



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	09X323
School Name:	BRONX WRITING ACADEMY
Principal:	LAUREN HASSON

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Bronx Writing Academy School Number (DBN): 09X323
Grades Served: 6-8
School Address: 270 East 167th Street
Phone Number: 718-293-9048 Fax: 718-293-9748
School Contact Person: Maria Zito Email Address: mzito@schools.nyc.gov
Principal: Kamar Samuels
UFT Chapter Leader: Alberta Martin
Parents' Association President: Carmen Casas
SLT Chairperson: Fatima Paez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue, Bronx, NY
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
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)
Kamar Samuels	*Principal or Designee	
Alberta Martin	*UFT Chapter Leader or Designee	
Carmen Casas	*PA/PTA President or Designated Co-President	
Tina Hicks	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Fatima Paez	Member/SLT Chair	
Stephanie Berger	Member/Teacher	
Lamecka Sainsbury	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Contextual Information:

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

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

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

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

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

1. Total student population: 497

2. Ethnic breakdown:

1. Hispanic: 66 percent

2. Black: 32 percent

- 3. Asian: 2 percent
- 4. White: 1 percent
- 3. Percentage free/reduced lunch: 92 percent
- 4. Percentage English Language Learners: 30 percent
- 5. Percentage Special Education: 21 percent
- 6. Current ELA/Math scores:
 - 1. Percentage of students who are proficient in ELA: 10%
 - 2. Percentage of students who are proficient in Math: 6.2%
- 7. Languages used at the school: English, Spanish

School Strengths, Accomplishments, and Challenges:

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

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

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

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

- 1. **Apprenticeships** that engage students in hands-on curricula that build 21st Century Skills through creative work with adult “Citizen Teachers” who teach students about their own particular fields. Our school welcomes Citizen Teachers

from Google, Facebook, law offices, architecture firms, and many other businesses. These teachers work with our students to create and present an end product that they share with families, teachers, public officials, community members, and business leaders.

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

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

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

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

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

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

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

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year:

Growth Area 1: Supportive Environment

Growth Area 2: Collaborative Teachers

Area of Focus for 2015-2016 School Year: Rigorous Instruction

09X323 School Information Sheet

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

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.	E
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.	E
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.	E
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.	E
<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><u>Summary of Bronx Writing Academy strengths and needs (Curriculum Development and Support):</u></p> <p>Strengths: Rigorous, aligned, coherent curriculum; interdisciplinary planning; vertical and horizontal team meetings; common assessments; data analysis through the Mastery Connect system</p> <p>Needs: Development of cohesive systems and structures to address, assess and evaluate student engagement. This is addressed by the BWA school-wide instructional focus on student engagement and the 2015-16 commitment to a daily Rtl block. In the past year, we have implemented a school-wide focus on student engagement, specifically focusing on:</p> <ol style="list-style-type: none"> 1. Use of technology to personalize assignments 2. Student-led discussion of high-level questions 3. Multiple points of entry and multiple learning styles 4. Student self- and peer-assessment 		

5. Student-directed activities with teachers as guides/facilitators

6. Student choice and real-world connections

An initial multiple intelligences survey of our students found that 10 percent of our students were linguistic learners; 6 percent were logical-mathematical learners; 12 percent were intrapersonal learners; 5 percent were interpersonal learners; 20 percent were musical learners; 28 percent were bodily-kinesthetic learners; 10 percent were naturalistic learners; and 7 percent were visual-spatial learners. Given this diversity in learning style, we are working towards using technology to diversify the points of entry available to our students; to provide students with choice and real-world connections; and to allow students to direct and lead their own learning and assessment, with teachers acting as guides or facilitators. During a pilot targeted intervention block in one teacher team this year, we implemented learning styles-based activities and gathered data on student achievement.

Part 2 – Annual Goal

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

Using the framework of Response to Intervention (RtI), we will implement targeted interventions while building our instructional core. Seventy-five percent of teachers will utilize a blended learning platform to personalize learning for students; 100 percent of teachers will implement targeted interventions to personalize and differentiate for student pace, levels, and learning styles by June 2016. One hundred percent of teachers will incorporate at least two tenets of the school's student engagement vision, plus an implementation of the school-wide academic vocabulary routine.

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>Literacy and Math teachers will implement the Code X and CMP3 routines and strategies, including literature circle strategies, discussion routines, peer review, close reading, and more; teachers will also implement strategies based on the school-wide student engagement vision. Students can access both Code X and CMP3 curricula online. Teachers will engage in professional development and inter-visitation to build</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers are responsible for implementing routines and strategies within the classroom. Department heads are responsible for providing teachers with professional development, support, and structure around the implementation of these strategies.</p>

<p>their knowledge in best practices for engaging students in rigorous learning, specifically around using evidence in argument in writing tasks.</p>			
<p>All teachers will implement targeted Response to Intervention programs across the school. These teachers meet weekly to plan RtI programming, analyze data, and work with the school's Wilson and Special Education specialists. Students will be streamed into groups for specified periods based on needs identified as a result of WIST, Ed Performance, and NYSESLAT data. All assessment data and discussion forms will be tracked online by students and teachers, and curriculum will be regularly adjusted based on assessment feedback.</p>	<p>Students identified through screening as needing intervention services.</p>	<p>December 2015-June 2016</p>	<p>All teachers will be responsible for implementing services. The Instructional Leadership Team is responsible for analyzing data, reviewing and creating systems, and planning next steps. The administration is responsible for overseeing the process</p>
<p>At least 75 percent of teachers will use self-created websites daily to personalize and differentiate for student pace, levels, and learning styles by January 2016. On websites, daily lesson plans are housed, personalized activities are accessible to students, absent students may complete missed work, students submit and share work on teacher-created websites and in e-portfolios through Google Docs, and teachers are able to instantaneously provide feedback on student work and assessed standards. Teachers engage in professional development around technology use on Monday meetings. Teacher</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>All teachers participate in professional development around the implementation of blended learning practices in the classroom. Teacher team leaders, members of the Instructional Leadership Team, and teachers participating in the Blended Learning Institute lead professional development for teachers to support technology implementation. These teachers also model the use of technology in the classroom on a daily basis.</p>

team leaders, members of the Instructional Leadership Team, and teachers participating in the Blended Learning Institute support technology implementation.			
Teachers will engage in professional development to build their depth of knowledge of practices for engaging multiple intelligences in the classroom. Students have completed surveys to identify their learning styles, and they will select learning opportunities for themselves based on the survey data.	All teachers and students	October 2015-June 2016	Administration, department heads, and Instructional Leadership Team members are responsible for providing professional development and analyzing data on learning styles and multiple intelligences. These leaders must oversee instruction that engages multiple intelligences.

Part 4 – 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.											
<ul style="list-style-type: none"> - Teachers must have access to literature circle books linked to the Code X Curriculum, as well as all other Code X, CMP3, and MoSL resources. - Professional development on Code X and CMP3 routines, as well as best practices regarding MoSL - Weekly Instructional Leadership Team meetings - WIST, Ed Performance, NYSESLAT data - Access to Wilson resources and teachers trained in Wilson use - 2:1 computers to students ratio in the school - Professional development time for evidence in argument best practices, blended learning practices, engaging multiple intelligences - Student data on multiple intelligences 											
Part 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		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.

We will assess teacher use of targeted interventions in January and June, looking for 100% of teachers using targeted interventions to differentiate by pace and level in January, with evidence of multiple pathways and personalized learning style activities demonstrated in June. We will look for 100% of teachers to be implementing at least two tenets of the school-wide student engagement vision as well as the school-wide academic vocabulary routing. Finally, we will look for at least 50% of teachers to be using a blended learning platform to personalize learning for students. We will also analyze student core course passing rates, in order to target students who are not passing classes or whose achievement levels fall more than two years below grade level.

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.	H
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.	H
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.	H
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.	E
<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>Strengths: PBIS implementation leading to extraordinary drop in suspension rates; addition of two new guidance counselors to staff; numerous CBO alliances contributing to student socio-emotional growth and development</p> <p>Needs: Focus on attendance rates</p> <p>This year, full implementation of the internationally recognized PBIS program as well as extensive teacher training (31 teachers trained thus far) in Therapeutic Crisis Intervention for Schools (TCIS) has supported student socio-emotional growth and health. Our school culture is now defined by a standard set of behavioral expectations for both staff and students, which has led to greater consistency in discipline measures as well as the support of socio-emotional health of students by administrators, teachers, guidance counselors, our mediation center, and more service providers.</p> <p>1. The addition of two new guidance counselors to our staff has led to improved access to mental health services for all students.</p> <p>2. Astor Services for Children & Families : Beginning in Fall 2014, Astor Services for Children & Families has a school-based mental health clinic at our school. The clinic provides on-site psychotherapy for our students, as well as assessment and treatment planning; a combination of family, individual, and group therapy; psychiatric evaluations; medicine management; and psycho-education for parents. Many of our students have experienced trauma, and the</p>		

school-based mental health clinic will provide these students the support they need in order to improve their socio-emotional and physical development.

3. **BronxWorks:** Our partnership with BronxWorks addresses our students' emotional needs. BronxWorks has developed a School Violence Prevention program that offers students constructive ways to address conflict. This program teaches our students peer mediation strategies. This partnership supplements the work our sole guidance counselor is able to do with our 500 students.

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

Part 2 – Annual Goal

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

By June 2016, daily attendance will have increased by a minimum of three percent. We will also experience no increase in suspensions from the 2014-15 school year to the 2015-16 school year. We will recruit a CBO that will target attendance and community engagement. supporting us in our goal of increasing attendance by a minimum of three percent.

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>Implementation of PBIS expectations, procedures, and protocols throughout the year.</p>	<p>All staff and students</p>	<p>September 2015-June 2016</p>	<p>Culture Team, administration, and guidance counselors lead and oversee the program. All teacher implement PBIS rewards, expectations, procedures, and protocols.</p>
<p>Culture Team meets weekly to review policies, data, and reports and to plan next steps.</p>	<p>Culture Team members</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal in charge of school culture; Culture Team members.</p>
<p>TCIS training and implementation. Our goal was for majority of our teachers (at least 21) to receive training in</p>	<p>All trained teachers and administrators</p>	<p>September 2015-June 2016</p>	<p>Trained teachers and administrators</p>

Therapeutic Crisis Intervention in Schools (TCIS) by June 2016; to date 31 of our teachers are trained.			

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.											
<ul style="list-style-type: none"> - TCIS training for a majority of teachers - Two guidance counselors with structures in place for providing counseling for all target students - BronxWorks service providers with schedules and structures in place for providing mediation for all target students - Astor Services for Children & Families staff work with students to support socio-emotional health and growth - Culture Team weekly meetings - CBO collaboration 											
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		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.
In February, we will be looking for a 1.5 percent increase in attendance. We will also look for 0 percent increase in suspensions from the 2014-15 school year to the 2015-16 school year.
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.	E
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.	E
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.	E
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).	E
<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>Developing</u> and <u>Ineffective</u>. 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>Strengths: Coherent teacher teams meeting five times per week, horizontally and vertically; extensive teacher leadership opportunities; inter-visitation. Working with the Teaching Matters Network and using Mastery Connect to track and analyze data, we implemented a new data analysis protocol in the 2014-2015 school year.</p> <p>Needs: Development of cohesive systems and structures to assess and evaluate student achievement; coherent school-wide data analysis protocols (both of these needs address in the 2014-2015 school-wide instructional focus and department meetings)</p> <p>Teacher leaders have effectively created a culture of urgency, data analysis, and student engagement. This culture has been made possible by the clear, school-wide structures around data analysis and student engagement; peer evaluation structures are still being created; in the coming year, the collaboration of our teacher teams will enable the teachers to build replicable peer evaluation structures from the teacher-created peer evaluation vision.</p> <p>After data is collected by Mastery Connect, teams of teachers identify focus standards, analyze how these standards are addressed on assessments, create a table of students’ frequently chosen answers, and create re-teaching plans. Teacher teams are working to implement school-wide tiered intervention programs across the school based on assessment data. These teachers meet weekly to plan Tiered Intervention programming, analyze data, and work with the school’s Wilson and Special Education specialists.</p> <p>Students are being streamed into tiered intervention groups for specified periods based on needs identified as a result of WIST, Ed Performance, and NYSESLAT data. All BWA pods are engaged in a tiered intervention system, where</p>		

students that need more support receive focused small-group instruction. Pods of English Language Learners plan tiered interventions for every student, while pods with more English-proficient students are implementing diagnostic, prescriptive, tiered interventions only for selected students, based on analysis of student achievement data. Students are provided with tiered instruction through the *Milestones* curriculum, *Just Words*, *Wilson*, and differentiated literature circles. This emphasis on data has clearly led to deep personalization of learning for students; it has also led to increased student achievement.

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.

By June 2016, 100 percent of interim assessment data will be tracked and analyzed using Mastery Connect, and this data will be used for adjustment of units of study in all four content areas.

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>Administrators, department heads, and network leaders will provide professional development for staff around data analysis protocols.</p>	<p>All staff</p>	<p>September 2015-June 2016</p>	<p>Administrators, department heads, and network leaders are responsible for providing professional development around and overseeing the implementation of data analysis protocols. All teachers are responsible for implementing data analysis protocols.</p>
<p>Departmental focus on data analysis in order to ensure that units of study and lesson plans provide multiple points of access for all students, including SWDs and ELLs.</p>	<p>All staff</p>	<p>September 2015-June 2016</p>	<p>Administrators, department heads, and network leaders are responsible for providing professional development around and overseeing the implementation of data analysis protocols. All</p>

			teachers are responsible for implementing data analysis protocols.
Instructional Leadership Team members and ELL teachers will analyze ELL data using similar data protocols to those used in departmental data analysis.	Instructional Leadership Team	October 2015-June 2016	Instructional Leadership Team members, administrators, and ELL teachers will analyze data and create plans around findings.

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.											
<ul style="list-style-type: none"> - Teaching Matters network support - Data analysis protocol - Department time for data analysis - Professional development around RtI, Mastery Connect, data analysis 											
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		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.
At February check-in, a minimum of 50 percent of interim assessment data thus far will have been tracked and analyzed throughout the year in all four core content areas.
Part 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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>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><u>Summary of Bronx Writing Academy strengths and needs (School Leader Practices and Decisions):</u></p> <p>Strengths: Coherent teacher team groupings; extensive teacher leadership opportunities</p> <p>Needs: Implementation of school-wide peer observation protocols</p> <p>To date, our school community has collaborated by creating a team structure called Pods. Core teachers are grouped in teams of four, with each team consisting of one Math, one ELA, one Social Studies, and one Science teacher. This team, or Pod, teaches three sections of students (~80 students). This enables teachers to easily collaborate around instruction and behavior intervention, as well as parent contact. These teachers meet during three 46-minute periods per week; during these meetings, the Pod teachers focus on school-wide focus areas and share consistent evidence of personalization. Routines and practices are within each class, and Pod members engage in monthly inter-Pod visitations with feedback, reflections, and evidence of inter-visitation impact across content areas. Pod teachers also reflect on their practices at least once a month during team meeting times, keep up a checklist of accomplishments and progress, and check in with administration at least once per month in regards to Pod accomplishments and progress. Our Pod system has helped push our progress and has led us to be ranked in the 90th percentile of all middle schools, having been in the 17th percentile in 2011 (before we introduced the Pod structure).</p>		

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

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

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

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

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

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

This year, we became a Community Learning School and a PROSE school. Becoming a Community Learning School has provided us with a framework around which to truly transform the lives of the families we serve by organizing our efforts around our students' emotional and physical needs, not just their academic needs—and by focusing on the engagement of our parents, not just our students. As a PROSE school, we have focused on student engagement as well as the engagement of our teachers in peer observation and collaboration. Our collaboration with the TIF program and our development of strong teacher teams is currently being optimized to implement effective teacher peer observation protocols in our school. As a professional learning community, we are working together to develop a consistent peer evaluation vision and a protocol for training peer evaluators with a focus on student engagement.

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.

By June 2016, 100 percent of teachers in core content areas will have had the opportunity to observe each other through a student engagement lens and provide feedback using the Danielson Rubric, which will result in increased MOTP rating averages. Administrators will observe every teacher and engage in debrief conversation at least ten times.

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>TIF Teachers (Peer Instructional Coaches and Demonstration Teachers) will work with all Instructional Leadership Team members to implement peer observations within departments and grades. Based on feedback from</p>	<p>TIF Teachers</p>	<p>January 2016-June 2016</p>	<p>Administration will oversee planning and implementation. TIF teachers and Instructional Leadership Team members will implement peer observation practices.</p>

inter-visitations, we will develop a consistent protocol for training peer evaluators with a focus on student engagement, and teachers will participate in this training.			
UFT Chapter Leader and UFT representatives will engage in planning and discussion of peer observation with staff. Our chapter leader will work with a variety of teacher teams to help decide on student engagement and peer evaluation training and structures.	All teachers	October 2015-June 2016	UFT representatives and chapter leader will be responsible for leading discussions and planning with teachers around implementation of peer observations.
Lead teachers will model and lead professional development around pacing, multiple intelligences, and ways to address different student skill levels.	All teachers	September 2015-June 2016	All teachers will be engaged in discussions around the implementation of peer observations.
Principal will provide teachers with time for training, inter-visitations, and feedback sessions.	All teachers	January 2016-June 2016	All teachers will be engaged in training, inter-visitations, and feedback sessions. Principal will be responsible for overseeing.

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.											
<ul style="list-style-type: none"> - Instructional Team meetings weekly - Staff meetings - UFT representatives facilitating discussions - Professional development led by lead teachers - Department meetings - Time allowed for teachers to complete intervisitation and debriefs 											
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		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.

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

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.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
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.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>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>Developing</u> and <u>Ineffective</u>. 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><u>Summary of Bronx Writing Academy strengths and needs (Family and Community Engagement):</u></p> <p>Strengths: Extended Learning Time program offered to all students; student engagement focus</p> <p>Needs: Increased student core class passing rate; more structures for data sharing and utilization</p> <p>Citizen Schools: Extended Learning Time is at the forefront of our services. For three years, the Bronx Writing Academy has partnered with Citizen Schools through iZone360. This program partners with middle schools in low-income communities to provide students with the chance to explore the connections between Science, Technology, Engineering, and Math (STEM) education and real-world careers. The program elements include:</p> <p>1) Apprenticeships that engage students in hands-on curricula that build 21st Century Skills through creative work with adult “Citizen Teachers” who teach students about their own particular fields. Our school welcomes Citizen Teachers from Google, Facebook, law offices, architecture firms, and many other businesses. These teachers work with our students to create and present an end product that they share with families, teachers, public officials, community members, and business leaders.</p> <p>2) Academic Extensions in which students spend an extra five hours per week building Literacy and Mathematics skills through blended learning curricula. Students use the online programs Khan Academy, Study Island and Achieve3000 to work on personalized skills practice.</p>		

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

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

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

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

Part 2 – Annual Goal

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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95 percent of students in grades 6, 7, and 8 will be involved in extended learning time (they attend school from 8:20 am – 5:45 pm), resulting in an average of a 90% core class passing rate. A community advisory board will be responsible for creating at least three events and will meet monthly.

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>Implement expanded learning time initiative on our 6th, 7th, and 8th grades through our partnership with Citizen Schools</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Administration is responsible for collaborating with Citizen Schools administrators.</p>
<p>Reach out to parents to ensure enrollment in the Citizen Schools program.</p>	<p>All families</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, school administrators, and Citizen Schools administrators and responsible for reaching out to parents in person and via email, mail, and phone communications.</p>
<p>Involve parents and community members in Citizen Schools WOWs and apprenticeships.</p>	<p>Families and community members interested in being involved after all families have been contacted</p>	<p>August 2015-June 2016</p>	<p>School administrators, Citizen Schools staff, and Citizen Schools administrators and</p>

			responsible for reaching out to parents in person and via email, mail, and phone communications.
Teachers share curricular resources with Citizen Schools staff to allow for alignment during enrichment periods.	All Math and ELA DOE teachers; All Math and ELA Citizen Schools teachers	August 2015-June 2016	Citizen Schools administration is responsible for setting up structures for Citizen Schools staff to reach out to and receive resources from school Math and ELA teachers. School Math and ELA teachers are responsible for sharing curricular resources.

Part 4 – 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.											
<ul style="list-style-type: none"> - Structures for parent coordinators and others to contact parents (School Messenger, etc.) - Time to meet with parents regarding Citizen Schools programming - Incentives to encourage community involvement in WOWs and apprenticeships - Time for teachers to share curricular resources with Citizen Schools staff 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		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.
In February 2016, the expanded learning time outcomes will be assessed using marking period 2 data, with the expectation that 90 percent of students are passing core classes. This benchmark data will be utilized for possible adjustment of expanded learning time content. The community advisory board will have met at least once by February, 2016.
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)	Ed Performance Data WIST Data NYSESLAT Data Interim Assessment Data State Test Data McLeod Data	Literacy Extension: Differentiated Instruction Independent reading Rtl Block: Just Words Literature Circles In-class instruction: Literature circles based on student reading levels Personalized instruction based on reading and writing levels	Whole class 2-4x per week and small group 2x per week Rtl: Small groups five times per week Small group instruction	2-4 times per week during school day 2 times per week during Extended Learning time
Mathematics	Interim Assessment Data Socratic Data State Test Data	Math Extension: Small group instruction Whole class instruction In-class instruction: Personalized instruction based on ability	Whole class 2-4x per week and small group 2x per week Daily during class Rtl: Small groups five times per week	2-4 times during school day 2 times during Extended Learning time Daily during class
Science	MoSL Data	In-class instruction: Personalized instruction based on ability	Whole class weekly	Daily during class

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

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>The Bronx Writing Academy works very hard to create teacher teams that collaboratively work together to write curricula and assessments, monitor and track student progress through data analyses, provide individualized learning and advisories, and to build school-wide structures and protocols that build a strong community. Therefore we have established the following practices:</p> <p>Recruitment & Assignments:</p> <ol style="list-style-type: none"> 1. Clear, specific, licensing requirements, roles and responsibilities for opening positions are posted 2. A Hiring Committee comprised of teachers, administrators, parents and staff is created. 3. Using a specific rubric , the committee reviews résumés to analyze qualifications and determine candidates who will move on to a group interview. 4. Group Interview: 4-6 Candidates selected are seen at the same time and asked to work as a team to problem-solve and issue around student progress, data analyses, collaboration and/or classroom management. 5. The Committee again uses the rubric to narrow the list of candidates for one on one interviews . 6. The rubrics are consulted again and a discussion about results and recommendations ensues. 7. We invite the finalists to teach a demonstration Lesson. 8. An offer is made to the top candidate. If it is accepted letters of apologies are sent to the remaining candidates <p>Retention and Support:</p> <ol style="list-style-type: none"> 1. New teachers are paired with a mentor in their own subject area 1. Weekly visits, planning and discussions around excellent practices occur 2. Mentors make suggestions about other resources available, including colleagues and Professional Development

2. Bi-weekly Department meetings are built into teacher schedules and held to support all teachers about our common vision and expectations for instruction.
3. Teacher team meetings (pods) are built into teacher schedules and held 3X per week to promote shared structures and protocols for working with a shared group of students.
3. Teachers identify students who may be struggling academically, socially or emotionally. They formulate personalized plans and the support each other in monitoring the students' progress.
4. Plans are adjusted as needed
4. The Bronx Writing Academy employs three Peer Instructional Coach to support individual teachers by:
5. Visiting classes and providing specific, targeted feedback.
6. Co-planning lessons
7. Co-teaching
8. Modeling
9. Providing resources to help with teacher development
10. providing Professional Development in all areas of Instruction, including, but not limited to, Domains 2 and 3 of the Danielson Framework
5. Frequent Informal Observations with feedback are conducted by Principal and Assistant Principal
11. Open communication of teacher goals with teacher and Instructional Coach to ensure consistency of expectations
12. Modeling
13. Providing resources to help with teacher development
14. providing Professional Development in all areas of Instruction, including, but not limited to:
15. Differentiated Instruction
16. Behavior/classroom management
17. Understanding by Design 2.0
18. Collaborative group Protocols
19. Effective Instruction
20. Technology integration in the classroom

2b. High Quality and Ongoing Professional Development

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

	Monday PD	Tuesday PD	Department Meeting (twice per week)	Pod Meeting (three times per week)	External PD
September	<p><u>Instructional Focus:</u> Evidence in Argument</p> <p>Analysis of assessment across content areas</p> <p>(Vertical and horizontal)</p> <p><u>Instructional Focus:</u> Student Engagement</p> <p>21st Century curriculum design – website creation</p>	<p><u>Instructional Focus:</u> Student Engagement</p> <p>21st Century curriculum design – website creation</p> <p><u>Knowledge of Students:</u> ARIS data analysis & creation of pod-specific plans (attendance focus)</p>	<p><u>Collaborative Professional Learning:</u> <i>Professional Learning Community Norms</i></p> <p><u>Collaborative Professional Learning:</u> <i>align department procedures and practices around instructional focus</i></p>	<p><u>Collaborative Professional Learning:</u> <i>Professional Learning Community Norms</i></p> <p><u>Knowledge of Students:</u> <i>Response to Intervention – universal screening (data analysis & training)</i></p> <p><u>Knowledge of Students:</u> <i>Parent Engagement</i></p> <p><u>Collaborative Professional Learning:</u> <i>align pod procedures and practices around evidence in argument</i></p>	<p><u>Knowledge of Students:</u> <i>Therapeutic Crisis Intervention for Schools (district 75)</i></p> <p><u>Collaborative Professional Learning:</u> PLC Meetings (CFN 571)</p> <p><u>Collaborative Professional Learning:</u> Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and visitation training (Danielson-based)</p>
October	<p><u>Instructional Focus:</u> Student Engagement</p> <p>21st Century curriculum design – website creation (create a website from scratch, upload documents and forms to website, learn strategies for implementation of Edmodo, Class Dojo, and Google Forms)</p>	<p><u>Instructional Focus:</u> Student Engagement</p> <p>21st Century curriculum design – website creation</p> <p><u>Knowledge of Students:</u> <i>Response to Intervention – universal screening (data analysis & training)</i></p> <p><u>Knowledge of Students:</u> <i>Selection of pod target students; student engagement strategies</i></p> <p><u>Knowledge of Students:</u> <i>Parent engagement</i></p>	<p><u>Knowledge of Students:</u> <i>analyze evidence-based tasks on rubrics; create student groupings</i></p> <p><u>Knowledge of Students:</u> <i>adapt curricula</i></p>	<p><u>Knowledge of Students:</u> <i>Response to Intervention – universal screening (data analysis & training)</i></p> <p><u>Instructional Focus:</u> Student Engagement</p> <p>21st Century curriculum design – website creation</p> <p><u>Knowledge of Students:</u> <i>Selection of pod target students; student engagement strategies</i></p> <p><u>Knowledge of Students:</u> <i>Parent engagement</i></p>	<p><u>Knowledge of Students:</u> <i>Therapeutic Crisis Intervention for Schools (district 75)</i></p> <p><u>Knowledge of Students:</u> <i>SIOP Training</i></p> <p><u>Collaborative Professional Learning:</u> Teacher Incentive Fund Peer Instructional</p>

					Coach & Demonstration Teacher coaching and visitation training (Danielson-based)
November	<p>Instructional Focus: Student Engagement</p> <p>School-wide vision creation</p>	<p>Instructional Focus: Student Engagement</p> <p>21st Century curriculum design – website creation</p> <p>Knowledge of Students: <i>Selection of pod target students; student engagement strategies</i></p> <p>Knowledge of Students: <i>Parent engagement</i></p> <p>Knowledge of Students: <i>Tiered Intervention grouping; Tiered Intervention planning</i></p>	<p>Knowledge of Students: <i>BWA Data Analysis Protocol training and implementation</i></p> <p>Instructional Focus: Evidence in Argument</p> <p>Analysis of interim assessment standards</p> <p>Knowledge of Students: <i>Mastery Connect (Math)</i></p>	<p>Instructional Focus: Student Engagement</p> <p>21st Century curriculum design – website creation</p> <p>Knowledge of Students: <i>Data Analysis Protocol training and implementation</i></p> <p>Knowledge of Students: <i>Parent engagement</i></p> <p>Knowledge of Students: <i>Tiered Intervention grouping; Tiered Intervention planning</i></p>	<p>Knowledge of Students: <i>SIOP Training</i></p> <p>Collaborative Professional Learning:</p> <p>Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and visitation training (Danielson-based)</p>
December	<p>Instructional Focus: Student Engagement</p> <p>Questioning and discussion techniques--Depth of Knowledge Level 4 question stems</p> <p>Instructional Focus: Student Engagement</p> <p>Questioning and discussion implementation techniques</p> <p>Instructional Focus: Student Engagement</p>	<p>Instructional Focus: Student Engagement</p> <p>Universal Design for Learning</p> <p>Knowledge of Students: <i>Student engagement strategies, with a focus on target students based on attendance/assessment data</i></p> <p>Knowledge of Students: <i>Parent engagement</i></p> <p>Knowledge of Students: <i>Tiered Intervention grouping and revision; Tiered Intervention planning</i></p>	<p>Knowledge of Students: <i>BWA Data Analysis Protocol implementation</i></p> <p>Knowledge of Students: <i>Mastery Connect (ELA)</i></p> <p>Knowledge of Students: <i>adjust curricula and pedagogy based on assessment data</i></p>	<p>Knowledge of Students: <i>Data Analysis Protocol implementation; creation of student groups</i></p> <p>Knowledge of Students: <i>Parent engagement</i></p> <p>Knowledge of Students: <i>Tiered Intervention grouping revision; Tiered Intervention planning</i></p>	<p>Instructional Focus: Student Engagement</p> <p>Collaborative Strategic Reading</p> <p>Collaborative Professional Learning:</p> <p>Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and visitation training (Danielson-based)</p>

	Universal Design for Learning				
January	<u>Collaborative Professional Learning: School-Wide Goals Analysis</u> <u>Instructional Focus:</u> Student Engagement Universal Design for Learning <u>Instructional Focus:</u> Student Engagement student-directed activities <u>Instructional Focus:</u> Student Engagement Multiple points of entry and learning styles <u>Peer Observation Focus:</u> Vision creation	<u>Knowledge of Students: Student engagement strategies, with a focus on target students based on attendance/assessment data</u> <u>Knowledge of Students: Parent engagement</u> <u>Knowledge of Students: Tiered Intervention grouping and revision; Tiered Intervention planning</u>	<u>Knowledge of Students: BWA Data Analysis Protocol implementation</u> <u>Knowledge of Students: comparative data analysis</u> <u>Knowledge of Students: adjust curricula and pedagogy based on assessment data</u>	<u>Knowledge of Students: Student engagement strategies, with a focus on target students based on attendance/assessment data</u> <u>Knowledge of Students: Parent engagement</u> <u>Knowledge of Students: Tiered Intervention grouping and revision; Tiered Intervention planning</u>	<u>Collaborative Professional Learning:</u> Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and visitation training (Danielson-based)
February	<u>Instructional Focus:</u> Student Engagement Universal Design for Learning <u>Instructional Focus:</u> Student Engagement Multiple points of entry and learning styles <u>Peer Observation Focus:</u> Ratings norming and	<u>Knowledge of Students: Student engagement strategies, with a focus on target students based on attendance/assessment data</u> <u>Knowledge of Students: Parent engagement</u> <u>Knowledge of Students: Tiered Intervention grouping and revision; Tiered Intervention planning</u>	<u>Knowledge of Students: BWA Data Analysis Protocol implementation</u> <u>Knowledge of Students: comparative data analysis</u> <u>Knowledge of Students: adjust curricula and pedagogy based on assessment data</u>	<u>Knowledge of Students: Student engagement strategies, with a focus on target students based on attendance/assessment data</u> <u>Knowledge of Students: Parent engagement</u> <u>Knowledge of Students: Tiered Intervention grouping and revision; Tiered Intervention planning</u>	<u>Collaborative Professional Learning:</u> Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and visitation training (Danielson-based)

	observation practice		<u>Peer Observation</u> Focus: Ratings norming and observation practice <u>Student Engagement</u> Focus : Norming and school-wide practices		
March	Instructional Focus: Student Engagement Universal Design for Learning		<u>Knowledge of Students: BWA Data Analysis Protocol implementation</u>		
	Instructional Focus: Student Engagement student choice and real-world connections <u>Peer Observation</u> Focus: Inter-visitation implementation; low-inference notes Instructional Focus: Student Engagement 21 st Century curriculum design – website creation	<u>Knowledge of Students: Student engagement strategies, with a focus on target students based on attendance/assessment data</u> <u>Knowledge of Students: Parent engagement</u> <u>Knowledge of Students: Tiered Intervention grouping and revision; Tiered Intervention planning</u>	<u>Knowledge of Students: comparative data analysis</u> <u>Knowledge of Students: adjust curricula and pedagogy based on assessment data</u> <u>Student Engagement</u> Focus : ELA Department Practices <u>Peer Observation</u> Focus: Lesson Study Implementation	<u>Knowledge of Students: Student engagement strategies, with a focus on attendance/assessment data</u> <u>Knowledge of Students: Parent engagement</u> <u>Knowledge of Students: Tiered Intervention grouping and revision; Tiered Intervention planning</u>	<u>Collaborative Professional Learning:</u> Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and visitation training (Danielson-based)
April	Instructional Focus: Student Engagement Universal Design for Learning Instructional Focus: Student Engagement	<u>Knowledge of Students: Student engagement strategies, with a focus on target students based on attendance/assessment data</u> <u>Knowledge of Students: Parent engagement</u>	<u>Knowledge of Students: BWA Data Analysis Protocol implementation</u> <u>Knowledge of Students: comparative data analysis</u>	<u>Knowledge of Students: Student engagement strategies, with a focus on attendance/assessment data</u> <u>Knowledge of Students: Parent engagement</u>	<u>Collaborative Professional Learning:</u> Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and

	Multiple points of entry and learning styles; technology focus Communications Committee Updates: Staff Emails	<u>Knowledge of Students:</u> <i>Tiered Intervention grouping and revision; Tiered Intervention planning</i>	<u>Peer Observation Focus:</u> Lesson Study Implementation	<u>Knowledge of Students:</u> <i>Tiered Intervention grouping and revision; Tiered Intervention planning</i>	visitation training (Danielson-based)
May	<u>Instructional Focus:</u> Student Engagement Universal Design for Learning <u>Instructional Focus:</u> Student Engagement Student-directed activities	<u>Knowledge of Students:</u> <i>Student engagement strategies, with a focus on target students based on attendance/assessment data</i> <u>Knowledge of Students:</u> <i>Parent engagement</i> <u>Knowledge of Students:</u> <i>Tiered Intervention grouping and revision; Tiered Intervention planning</i>	<u>Knowledge of Students:</u> <i>BWA Data Analysis Protocol implementation</i> <u>Knowledge of Students:</u> <i>comparative data analysis</i>	<u>Knowledge of Students:</u> <i>Student engagement strategies, with a focus on target students based on attendance/assessment data</i> <u>Knowledge of Students:</u> <i>Parent engagement</i> <u>Knowledge of Students:</u> <i>Tiered Intervention grouping and revision; Tiered Intervention planning</i>	<u>Collaborative Professional Learning:</u> Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and visitation training (Danielson-based)
June	<u>Instructional Focus:</u> Student Engagement Universal Design for Learning <u>Instructional Focus:</u> Student Engagement Multiple points of entry and learning styles	<u>Knowledge of Students:</u> <i>Student engagement strategies, with a focus on target students based on attendance/assessment data</i> <u>Knowledge of Students:</u> <i>Parent engagement</i> <u>Knowledge of Students:</u> <i>Tiered Intervention grouping and revision; Tiered Intervention planning</i>	<u>Knowledge of Students:</u> <i>BWA Data Analysis Protocol implementation</i> <u>Knowledge of Students:</u> <i>comparative data analysis</i>	<u>Knowledge of Students:</u> <i>Student engagement strategies, with a focus on target students based on attendance/assessment data</i> <u>Knowledge of Students:</u> <i>Parent engagement</i> <u>Knowledge of Students:</u> <i>Tiered Intervention grouping and revision; Tiered Intervention planning</i>	<u>Collaborative Professional Learning:</u> Teacher Incentive Fund Peer Instructional Coach & Demonstration Teacher coaching and visitation training (Danielson-based)

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.

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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	518,608.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	106,868	X	

Title II, Part A	Federal	0		
Title III, Part A	Federal	15,376.00	X	
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,942,318.00	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.

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

The Bronx Writing Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 Writing Academy</u>	DBN: <u>09X323</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>125</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

Part C: Professional Development

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

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

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

-
The SIOP Model consists of eight interrelated components:

-
• Lesson Preparation: Teachers are taught planning strategies for specifically engaging immigrant students.

-
• Building Background: Teachers' background knowledge of immigrant instruction is broadened.

-
• Strategies: Teachers are introduced to specific in-class strategies that target immigrant students.

-
• Practice/Application: Teachers are given opportunities to practice and apply their knowledge in the classroom and engage in follow up work with a staff developer.

-
• Lesson Delivery: Teachers learn implementation techniques that dramatically increase the effectiveness of lesson delivery, which directly impacts students.

-
• Review/Assessment: Teachers meet as a department to review and assess the work done and their progress in each area.

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

- At these conferences, we will:

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- begin to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- provide assistance to parents in understanding City, State and Federal standards and assessments; share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

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

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

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

-

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • 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 9	Borough Bronx	School Number 323
School Name Bronx Writing Academy		

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 Kamar Samuels	Assistant Principal Lisa Robinson
Coach Meg Cassidy-Blum	Coach Karima Hughes-Maurice
ENL (English as a New Language)/Bilingual Teacher Joani Ramirez	School Counselor Rafael Vasquez
Teacher/Subject Area Miguelina Rosa-Lopez	Parent Ms. Casas
Teacher/Subject Area Millie Matos	Parent Coordinator Haydee Carrasquillo
Related-Service Provider Samantha Cohen	Borough Field Support Center Staff Member type here
Superintendent Leticia Rosario	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	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	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)	497	Total number of ELLs	112	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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		Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	28
SIFE	19	Developing ELLs (ELLs receiving service 4-6 years)	33	Long-Term (ELLs receiving service 7 or more years)	8

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

	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	71	17	3	33	2	17	8	0	8	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
Arabic														0
French														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																
Arabic																			0	0
French																			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							34	27	39					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	4	4					0
Haitian														0
French							1	1	0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)							15	9	15					0
Emerging (Low Intermediate)							3	5	3					0
Transitioning (High Intermediate)							4	1	5					0
Expanding (Advanced)							12	12	7					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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							6	4						0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	27	8	0	0	0
7	31	7	1	0	0
8	20	12	3	0	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	6	16	6	8	0	0	0	1	0
7	20	13	8	2	1	0	0	0	0
8	7	32	6	25	8	0	3	0	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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
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				
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.
 English Language Learners are targeted for intervention based on their ELA and Math exams, as well as their lexile level scores based on data received from Ed Performance assessments, as well as NYSESLAT data. These students benefit from additional support through extended day intervention as well as Tiered Intervention blocks during our school day. In guided reading groups, students work with their current content teachers as well as their after school enrichment teachers. The total number of students in each intervention group does not exceed 10 students per teacher when students are in groups identified as "high need" based on data. The focus in the ELA intervention groups are reading comprehension strategies and writing development. Students also receive Math intervention during the regular scope of the school day by the current math teacher in small groups of 5 students, as well as during our after school program, which 95 percent of the students in our school attend. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention with the NLA teacher and with their content area teachers, as well as with our IEP teacher. These students also receive pull-out intervention with an NLA teacher. All ELLs attend our after-school program, where they receive additional support in reading, math and Spanish literacy for all students in addition to enrichment activities. The program is Monday-Thursday for an additional 3 hours per day. Social Studies is taught by a licensed ESL teacher in the 7th and 8th grades. These teachers focus on using the SIOP model, as do our sixth grade English and Science teachers. They identify big themes and enduring understandings that need to be prioritized. In Science, students are taught in their native language when appropriate. The teachers are focused on high-level cognitive engagement and discussion strategies. They use labs to ensure that students have concrete examples of theories explained in class. NLA teachers are focused on using Understanding By Design to plan their lessons. They meet twice per week in collaborative planning and they ensure that their NLA lessons are aligned to common core standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In general, students are moving towards proficiency in speaking in the 6th and 7th grades at high levels. Basic trends reveal students becoming proficient in speaking and listening early, but continuing to struggle throughout the grades in reading and writing, in terms of getting to proficiency. We have students who are long-term ELLs in the 8th grade who are not proficient readers, according to the NYSESLAT.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- My school uses this information to inform class placement and intervention assignments for students. The data reveals that students' spoken and listening skills improve rapidly, but their reading and writing skills lag behind. According to current reports, students have consistently scored highest in speaking and listening. Reading and writing scores remain lower. We use this data in Response to Intervention groupings. All ELLs are grouped in daily Response to Intervention groups based on NYSESLAT, RLAT, ELA/Math NYS exam data, and school-based data. We reassess students in reading, writing, speaking, and listening skills on six-week cycles and rearrange Response to Intervention groups accordingly.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - In Math, students in the ESL program perform better than they do reading; our state test results demonstrate that a vast majority of our ELL students, including relative newcomers, passed the Math state test this year. In the past year, our 7th grade ELL students struggled on both Math and ELA state tests.
 - School leadership and teachers analyze the results of the ELL Periodic Assessments within the Pod system, a structure in which teams of teachers meet three times weekly to discuss shared students. In these thrice-weekly Pod meetings, teachers review and discuss the data. One effect of this analysis has been a focus on academic vocabulary instruction in the ELL Pods. Teachers of ELLs teach academic vocabulary explicitly in all four core classes and frequently review the results of this instruction. This focus is an effect of teachers and administrators noticing that weak knowledge of academic vocabulary bars ELL student access to the information presents in assessments. The Instructional Leadership Team also analyzes NYSESLAT, Ed Performance, and state test results.
 - Periodic Assessments emphasize the need for explicit vocabulary instruction to ELLs. Native language instruction focuses more on the concepts on which students are cognitively ready to focus--main idea, theme, etc.--freeing up content teachers to focus deeply on vocabulary growth and strategies.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- Our school uses data to guide instruction for ELLs within the Response to Intervention framework by focusing in on three strategies: guided reading groups, ELA extension time, and explicit academic vocabulary teaching for all ELL pods. Every Tuesday and Thursday, ELL students are split into smaller groups. Each small group reads a book with a teacher at the students' guided reading level; the groups also focus on strategies students in each group need. In the coming school year, we have one hour of Response to Intervention time dedicated in our schedule every day. During this time, ELLs will be participating in robust language acquisition curricula. ELA extension time uses blended learning to provide students with 2.5 hours each week of reading non-fiction articles on their reading level, answering multiple choice questions, and answering short answer questions. Students are offered scaffolds including hints in their native language, articles read aloud, and articles in their native languages.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Our school has a core group of veteran ESL teachers who work closely with administration to guide ELL instructional decisions. A certified ESL Peer Instructional Coach is part of a core group of teachers in the school who work closely with administration; this teacher trains newer ESL teachers in best practices and use of data. NLA teachers meet with core teachers of students in the ESL program to align instructional practices and highlight strategies in native languages that students are learning in their second language. Bilingual and ESL teachers meet with a coach instructing them in the SIOP model, and teachers have applied strategies from this model, including teaching content and language objectives separately--and many more strategies for ELL-specific lesson preparations, strategies, and more. Our school follows an ESL model, with all ELL students receiving NLA instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- (N/A)
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- Thirty-two percent of our students are ELLs, and 50.4% were in the 75th growth percentile or higher in ELA. Forty-nine point six percent of our students were in the 75th growth percentile in Math. Forty point five percent of our ELLs made progress in the 75th percentile. We also use Ed Performance results and NYSESLAT results to determine the growth of our ELL students.

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.

Several bilingual and ESL-certified teachers administer the K-12 Home Identification Survey as well as initial assessments when students first arrive at our school. Ms. Joani Ramirez (ESL certified), Mr. Martin Caceres (Bilingual certified), Ms. Sandra Castillo (Bilingual certified), and Ms. Jessica Munoz (ESL certified) took charge of this process during the past school year, under the leadership of Ms. Ramirez. Ms. Ramirez plans to head the team in the coming year, as well. When students first arrive in our school, on day one, Ms. Castillo completes the informal oral interview of the students. Ms. Castillo is able to communicate with parents in Spanish or English. Parents speaking a different language either communicate through a family member they have brought who speaks English, or through a student we bring in to the conversation who speaks both the parents' home language and English. Ms. Castillo and Ms. Ramirez administer the NYSITELL and the Spanish LAB as needed. The informal interview and required testing are completed within ten school days. Our certified ESL/bilingual teachers all speak fluent Spanish and English. Our director of Special Education is a fluent French speaker.

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).

Students are given the SIFE questionnaire after student work and initial responses to initial testing indicate that students may be SIFE. This is the NYCDOE SIFE questionnaire available on the NYCDOE intranet. Students are identified within 30 days based on informal interview results, classwork, and SIFE designation according to the DOE report.

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).

Newly enrolled students with IEPs are identified by Ms. Ramirez, Ms. Fatima Paez, and/or Ms. Colette Fremont. After reviewing evidence of the student's English language development, the LPT recommends the student to take the NYSITELL or not to take the NYSITELL. At this point, the students either takes the NYSITELL to determine ELL status or has a recommendation sent to the principal for review, then takes or does not take the NYSITELL. If the students does not take the NYSITELL, the principal sends his determination to the superintendent for review. Finally, the students either takes the NYSITELL at this point or does not, at which point the process ends. Ms. Ramirez, indicated above, is a certified teacher. Ms. Fremont is our Director of Special Education. The principal is our school administrator, who is involved in the process. Parents are brought in by Ms. Fremont (Director of Special Education) and provided with interpretation as needed; Ms. Fremont is able to interpret for French-speaking parents, and Ms. Ramirez translates for Spanish-speaking parents. Parents with other language needs are accommodated. SIFE identification is taken into account, and the acceptance or rejection of the LPT recommendation takes place within 20 days. ELL service placement takes place within the required timeline.

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 ELL team works together to ensure that parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined. These letters are available in French, Arabic, Spanish, and Bengali, which accounts for the language needs of all of our parents of ELLs in the past five years.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their children's ELL status via a letter within 45 days of enrollment. This letters is available in parents' preferred languages. At this point, parents may send a written request to initiate a re-identification process. The school then may re-administer the NYSITELL or conduct studies of student work. Parents are informed via phone call and letter of their children's status. Ms. Ramirez is in charge of this process. Letters are filed and maintained by Ms. Ramirez and Ms. Paez (Pupil Accounting Secretary) in the main office. These records are available in the main office and are maintained primarily by Ms. Ramirez and Ms. Paez.

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.

At the Bronx Writing Academy, we send home letters informing parents of the program choices upon a student's entry into the school. When parents are receiving their orientation information, they also receive and sign the letter. Our ELL coordinator explains the offerings to the parents immediately. This is done within the required timeline and is overseen by Ms. Ramirez (ESL coordinator and certified ESL teacher). The letters are available in French, Spanish, Bengali, and Arabic. ESL program is the default placement when a parent survey is not returned. Our parents have consistently chosen ESL programs based on the results of 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.
Our school uses the School Messenger system as well as mailings and incentives during parent-teacher conferences to ensure that Parent Surveys and Program Selection forms are returned. Individual teachers also discuss the forms with their students and create class challenges to ensure the return the the letters. Individual teachers collect the forms and give them to Ms. Paez, who stores them in the main office. These surveys are available in parents' preferred language. Parents who have previously chosen a TBE/DL program are contacted as needed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Members of the Instructional Leadership Team as well as the ELL coordinator and office staff review the number of Parent Survey and Program Selection forms that have been completed. The ELL coordinator and members of the Instructional Leadership Team track the return of the forms, which are available in parents' preferred language. These forms are stored and filed in the main office.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL team works together to ensure the distribution of placement parent notification letters, with administrative oversight and deadlines.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school retained all ELL documentation in a 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.
ESL teachers administer the reading and writing portion of the test each year over the course of several days. Two members of the ELL team (Ms. Ramirez and Ms. Munoz, in the past year), with the support of Ms. Castillo and Mr. Caceres, administer the speaking portion of the test during the designated time frame. Finally, the principal provides the members of the ELL team with the time to score the exams. This takes two days.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ELL team works together to ensure the distribution of entitlement and transitional support parent notification letters, which are available in parents' preferred language..
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).
Generally, our parents request for students to be placed in ESL classes. This led to our shift from a bilingual to an ESL program. One hundred percent of returned parent survey and program selection forms from the 2014-15 school year requested ESL programming. Thus, we built alignment between parent choice and program offerings as per Aspira Consent Decree by transitioning from a bilingual model to an ESL model in an attempt to meet parent choice requests.

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.
Students are grouped in blocks. We have a beginner/newcomer group and an advanced/intermediate group, separated by grade. These classes are generally homogeneous, with heterogeneity within each group. All students who have received 0-3 years of service and/or are beginner ELLs are grouped in one class in the sixth grade, one class in the 7th grade, and one class in the 8th grade. All students who have received 4 years or more of service and/or are intermediate or advanced ELLs based on the NYSESLAT are grouped in another class in the 6th grade, another class in the 7th grade, and another class in the 8th grade. These classes all receive ESL instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?
Teachers are assigned by grade based on their certification. There are two NLA teachers (One teaches grades 7 and 8 and the other teaches grade 6). Our block programming ensures that mandated service time is met; because of heterogeneous grouping, some students receive above the mandated time. Students in the beginner ESL homerooms receive 5 periods of NLA per week. Students in the self-contained ESL homerooms (two per grade) receive five 72-minute blocks of ESL per week. In the coming year, all students will receive 60 minutes of ESL per day as well as 45 minutes of Response to Intervention per day. Newcomers also receive 45 minutes of NLA per day. This means the new CRPart 154.2 new language proficiency mandates.
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.
Content area instruction consists of Science, Social Studies, Technology and Art using the Sheltered Instruction Observation Protocol (SIOP) model. This means that students receive a content objective as well as a language objective during every lesson. ESL content area teachers co-plan with the general education content teachers to identify the themes and enduring understanding to prioritize when implementing the curriculum. The goal of the content area instructors is to build vocabulary and support the reading comprehension strategies students need to be successful when approaching non-fiction reading. Teachers in every subject area use the SIOP model and present a content and a language objective in every lesson. Math teachers focus on higher order questioning to ensure that are engaging in high level discussions in math. They use cognates to help students to identify words that are easily transferrable to English. Teachers dedicate time to front-loading strategies that activate prior-knowledge and build student vocabulary. Teachers incorporate technology in their instruction and an option for students to demonstrate understanding of what they are learning. Students practice and write a variety of genres. Social Studies teachers utilize the Code X curriculum, planned cross-curricularly with ELA and ESL teachers; this rigorous curriculum focuses on strategies and skills necessary for students to meet the Common Core standards. Science teachers also plan cross-curricularly, using common themes and skills with the Code X curriculum, to better prepare students for the Common Core standards and to focus on language acquisition through content. All core teachers of ELLs also focus on academic vocabulary.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The Bronx Writing Academy (BWA) administers formative assessments to all students in 6-week cycles. The assessments are created in Spanish for math and science on each grade. We use also translate some assessments to Arabic, Bengali, and French. We order the appropriate number of state tests in Spanish and other available languages. We reach out to the office of translation where necessary for languages not covered. NLA teachers also frequently assess their students on skills related to those students are studying in ELA classes, to ensure that students are staying on track with the skills for which they are cognitively, but not linguistically, ready. Assessing students' comfort with these skills in their native languages ensures that they are appropriately evaluated in their native languages even more frequently. Our students also complete the Ed Performance Series Assessment three times per year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers of ELLs use rubrics to evaluate speaking, writing, listening, and reading throughout the year. Teachers plan together to ensure that ELLs are being assessed in these modalities in English, Science, Social Studies, and Math. Teachers assess students using the practice NYSESLAT, Pearson Benchmarks, WIST, Ed Performance, McLeod, and more. Students are assessed on six-week cycles, and data is reviewed by the Instructional Leadership Cabinet. In the Just Words RtI curriculum, students are assessed in reading, writing, speaking, and listening every week, with data reviewed every six weeks.
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

The gradual release of responsibility approach is used throughout our school. For ELL students, this gives us the opportunity to use flexible grouping on a daily basis.

- a. We scaffold for our SIFE and newcomers using various ELL instructional approaches including concept definition maps, Frayer model and story boards. There are also after-school programs specifically designed for newcomers and SIFE students during our whole-school extended day program. During these programs students continue to work with teachers in small groups for 8 hours per week. Teachers of these programs push in to classes with ESL and bilingual-certified teachers during the school day to ensure continuity of curricula and skills. In each class, there leveled libraries with grade and age appropriate books. We also use an anthology (Milestone) to help to provide a structured approach to differentiation in the classroom.
- b. Longterm ELLs receive multiple opportunities to integrate with the mainstream population. They are integrated in our extended day and after school activities with the mainstream population.
- c. Newcomers receive push-in small group instruction during that ELA block daily from a certified bilingual teacher. This is in addition to their ESL mandated time of 360 minutes. ELL students who are 4-6 year within program models receive 360 minutes in ELA from a certified ELA teacher. These teachers have been trained in the SIOP model and are teaching ELA at a level accessible to our ELLs. We modify the school curriculum to ensure an appropriate level of rigor. There is a targeted after school program designed specifically for long-term ELLs. They work with teachers who administers intervention strategies in a small group setting.
- d. Developing ELLs receive differentiated instruction based on NYSESLAT, WIST, McLeod, Ed Performance, and other test results. Differentiated instruction offerings include tiered readings, multiple points of entry and output, sentence starters, and more. Differentiated instruction is available every day.
- e. For long term ELLs, differentiated instruction is much the same. Based on student needs, multiple points of entry and output are available. Our school wide instructional focus of student engagement ensures that students are self-assessing, receiving work in multiple modalities and learning styles, and may enter work from multiple points. This ensures that long term ELLs are working in forms that benefit them. Former ELLs remain in our ELL blocks, receiving mandated services and, in fact, more than the mandated services, because they remain with certified ESL teachers based on our school groupings.
- f. ELLs and former ELLs receive all required test accommodations (time-and-a-half or double time, depending on mandates, and tests in home languages when available).

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.

Our school ensures that students' academic progress has not been adversely affected by re-identification by tracking student progress in six-week cycles. Students requiring extra assistance will be grouped in Response to Intervention groups in the coming school year. In these groups, students will receive targeted assistance, with progress monitoring, five days per week for 45 minutes each day. Ms. Ramirez (ESL certified) and Ms. Castillo (bilingual certified) are assigned to manage the initial identification process and the re-identification process.

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?

ELL students with disabilities receive pull out services from a certified Special Education and ESL teacher. This is done based on the students' IEPs. The students' IEP goals are used to drive the instruction in the pull out program. ELL Students in ICT programs are also pulled out. Teachers in the classroom are implementing the SIOP model which ensures that there is a content and a language objective on a daily basis. They use appropriate questioning and discussion techniques. At the BWA this is grounded in appropriate 'accountable talk' which includes strategies such as 'think, pair, share.' Teachers also ensure appropriate wait time so that our ELLs with disabilities are able to appropriately process questions. We have 3 levels of an anthology series geared at ELLs. We have purchased and leveled novels in Spanish. Students in NLA access novels at their level.

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?

ELL students' IEPs are reviewed annually with parents and teachers. In all our reviews we ensure that the student is placed in the least restrictive environment Teachers of these students meet weekly to collaborate and ensure that the students are receiving the appropriate interventions. One such intervention is the Wilson program. ELLs students with disabilities receive Wilson from a

Chart Wilson trained teacher where necessary. They often do this instead a traditional ELA block. They are programmed for Wilson based on their levels not their grades. This kind of flexibility is possible because of our i-Zone plan that is focused on personalization for every child. Students are assessed monthly to ascertain their levels.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

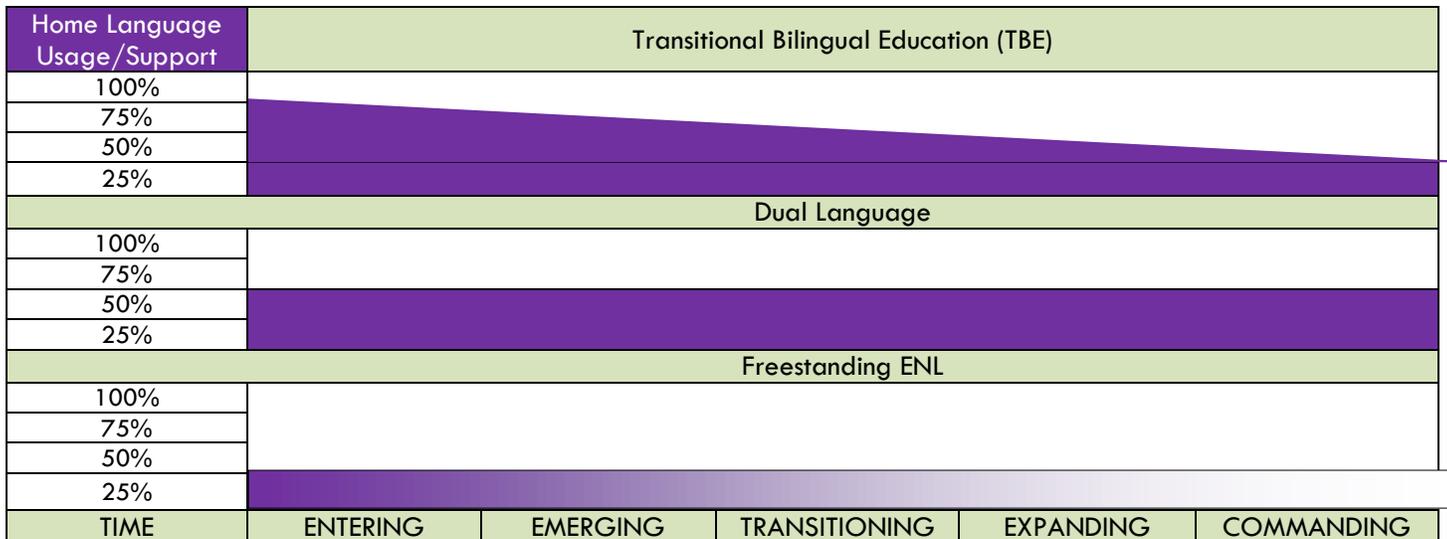


*Note: “other approved services” does not apply to New York City at this time.

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. ELLs identified by their scores on state ELA and Math exams as needing or benefitting from additional support are grouped to work with their current content teachers for the "extended day" 37 minute intervention. The total number of students in each "extended day" intervention group should not exceed 12 students per teacher. The focus in the ELA "extended day" intervention are reading comprehension strategies and writing development. Students also receive Math intervention during the regular scope of the school day by the current math teacher in small groups of 5 students. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention during "extended day" with the NLA teacher. An ELL after-school program is also offered for additional support in reading, math and Spanish literacy for all students in addition to enrichment activities. Social Studies is taught by a licensed ESL teacher. They focus on using the SIOP model. They identify big themes and enduring understandings that need to be prioritized. In science students are taught in their language where appropriate. The teachers are focused on high-level cognitive engagement and discussion strategies. They use labs to ensure that students have concrete examples of theories explained in class. NLA teachers focus on using Understanding By Design to plan their lessons. They meet twice per week in collaborative planning and they ensure that their NLA lessons are aligned to common core standards.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program has experienced success based on years of Math and ELA NYS testing results. Our current program offers ELLs rigorous instruction in content and language. According to NYSESLAT results, speaking and listening scores have improved consistently. Our ELL students generally outperform peer group students in Math NYS exams. Our implementation of Rtl school wide this year five days per week will improve our ELLs' performance in reading and writing. This will be assessed on six-week cycles.
12. What new programs or improvements will be considered for the upcoming school year?

Our implementation of Rtl school wide five days per week, with ELLs broken into groups based on NYSESLAT data, will improve the instruction for ELLs. For these students, we are using the WILSON Just Words curriculum, which focuses on reading and writing language acquisition. This also includes the explicit teaching of sounds and letters. Our ELLs will be reassessed on six-week cycles.
13. What programs/services for ELLs will be discontinued and why?

No programs or services for ELLs will be discontinued in the 2015-16 school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students in our building are part of the Citizen Schools Extended Learning Time Program. Students stay in school until 6pm. Students participate in Academic League classes twice per week, receiving additional English and Math instruction, and participate in Apprenticeships twice per week, during which students participate in career-based learning, working with people from banks, Google, Facebook, Android, and other local businesses. Students also participate in clubs once per week. ELL students are offered instruction in Spanish and English during this time and remain in their ELL classes during this time. They are afforded equal access to all programs.
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.

Our school offers 1:1 computer-to-student access. All ELLs are offered differentiated, technology-based instruction. Teachers are also trained in the Just Words WILSON reading program, which we are using to support our ELLs. The SIOP and DOE SIFE curricula are also implemented.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Students receive Native Language Instruction for fortyfive minutes per day.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs' ages and grade levels are taken into account during their initial placement interview. All required services and resources support and correspond to ELLs' ages and grade levels based on the needs identified during the initial interview.
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).

ELLs who enroll before the beginning of the school year are invited to an orientation. This orientation is also offered throughout the school year, as needed. Ms. Ramirez, Ms. Paez, and Ms. Fremont (ESL coordinator, pupil accounting secretary, director of special education) as well as any available teachers of ELLs (in the past, science teachers and ELA teachers) participate in the activities.
19. What language electives are offered to ELLs?

The language elective offered in our school is Spanish (8th grade only).
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.)
All ELL personnel participate in professional development focused on student engagement and RtI. Teachers of ELL students during RtI have all participated in an intensive Just Words WILSON training. All teachers participate in three-times weekly trainings around engagement of students, which has led to intensive alterations to ELL curricula. Teachers engage in this training during Monday whole staff professional development, Tuesday grade team RtI meetings, and Wednesday student engagement department meetings.
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?
Teachers of ELLs engage in professional development on Mondays with the whole staff around support of ELLs as they engage in the Common Core Learning Standards, as well as during Tuesday RtI grade team meetings and Wednesday student engagement department meetings. ELL data is reviewed in weekly instructional leadership team meetings and well as Thursday department data analysis meetings. The Bronx Writing Academy engages in a data analysis protocol every Thursday. In this time, ELL data is reviewed and support of ELLs as they face the Common Core Learning Standards is planned, reviewed, revised, and discussed.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff communicate with ELL teachers at our biggest feeder elementary school, PS 53. The administration provides support to staff as they assist ELLs in transitioning from elementary to middle school through our grade team meetings. During these meetings, all teachers of each ELL group meet three times per week (Mondays to discuss attendance, Tuesdays to discuss RtI, and Fridays to discuss students behavioral and academic needs), and focus on Fridays on students' behavioral and academic needs, including any support they need in transitioning from elementary to middle school. Administrators and the guidance counselor attend these meetings at least once a week to provide staff with support in these areas.
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.
Our school exceeds the professional development requirements for all teachers. All ELL teachers engage in ELL-specific professional development three times per week (45 minutes each time) as they meet in grade teams. The grade team meetings are groups by ELL and non-ELL teachers. Thus, ELL teachers meet three times per week with their ELL-specific grade teams. During these meetings, there is a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. During Monday whole staff meetings, teachers are often broken into ELL groups to focus on best practices for teachers of ELLs. All agendas and weekly activities are logged in our school Google Drive.

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?

Parents of ELLs are invited to the school to meet with grade teams and discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Our school invites parents for more than just the DOE-mandated meetings. As a Community Learning School and through our extended day program, we invite parents to participate in programs and meetings throughout the year. Parents are invited to our thrice-weekly grade team meetings, which are broken into ELL and non-ELL grade teams. During these meetings, parents are invited to discuss goals, language development progress, and language needs. In this way, the school provides annual individual meetings with parents of ELLs.

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.

Grade teams keep records of annual individual meetings as well as phone calls and letters. These records are passed along to Ms. Paez in the main office, who files them.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are involved in grade team activities. Because grade teams are broken down by ELL and non-ELL groups, parents of ELLs are specifically targeted by ELL grade teams. As a Community Learning School, we also offer services for ELL parents including ESL classes and technology literacy classes.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with other agencies to provide services to all parents including ESL classes, technology literacy classes, and counseling classes through Astor Services for Children and Families.

5. How do you evaluate the needs of the parents?

We survey all parents in September and October. After these survey results have been collected, they are analyzed by the Community Learning School Team as well as our UFT Community Learning School partners.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of the parents based on the survey results. In the 2014-15 school year, parents requested ESL classes, technology literacy classes, and counseling classes; as a result, these were the classes we offered. Our parental involvement activities also address the needs of the parents based on their demographics. In the past five years, our number of students in temporary housing has risen from 5% to 20%. This comes with a decrease in attendance. As a result, we have an attendance team and parent outreach focused on attendance.

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: Bronx Writing Academy		School DBN: 09X323	
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)
Lauren Hasson	Principal		10/30/15
Lisa Robinson	Assistant Principal		10/30/15
Haydee Carrasquillo	Parent Coordinator		10/30/15
Joani Ramirez	ENL/Bilingual Teacher		10/30/15
Carmen Casas	Parent		10/30/15
Miguelina Rosa Lopez	Teacher/Subject Area		10/30/15
Millie Matos	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Rafael Vasquez	School Counselor		10/30/15
Leticia Rosario	Superintendent		10/30/15
	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: **09X323** School Name: **Bronx Writing Academy**
Superintendent: **Rosario**

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.

Over 25% of our parents have identified Spanish as their primary language. This has indicated to us that every written notice must be in both English and Spanish and that every meeting requires Spanish translation. During registration, non-English speaking parents are provided with a home identification survey in their native language. We document the languages that are present in our school and work with the DOE translated using the DOE Translation & Interpretation Unit as needed. The unit is used for translation of assessments analysis and progress reports. Continued collection of data informs the school of those parents/guardians who are in need of written translation and oral interpretation. In collaboration with the UFT Community Learning Schools Initiative, we have sent out several surveys over the course of the past school year, and we plan to continue this practice in the coming years. We regularly update our knowledge of languages parents speak and analyze the data in the weekly Instructional Leadership Team meetings. We utilize multiple ways to collect data and convene to discuss our shared knowledge weekly.

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.

Parents' preferred languages include: English; Spanish; French; Fulani; Bengali; Farsi; Arabic

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.)

Parent handbook: September
Teacher-created supply lists: September
Citizen Schools program information: September and ongoing
Parent-teacher conference announcements: September, November, March, May
New York State testing dates: March, April, May, June
Letters from school leadership: September and ongoing
Overview of student curriculum: September

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.

Formal conferences: September 16; September 18; March 16; May 11
Monthly assemblies: The last Friday of every month
Informal meetings: Weekly on Mondays, Tuesdays, and Fridays--teachers meet in grade teams and invite parents on an as-needed basis

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.

We provide oral translation in Spanish for all documents through the use of an in-house translator. The school is currently pricing electronic systems to deliver translation without having to repeat what was previously said in English; in this way, the translator can translate concurrently as the initial speaker speaks. Once the school receives the translation allocation, we will make the determination as to whether the purchase of such equipment is feasible. However, Spanish translation is currently available at every meeting and on every document. Teachers also use online translation systems to assist with translation into languages other than Spanish in meetings and in documents, with many documents translated into Arabic, Farsi, and Bengali.

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

2. Describe 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.

We provide oral translation in Spanish at all meetings through the use of an in-house translator. The school is currently pricing electronic systems to deliver translation without having to repeat what was previously said in English; in this way, the translator can translate concurrently as the initial speaker speaks. Once the school receives the translation allocation, we will make the determination as to whether the purchase of such equipment is feasible. However, Spanish translation is currently available at every meeting and on every document. Teachers also use online translation systems to assist with translation into languages other than Spanish in meetings and in documents, with many documents translated into Arabic, Farsi, and Bengali.

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.)

The Bronx Writing Academy will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretations service through explanations sent out via our staff "Email Blasts" using our staff email system. We will also share the information on our BWA Google Drive.

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

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

[Redacted]

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)

Our school makes use of the parent survey as well as self-created surveys and surveys created in conjunction with the UFT Community Learning Schools Initiative. Parents also have access to our school website, where they can provide feedback and take surveys. The four meetings our school has every week, during which parents can meet with every single teacher of their children, allow our parents ample opportunity to provide feedback, as well.