our school's instructional & cultural life that <u>every</u> member of the BSSWA family should be aware of and is warmly welcome to join.</p>

Instructional Cabinet:

The newly named Instructional Cabinet is composed of the following pre-requisite members: our two instructional APs and each department chairperson. Each department chairperson has embraced the responsibility of meeting twice a month with our APs and her/his discipline-specific counterparts to: (A) craft the agendas of Tuesday afternoon department meetings, and (B) design additional on-campus and off-campus PD activities , including our upcoming Election Day program and site visits to sister schools throughout the city.

Culture Committee:

On Monday afternoon our cluster coordinators met independently from their department counterparts to begin designing the format of our forthcoming Back-to-School Night. These school leaders comprise the pre-requisite members of our BSSWA's Culture Committee. The Culture Committee, which shall also meet twice a month (minimally), are charged with the task of (re-) introducing, maintaining, and leading grade-wide and school-wide activities explicitly designed to strengthen relationships across grades and build school culture.

Think culture, culture, culture (i.e., community service activities, community meetings, guest speakers in the fields of writing, the arts, community organizing etc.,)

Our cluster coordinators will meet every other Wednesday, as well. All are welcome. Please consult the BSSWA google calendar for precise dates and times.

Advisory Planning Committee:

Our Advisory Planning Committee shall convene its inaugural meeting this Friday, September 25, 2:45PM in the library. The function of this committee is to design Advisory units and lessons aligned with our five Scholar-Activist core values, construct a sturdy 6-12 scope & sequence which supplies coherence to the work across all grades, and widely disseminate "ready-to-go" units for Advisors to execute with our young scholars in Advisors.

Think Advisory lessons, Advisory units, ... Advisory, Advisory, Advisory ...

The Advisory Planning Committee will also meet twice a month - minimally. All are welcome.

Steering Committee:

Finally, our School Leadership Team (SLT) shall reclaim its former moniker - Steering Committee - and meet once a month. The pre-requisite members of Steering include faculty, staff, parents, our community-based partners, and students. Last year Steering Committee, then referred to as the SLT, did, in fact, meet once a month and proved instrument in selecting Global Kids Inc. as BSSWA's community school partner, hiring Moriah as our our community school grant on-site director, and providing indispensable advice on how our community school grant - roughly 317K - should be allocated.

Our Steering Committee will serve the same function this coming year. In addition, this year's Steering Committee will also begin to address the long term future of programming at BSSWA and address any immediate needs raised by our diverse collection of stakeholders represented at these meetings. I strongly encourage all members to consider participating in this important short-term and long-term planning.

The Steering Committee's inaugural meeting will fall on Wednesday, October 7, 4PM - 5PM.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The overarching goal of this year's Instructional Cabinet is to strengthen instruction by thoroughly unpacking one of the Danielson Framework's "high leverage" components - 3D: Using Assessment in Instruction.

More specifically, department chairpersons will be charged with task of collaboratively strengthening our capacity to:

- **Embed -aligned tasks/assessments that challenge students to effectively employ evidence in written and verbal argument throughout the curriculum. We are a school for Writers and Artists.**
- **Differentiate task/assessments for the multiple learning styles and diverse cognitive abilities of our young scholars in each class.**
- **Strategically employ a variety of research-based checks for understanding () proven to be highly effective over the course of each daily lesson.**
- **Accurately and regularly monitor student progress (progress monitoring).**
- **Provide highly accessible and targeted feedback to students in a timely and consistent fashion.**
- **Manufacture opportunities for each young scholar to authentically self-assess her/his learning over the course of each unit.**

Think 3D, writing, 3D, speaking, 3D, differentiation, 3D CFUs, 3D progress monitoring & feedback to students

There's clearly no shortage of targeted work for department's to tackle this academic year. Department chairpersons will meet alternating Wednesdays from 2:45PM - 3:45PM to help shape a coherent plan to address each of the above bullets in a thoughtful and systematic fashion.

Ryan and Jacobe, our two Teaching Matters consultants, shall also be lending us their thoughtful counsel and recommendations on all matters related to school-wide instruction throughout the coming year.

All are welcome.

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

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

amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	600,184.00	X	X
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	X
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,854,041.00	X	X

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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.

Bronx Studio School for Writers and Artists (08X269)

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Bronx Studio School for Writers and Artists

School-Parent Compact (SPC)

Bronx Studio School for Writers and Artists , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</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: Towards the goal of increasing achievement for our ELL students, we provide additional support after school four days a week provided both by of our ESL teachers. The ESL teachers will team teach each Title III class afterschool for four days a week. These sessions are held from 2:40-3:40 Monday through Thursday. These sessions will take place between October 2014 and May 2015. The teachers, with the support of school administration and office staff, will contact and work with families to make sure that all our beginner, intermediate and advanced ELL students attend as well as our full immigrant population. All our English Language Learners need additional support as indicated by their NYSELAT and ELA state tests. The middle school students will attend will attend Mondays and Wednesdays and high school students will attend Tuesdays and Thursdays. Middle School students will be grouped according to grade. High School students will be grouped according to level. After school instruction infuses non-fiction and fiction texts aligned with the Common Core State Standards, again, to accelerate students' English language acquisition and literacy skills. These courses are all taught in English but native language support is provided for our entire immigrant population. This additional after-school instructional time is different from the students' coursework but also indirectly prepares the students for the NYSELAT, Regents, and MS ELA examinations. Students read texts taken from the Common Core library. Additionally, students have access to dictionaries, both in print and digital. Beyond supplemental texts that include informational and non-fiction texts, students have access to our school's library which houses a broad selection fiction and non-fiction books across grade levels. Title III funds will be used to purchase additional books that meet students' reading levels and interests. Students are also provided with Prentiss Hall Regents and MS ELA test preparation materials. In addition to the afterschool instrution, the two teachers will hold Saturday sessions with both middle and high school students once a month. The Saturday sessions will be activity based to support the academic work done during the month. Teachers will do activities in the school or take students on trips that are cultural and academic based.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$th

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$th

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 08	Borough Bronx	School Number 269
School Name BX Studio School for Writers & Artists		

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 David J Vazquez	Assistant Principal A. Connelly, A. Tabet
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Mary Couri	School Counselor Monseratte Melendez
Teacher/Subject Area Stephen Flores	Parent type here
Teacher/Subject Area type here	Parent Coordinator Iris Alicea
Related-Service Provider type here	Borough Field Support Center Staff Member Olga Mejia Glenn
Superintendent Karen Ames	Other (Name and Title) type here

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
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)	594	Total number of ELLs	77	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	34
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	26	Long-Term (ELLs receiving service 7 or more years)	29

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	
TBE										0
DL										0
ENL	22	2	6	26	1	10	29	0	18	0
Total	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
TOTAL	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
TOTAL	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
TOTAL	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							15	8	10	6	4	5	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	3	1	2	0
Haitian														0
French										15	14	21	17	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	7	6	1	0
TOTAL	0													

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
Entering (Beginning)										55	65	21	16	0
Emerging (Low Intermediate)										13	19	27	13	0
Transitioning (High Intermediate)										5	13	8	6	0
Expanding (Advanced)										4	7	13	7	0
Commanding (Proficient)										3	1	7	15	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1	1	3		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	1	4	15	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	81		53	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	50		40	
Living Environment				
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	50		40	
Geography				
US History and Government				
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.
 The assessment tools we use to assess the early literacy skills of our ELLs ARE Fountas and Pinnell and teacher-created assessments which we administer four times a year to measure baseline and progress and establish a breakdown of strengths and weaknesses in reading comprehension, writing, speaking and literacy skills. Results are shared with content area teachers across each instructional team. With this information we are able to tailor interventions toward areas of need and provide extra help geared toward the particular needs of each student. The information we gather from these initial assessments, as well as the ongoing ones, informs our instructional plan, the design of curriculum, interventions and helps us ensure that we are addressing the specific needs of all students. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes as well as in our afterschool and Saturday programming, students see improvement, in their scores over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 TBD. Results of data analyses forthcoming. shortly.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 TBD. Results of data analyses forthcoming shortly.
- 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.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

TBD. Results of data analyses forthcoming shortly.

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*.]

TBD. Results of data analyses forthcoming shortly.

6. How do you make sure that a student's new language development is considered in instructional decisions?

TBD. Results of data analyses forthcoming shortly.

7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

NA

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

TBD. Results of data analyses forthcoming shortly.

Part IV: ELL Identification Process

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

1. 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.

Students admitted from a NYC junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. When students and parents arrive with referral letter from the Borough Enrollment Center, they go to a licensed pedagogue for screening of students to be admitted in the school. For new admits to the NYC DOE, the HLIS is given in the parent's preferred language (every section must be completed). Student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. The informal interview is conducted by a licensed and trained pedagogue (Ms./Mr.....)

The NYSITELL (in English) is administered based on the HLIS and RLAT (from ATS) for new incoming students in the NYC school system. Lab-R is conducted by a licensed and trained pedagogue (.....) within ten days of admission. The Lab-R Spanish is given when students qualify (when they score below proficiency on the LAB-R). The cut-score matrix in the Lab-R Memo is used to determine the student's ELL entitlement status. The student's LAB-R/Spanish LAB answer grids are submitted to the Borough Assessment Office.

All ELLs, as identified by the RLER and RLAT reports in ATS, take the NYSESLAT during the spring testing period.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, LAB R and, if necessary, the Spanish LAB are: For the administration of the HLIS: the principal Joaquin Vega works in conjunction with licensed and trained pedagogue ElaineAngueira.

For the administration of the LAB R: licensed pedagogue is responsible

2. 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).

TBD.

3. 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).

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher guidance counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R by our literacy coach. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator.

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.

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our families have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. The ELPC screen is updated in ATS within 20 days of selection.

If student is entitled to services based on the LAB-R, the HLIS and parent survey are reviewed byto ensure that parent choices are honored. A placement letter is then sent. Continued Entitlement letters are sent by mail in September. We communicate with our parents in their preferred language.

Our school attempts to hire personnel who speak our students' native languages. In addition, we use the DOE translation services to communicate with our families in their preferred languages.

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 of incoming students will be informed that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. The parent coordinator, Ms. Janet Dewh, will follow up with a phone call to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their student's ELL status within 45 days of enrollment.

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.

We have many structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding (ENL). A licensed pedagogue with the assistance of the Parent Coordinator is responsible for taking the following steps:

- Within 10 days of admission all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ENL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. Whenever possible, the invitation letters are sent out in the parent's preferred language. The school attempts to schedule parent orientation sessions at times convenient for the parents in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file.

The parent orientation meeting is facilitated by a certified pedagogue. The licensed pedagogues are assisted by other staff members who speak many of the other native languages spoken by our families including Bengali, French, Spanish. In addition, we utilize the Translation Unit for support. During this meeting, parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.

- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.

- Information describing the three program choices is sent home with students.

- Parents are given parent brochures in the different languages that are available.

- The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ENL).

Timeline: The majority of our students enroll at the beginning of a semester and we provide the information to parents throughout September during the fall semester and February during the spring semester. However, a number of our students enroll throughout the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, efforts are made to ensure that parents are provided information on all three program choices and have an

opportunity to watch the DVD shown in their language within ten days, this usually occurs at the time of the interview of both parent and student and they are provided with data indicating the strengths of the three models. These parents are provided with the same DOE Translation Unit services if necessary to ensure their full understanding of the various programs at the time of their conducting the initial screening session with licensed pedagogue. At the end of the orientation, parents are informed which programs we offer. When the TBE/DL program becomes available outreach is made to those parents who had previously chosen these programs.

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.
TBD
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed as an ENL, the school than follows up with phone calls. If contact cannot be made by phone, registered letters are sent home in order to obtain the signed forms from the parent. All of these are done to reach out to the parent in an attempt to receive the signed forms. They are then documented and maintained in a central file by Asisistant Principal, Elaine Anguiera.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by of all ENL students who should be exited from ELL status. Then, over the summer but no later than September 15th of the new school year in which the student is no longer entitled, the school sends Non-Entitlement/Transition letters to the parents of the students who have exited the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) are kept in a central file in the main office.
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.
All ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by, of all ENL students who should continue with their ELL status. Then, over the summer but no later than September 15th of the new school year in which the student continues to be entitled the school sends a Continuation Entitlement letter to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's prefered language whenever possible.
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).
TBD

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.
TBD
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
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)?

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or intergrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL and a content area such as ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies and encouraged to pursue ESL certification. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week. Paste response to questions here:
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.

Our ESL teachers as well as all of our content area teachers provide content area support for ELL's through all content area classes. All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. Our educational principles include an approach to curriculum that is student-centered, inquiry- driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts, as well as bilingual paraprofessionals to assist in the classroom.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Ensuring that ELLs are appropriately evaluated in their native languages?

ELL's are appropriately evaluated using the instructional strategies as described in Question # 6 (a-e) below. At orientation, incoming ELL's are given a native language assessment. We greatly value students' native languages. All of our interdisciplinary

classes have native language components to them. We also offer Advanced Placement classes in French. We have a comprehensive native language performance-based assessment which all of our ELL students must complete.

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

Our ENL program is taught through content area courses. All of our class periods are 55 minutes in length with at least one double period of 110 minutes weekly per core subject. Therefore, our programs exceeds the 540 minutes per week of ENL instruction required for Beginner/Entering students; the 360 minutes per week required for Low Intermediate/Emerging students; the 180 minutes per week required for Intermediate/Transitioning students; the 180 minutes per week required for Advanced/Expanding students and the 90 minutes per week required for Proficient/Commanding students. All of our classes are content area ENL and differentiated ENL instruction.

Key to our model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year, reading, writing, speaking and listening. Our vision is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond. We are committed to the following educational principles as written in our school's mission statement and exemplified by our practice.

- English Language Learners require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society.
- In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and the society.
- Language skills are most effectively learned in context and embedded in a content area.
- The most successful educational programs are those which emphasize high expectations coupled with effective support systems.
- Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which individuals learn best, that is, from each other.
- The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.
- Career education is a significant motivational factor for adolescent learners.
- The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design curriculum development and materials selection.

Heterogeneity is one of the Five Core Principals espoused by our school. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender or membership in an ELL subgroup. Students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and "intelligences."
- Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings-readings covering a class topic are divided among students so that all are reading text at their level; students must then "jigsaw" and meet with students who have read different text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.
- Collaborative Group Work on Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

We are in mixed grades and are divided into two groupings. The 9th and 10th grades comprise the Junior Institute and the 11th and 12th grades comprise the Senior Institute. The school is organized into five interdisciplinary teams of 75-100 students. There are three lower institute interdisciplinary teams (9th and 10th grades mixed groups) and two upper institute interdisciplinary teams (11th and 12th grades). The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

All of our ELL students are assessed using formal PBAT portfolio assessments as well as informal class projects which assess the four modalities of reading, writing, speaking and listening. ELL students continue to be assessed throughout their four years by portfolio projects (PBAT's) which are required in all classes and Core subject areas. The rubric used to evaluate these projects and the performance tasks that are created and administered assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade on three of the modalities.

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

All students who are identified as SIFE students (Students with Interrupted/Inconsistent Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE leadership team along with the student's individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student parent interviews and teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. Over the past four years with the money's from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model requires three important features:

- An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of five to ten students in which instruction is guided by individual students' needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum with the support of the CUNY Graduate Center Bridges Program.
- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings. A team teaching approach would be used in which the SIFE teacher plans with the content areas teacher, works with SIFE students in the classroom daily to implement strategies, and also meets after class sessions with the content area teacher to discuss students' work and review lessons and activities.
- All SIFE students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers club which serves to enhance their literacy skills through exploration of NYC and its environment.
- Our SIFE Leadership team has completed a SIFE toolkit which will be shared with other SIFE schools throughout the city.
- Our SIFE Leadership team has also hosted a series of Open Houses over the past four years for SIFE Teachers from throughout the city in order to share best practices among educators of SIFE as well as all ELL students.

b) Instructional Plan for Newcomer ELL Students:

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the NYSITELL exam which assesses the students English language abilities. For students transferring in from NYC schools, test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are placed in appropriate classes according to their specific needs. The teachers meet in team to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

c) Instructional Plan for Developing ELL's:

The plan for developing ELLs receiving service for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of service are placed in appropriate classes to best meet their needs and continue their English language development. Their teachers meet regularly in teams to discuss the needs for the specific students. A plan is formulated and updated regularly to meet the needs of each student. ELLs who are receiving service for 4-6 years receive a full program and receive all the same support structures as the rest of our ELL populations. Struggling ELLs who are receiving 4-6 years of service are encouraged and often mandated to avail themselves of all the extra support opportunities provided to all the students at large. This help takes the form of one-on-one mentoring, small group instruction, after school homework help, the Saturday literacy program as well as a variety of other activities. ELLs with 4-6 years of service are encouraged to try to take some college classes to help them to begin the transition towards college life. These ELLs with 4-6 years who meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.

d) Instructional Plan for Long Term ELL's:

The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework help, writing center as well as a variety of other activities. Whenever possible, long-term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. International High School long term ELLs regularly begin taking remedial college classes. All long term ELLs in college classes receive support from a high school teacher mentor.

e) Instructional Plan for Former ELL's up to 2 years after exiting ELL status):

As students reach proficiency and test out through the NYSESLAT assessment, they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers these students the opportunity to take College Now classes through CUNY at Hostos and Bronx Community College. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. Former ELLs continue to receive the mandated testing accommodations after they have tested out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

7. For 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.
TBD
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?
ITBD
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?
TBD

Chart

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 <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

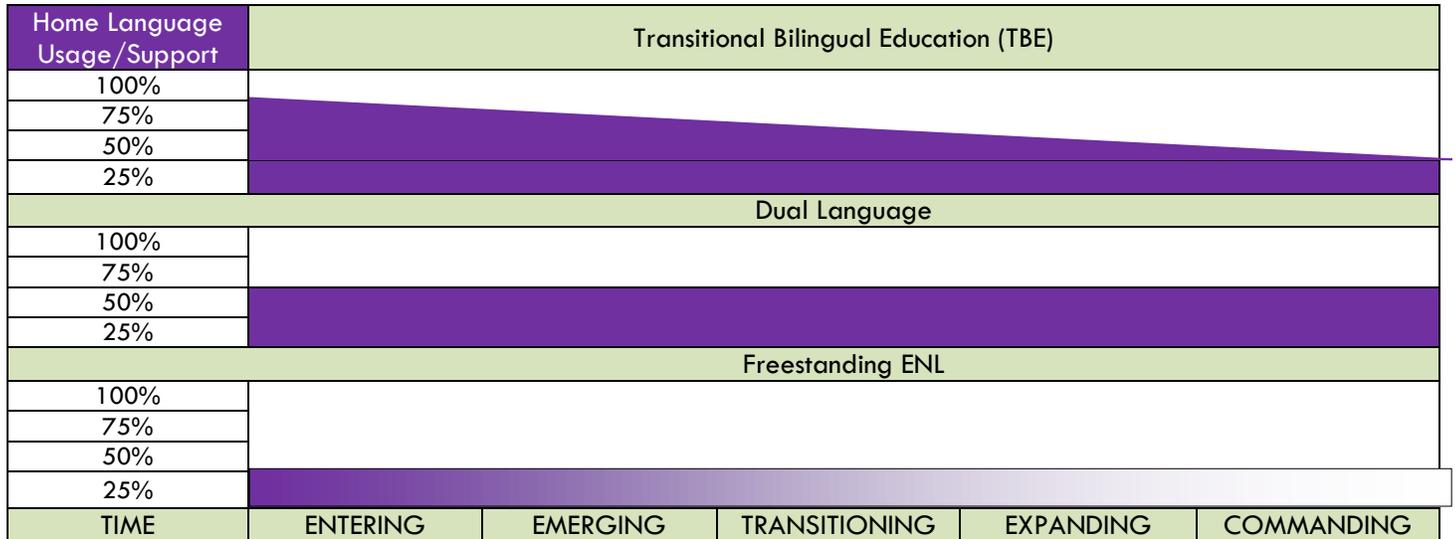


*Note “other approved services” does not apply to New York City at this time.

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.
TBD
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
TBD
12. What new programs or improvements will be considered for the upcoming school year?
N/A:
13. What programs/services for ELLs will be discontinued and why?
We do not plan to make any cuts in our programs or services pending any change in the budget.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
TBD
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.
TBD
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
TBD
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs' age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.
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).
TBD
19. What language electives are offered to ELLs?
Spanish and French:
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)?

N/A:

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.)
TBD
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?
TBD
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
TBD
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.
TBD

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?
During parent engagement sessions on Tuesdays, meetings are planned with parents to discuss ELL students' progress. These will be done with the ENL/Bilingual Support Teacher who, in conjunction with the classroom teacher can speak to the students' goals, language development progress, language proficiency assessment results and language development needs in all content areas. Interpreters and translators will be provided on the basis of need as often as possible. :
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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
TBD
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
TBD
5. How do you evaluate the needs of the parents?
TBD
6. How do your parental involvement activities address the needs of the parents?
TBD:

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.
Paste response here:

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **08X269** School Name: **Bronx Studio School**
Superintendent: **Karen Ames**

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.learn DOE.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

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 66%, Bengali - 1%, French - 15%; Fulani - 8.0%, Arabic - 2.0%, Haitian-Creole - 1.0%; Nepali - 2%; Other - 5%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others. All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish including:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school .

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.

Spanish
Arabic
Bengali
French
Haitian Creole

Part B: Creating a Communications Calendar

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.)

- a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)
- b. Special events (Thanksgiving Feast, student performances and parent teacher conferences)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips,
- f. FAQs about school policy, which they receive upon admitting their child to our school

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.

We hold monthly PA meetings, as well as monthly SLT meetings. We additionally hold regular Parent Workshops. Additionally, our Parent Coordinator makes daily outreach to families in regards to communication about school events, individual student issues, etc. Our guidance counselors regularly reach out to families in regards to individual students' academic progress towards graduation. Our Dean and Social worker additionally make calls to families and meet face-to-face. Teachers are expected to maintain regular communication with families regarding students' progress. Our Community Assistant and Attendance Teacher make daily phone calls in regards to absence.

Part C: Providing Language Assistance Services

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.

Because we have identified the need to have written services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in translating documents for parents.

Our social-emotional support team also uses the NYCDOE internal translation and interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Parent Association Meetings, SLT meetings and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our social-emotional support team also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

Part D: Training Staff on Policies and Procedures

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 Social Emotional Learning Team, including our Parent Coordinator, will provide training for staff on the use of translation services.

Part E: Providing Notice of Language Assistance Services

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

Chancellor's Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information, and participation of LEP parents in our school. A parent will never be denied access to opportunities afforded their families, or to children enrolled at our school. As a result of these regulations, we have developed systems that will meet the needs of parents of ELLs who speak the predominant second language, Spanish,..... and less prevalent languages represented in our school, such as Arabic, Bengali, Fulani, Hausa, Mandinka, Seneca, and Twi.....

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Security Desk. The school's safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs.

All school based and consultant agencies will be utilized to this end, including community based organizations that will be instrumental in meeting the language needs of our parents.

Part F: Monitoring and Quality Control

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

Surveys will be given and feedback solicited during monthly PA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages.