2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 08X269
School Name: BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS
Principal: DAWN VERHILLE
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: Bronx Studio School for Writers and Artists (BSSWA)</th>
<th>School Number (DBN): 08X269</th>
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<tbody>
<tr>
<td>BEDS Code: 320800010269</td>
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<tr>
<td>Grades Served: 6-12</td>
<td></td>
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<tr>
<td>School Address: 928 Simpson St, Bronx, NY 10459</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718 893 5158</td>
<td>Fax: 718 893 5982</td>
</tr>
<tr>
<td>School Contact Person: Dawn Verhille</td>
<td>Email Address: <a href="mailto:dverhille@schools.nyc.gov">dverhille@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Dawn Verhille</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Vanessa Rozon</td>
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<tr>
<td>Parents’ Association President: Susan Oyola</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Audrey Connolly</td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Jacqueline Pabon</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Makkeda Ramsey, Joshua Henrique</td>
<td></td>
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<tr>
<td>CBO Representative: Damaris Dunn</td>
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</tbody>
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District Information

<table>
<thead>
<tr>
<th>Geographical District: p8</th>
<th>Superintendent: Dr. Erika Tobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1230 Zerega Ave., Bronx, NY 10462</td>
<td><a href="mailto:etobia@schools.nyc.gov">etobia@schools.nyc.gov</a></td>
</tr>
</tbody>
</table>

Field Support Center (FSC)
FSC: Bronx
Executive Director: Jose Ruiz

Executive Director’s Office Address: 1 Fordham Plaza and 1230 Zerega Ave.

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: 718 828 6653  Fax: 718 828 2760
### 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Verhille</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Vanessa Rozon</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Susan Oyola</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Marta Ramos</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Pabon</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>Makkedan Ramsey</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Joshua Henrique</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Damaris Dunn</td>
<td>CBO Representative, Global Kids, Inc.</td>
<td></td>
</tr>
<tr>
<td>Audrey Connolly</td>
<td>Member/ CSA</td>
<td></td>
</tr>
<tr>
<td>Monserrate Melendez</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Pamela Dozier</td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td>Pauline Forbes</td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td>Sandra DeJesus</td>
<td>Member/ parent</td>
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**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan**

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and informed by New York City’s [Equity and Excellence for All: Diversity in New York City Public Schools](#), [Strong Schools, Strong Communities](#), and [Framework for Great Schools](#).

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 for continuous improvement 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 increase 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**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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 Rubric, School Quality Guide and other quantitative and qualitative data tools.

**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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; 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 school communities. All of the qualitative assessments are rooted in the Quality
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

• **Step 7:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 8:** 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**

1. **What is your school’s mission statement?**

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

2. **Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.**

   **Bronx Studio School for Writers and Artists (BSSWA) is a six through twelve school with approximately 650 students. Scholar-Activism at BSSWA rests on five core values. Our commitment, first and foremost, to: (1) achieve academic excellence, (2) extend a helping hand to those in need, (3) maintain a peacekeeping culture, (4) summon the courage to express our creativity (“think differently!”), and (5) demonstrate pride in our school work as well as the accomplishments and gains of others (school spirit). Advisory serves as the primary community-wide vehicle for transmitting those values and expectations.**

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

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

   HS seniors, juniors, and select sophomores may also select to enroll in AP Environmental Science, AP US History, AP Literature, AP Language, AP Statistics and AP Studio Art.

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

   Our **full-time college counselor** and her two **interns** meet with MS & HS students at the college office, in collaboration with College Access for All, and coordinate and lead a host college immersion activities year round including **Senior Parent Night: Dispelling the Myths Related to the College Application & Financial Aid Process**, campus trips to various colleges, **BSSWA HS Alumni Day**, and visits from CUNY and SUNY representatives just to name a few.

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

   - Our MS and HS student government and peer mediation program have provided high school students opportunities to mentor and re-direct their middle school counterparts on campus and organize school-wide community-building events including student elections, dances, fundraisers, and karaoke nights.
Our Physical Education department draws a wide-range of students across the MS and HS and enriches the community with an assortment of engaging course offerings and PSAL varsity and junior varsity teams including boys & girls' rugby, boys and girls' wrestling, girls' volleyball and boys and girls' basketball.

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

- The Center for Supportive Schools (CSS) Peer Group Connection (PGC) program prepares our young scholars in the eleventh and twelfth grades to co-lead ninth grade Advisories and ease their transition to high school.
- Elevate NY offers two sections of its comprehensive youth leadership course throughout the school day to our high school students.
- Our founding partner, Casita Maria, offers art-based after school programming and tutoring. Casita also completely subsidizes a Princeton Review SAT prep course and sponsors multiple college trips exclusively for BSSWA juniors and seniors.
- Global Kids, Inc. (GK) serves as our community school grant partner.

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

- Targeted MS students were programmed to receive differentiated support during Academic Clinic: our after school site for academic support and remediation.
- This year we made additional expenditures on technology in the form of laptops to support classroom differentiation and obtained licensing agreements with Aventa to support HS credit recovery throughout the year.
- Our department teams’ ongoing rounds of data analyses determined the MS & HS student rosters for our ongoing Saturday Academy: an additional layer of academic enrichment and support for targeted students.
- UNITAS Therapeutic Community offers one-on-one counseling to our most at-risk high school students; particularly, our chronically absent students engaging in chemical substance abuse. In addition, a UNITAS social worker and social work intern lead a heterogeneous Advisory of acutely “at-risk” teens twice a week.
- Our school-wide intervention team, or I-Team, has been re-configured and augmented to include one lead and two assistant deans of student life and culture who handle student infractions and disputes and train HS students in peer mediation techniques, two full-time DOE social workers, four social work MSW interns, and our parent coordinator.

3. Describe any special student populations and what their specific needs are.

The school population comprises 78% Hispanic, 20% Black, 1% Asian or Hawaiian/PI and 1% White students. The student body includes 16% English Language Learners and 28% Special Education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for this school year is 90%. The ELL and Special Education population need specific scaffolding and strategies to make content accessible for them. We offer Integrated Co-Teaching classes, Special Education Teacher Support Services (SETSS), and 12:1:1 classes to meet the specific needs of the special education students, including a 12:1:1 grade 7-8 bridge class. Our special education population receives services in speech, occupational therapy and counseling, as well as uses adaptive technology.

We utilize push in and pull out English as a Native Language (ENL) services to meet the specific needs of the varying language development of our English Language Learners. We service ELL students in Spanish, Arabic, French and Bengali.

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

According to the 2017-2018 PPO our "Area of Celebration" was Supportive Environment and Trust. We scored a "well-developed" in indicator 1.4: Maintain a cultural of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. It was written that the school's approach to culture building, discipline, and social-emotional support are informed by a theory of action to develop scholar activists, which is entwined with advisory structures in place. The impact is that the theory of action results in a safe environment and inclusive culture that supports progress toward yearly goals and meaningfully involves student voice.

The elements of the Framework for Great Schools which are our key focus in 2018-2019:

Rigorous instruction: According to the 2016-2017 Quality Review an Area of Focus was in indicator 2.2 Assessment. The finding read that the school is developing their use of common assessments to measure student progress toward instructional and individual goals. Across classrooms, teachers' assessments practices are uneven and inconsistently reflect the use of ongoing checks for understanding and student self-assessment. The impact is that teachers inconsistently use results to adjust curricula and instruction, provide limited feedback regarding student achievement, or make effective in-the-moment adjustments to meet students' learning needs. The 2017-2018 PPOs also state that although there has been an improvement in cohesive assessments and collection of data, it still needs to be consistent throughout all disciplines. This remains to be our key area of focus for the 2018-2019 school year.

Strong Family and Community Ties: Our Steering Committee, or SLT, and community school team, Global Kids Inc., shall cultivate a reliable cohort of ten “caregiver leaders” that will gradually be charged with the shared responsibility of leading two parent outreach campaigns with our parent coordinator, supporting ongoing attendance improvement initiatives with the Attendance Team and cluster teams, and co-facilitating four school-wide community-building events by the close of June 2019.

5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.

The Turnaround Principle that is to be implemented for the 2018-2019 school year is: Strengthening the school's instructional program. We will have a more robust offering of high school classes with the inclusion of Geometry and Earth Science into the high school course offerings. We will continue to implement the new curriculum in mathematics for the middle school (Keys to Mathematical Success., KEMS, through National Training Network, NTN) a new science curriculum (LabAids and Inspire Science from MsGraw Hill) and have additional consultants to provide coaching for implementation of the new curriculum and to strengthened the cohesiveness of the high school curriculum. We have extended our AP offerings to include AP Environmental Science and AP Language.
## School Demographics and Accountability Snapshot for 08X269

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
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<tbody>
<tr>
<td>06.07.08.09.10.11.12</td>
<td>643</td>
<td>No</td>
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### English Language Learner Programs (2016-17)

- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

### Special Education Programs/Number of Students (2015-16)

- # Special Classes (ELA): 44
- # SETSS (ELA): 96
- # Integrated Collaborative Teaching (ELA): 78
- # Special Classes (Math): 44
- # SETSS (Math): 88
- # Integrated Collaborative Teaching (Math): 75

### Types and Number of Special Classes (2018-19)

| # Visual Arts | 9 |
| # Music      | 7 |
| # Drama      | 10 |
| # Foreign Language | 7 |
| # Dance      | 8 |

### School Composition (2017-18)

- % Title I Population: 85.0%
- % Attendance Rate: 87.3%
- % Free Lunch: 84.6%
- % Reduced Lunch: 0.3%
- % Limited English Proficient: 13.1%
- % Students with Disabilities: 26.3%

### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.0%
- % Black or African American: 19.6%
- % Hispanic or Latino: 78.4%
- % Asian or Native Hawaiian/Pacific Islander: 0.6%
- % White: 1.1%
- % Multi-Racial: 0.2%

### Personnel (2015-16)

- Years Principal Assigned to School (2016-19): 14.25
- # of Assistant Principals (2016-17): 6
- % of Teachers with No Valid Teaching Certificate: 8.0%
- % Teaching Out of Certification: 38.0%
- % Teaching with Fewer Than 3 Years of Experience: 35.0%

### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: 23.4%
- Mathematics Performance at levels 3 & 4: 14.5%
- Science Performance at levels 3 & 4 (4th Grade): 31.0%
- Science Performance at levels 3 & 4 (8th Grade): 13.0%

### Student Performance for High Schools (2017-18)

- ELA Performance at levels 3 & 4: 74.0%
- Mathematics Performance at levels 3 & 4: 78.0%
- Global History Performance at levels 3 & 4: 64.0%
- US History Performance at Levels 3 & 4: 67.0%
- 4 Year Graduation Rate: 60.0%
- 6 Year Graduation Rate (2011 Cohort): 82.3%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 8.0%

### Overall NYSED Accountability Status (2018-19)

- Recognition: N/A
- Local Assistance Plan: No
- Focus School Identified by a Focus District: Yes
- Focus Subgroups: Yes
- LEP: Yes

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): NO
- Black or African American: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- Multi-Racial: N/A
- Limited English Proficient: N/A
- ALL STUDENTS: N/A

#### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): NO
- Black or African American: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- Multi-Racial: N/A
- Limited English Proficient: N/A
- ALL STUDENTS: YSH

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): NO
- Black or African American: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- Multi-Racial: N/A
- Limited English Proficient: N/A
- ALL STUDENTS: YSH

- Met Adequate Yearly Progress (AYP) in Science (2016-17): NO
- Black or African American: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- Multi-Racial: N/A
- Limited English Proficient: N/A
- ALL STUDENTS: YSH

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17): NO
- Black or African American: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- Multi-Racial: N/A
- Limited English Proficient: N/A
- ALL STUDENTS: YSH
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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>✗</td>
</tr>
<tr>
<td>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.</td>
<td>✗</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>✗</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Reflection:

According to the school's 2018 PPO visit, an area of focus was to develop common assessments and design ongoing assessments throughout the lessons and units. On the 2018 ELA NYSCC exams, although we showed growth in our cohort to cohort data, we decreased in our year to year proficiency by 5%.

Strengths:

The school’s professional collaboration and distributed leadership structures have strengthened the instructional capacity of teachers as well as their involvement in school decision making across the school.. On the 2018 NYSCC exams, the school increase proficiency in Math by 6%. (data to be inserted).. (Math data to be inputted)

Needs Improvement:

As a school we need to create a comprehensive system for using formative and summative assessments to drive student achievement that involve student reflection and tracking of student learning. We need to begin deeper analysis of the data, generated by these assessments, by grade and teacher, and strengthen our curricula and tasks providing for more differentiation for individual learners. At the classroom level, this includes frequent small group instruction, skills
intervention using technology, and remediation groupings based on accurate formative assessment data. At the school level this includes differentiated professional development and tiered teacher leadership to increase staff capacity at meeting these goals.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, we will see a 5% increase in students, including SWDs and ELLs, performing at grade level in Math as measured by final iReady math assessment.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principal and school programmer will work together to schedule meeting times</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The School Principal will work along with the school programmer to schedule common planning time 3 times a week by department and grade level for teachers to engage in inquiry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, ENL teachers and ELL students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timelin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, students, ENL teachers and ELL students Wednesday, Thursday and Saturday from October 2018 to June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The school will implement an after-school venue (academic clinic) focusing on ELA and Math and a Saturday venue for all students, (Middle and High School) as well as a venue for ELL students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School leaders will form a culture committee and instructional cabinet headed by APs consisting of cluster and department leads to make decisions pertaining to analyzing data, and adjusting curriculum and performance tasks. The committees will systematically adjust units as the year progresses for a stronger alignment to the standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principals, NTN coach, Teaching Matters (Science, Math, ELA, and Social Studies) consultants, Writing consultant, and grade level and department lead teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers will utilize IO Education to track students grades and assessment data. Students and parents will access Pupil Path to monitor subject progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, students and parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School will utilize 2 Peer Collaborate Teachers to support teacher development and pedagogy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal and Peer Collaborative Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School will utilize Keys to Mathematical Success (KEMS) in conjunction with National Training Network (NTN) consultant for math, Teachers College (TC) Writing and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and AP</td>
</tr>
</tbody>
</table>
Core Ready for reading, Passport for social studies an a new science curriculum for the middle school.

School will utilize a math coach from Teaching Matters to support teachers.

School will utilize a data specialist, District Public, to analyze data to inform instruction.

School will utilize iReady software as benchmark assessment in ELA and Math three times a year and as an ongoing differentiated resource for ELA and math classrooms. Teachers will use Ready NY as a resource for teaching in math and reading.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Bronx Studio School for Writers and Artists has an active Parent Association that works with our Parent Coordinator to communicate with parents about various events. We hold Family Nights, Curriculum Nights and our principal, parent coordinator, and community school director hold a joint monthly “Breakfast with the Principal”. This is a forum for parents to receive information, give suggestions and voice any concerns. In addition, parents and students can communicate on Io Messenger, as well as monitor their child’s progress via Pupil Path. Our guidance counselors have and continue to guide parents in the high school and college application process. For parents who are unable to travel to school for meetings, all information will be updated to the schools website, the BSSWA Twitter Account and uploaded on PupilPath.

### 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.

1. Common planning periods will be embedded into the school day schedule on Monday, Wednesday and Friday.

2. Teacher Team/Inquiry meeting times during after school PD time to promote data analysis.

3. Purchase KEMS curriculum from NTN, writing material from TC , reading material from CoreReady, Passport and inspire Science curriculum.

4. Cabinet meeting time will be scheduled every Monday to evaluate and update calendar of professional development and collaborative practices.

5. National Training Network consultants, Teaching Matters consultants, consultant for implementation of TC writing curriculum, with support from the Bronx Borough office, are scheduled to provide professional learning venues.

6. Partner with Teacher's College for the implementation of Lucy Calkins Writing Units of Study.
7. Per-session for Teachers, administrators, secretary, school aides, community assistant, social workers, and paraprofessional for after-school and Saturday venues.

8. Supplies and curriculum for after-school and Saturday venues.

9. Per-session for Teachers and administrators for Culture Committee and Academic Cabinet for after-school and summer planning.

10. Retain the services of a consultant for programming the for school year 2018 - 2019

11. Hire Peer Collaborative Teachers in Math and ELA

12. Utilize Data consultant for data analysis.

13. Utilize iReady and Ready NY resources.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, we will see a 2.5% in students, including SWDs and ELLs, performing at grade level in math as measured by the comparison of the fall and winter iReady assessments.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

iReady second assessment administration

**Part 5c.** In February 2019, 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

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

**Reflection:**

Our learning community places a high premium on establishing meaningful and positive relationships with all students to enhance the quality of support as they encounter increasingly rigorous coursework and negotiate an increasingly complex world. Over the last five years we have made it a priority to re-introduce Advisory as the centerpiece of socio-emotional learning and the principal organizing vehicle of the BSSWA Scholar-Activist community.

Bronx Studio School for Writers and Artists has an advisory program on Tuesdays and Thursdays. Each student is paired with an advisor. The advisory groups are a ratio of 10 students per adult advisor. The advisors serve as the adult point person between parents and school. The advisors are responsible for parental outreach for students including any attendance issues. Attendance team member make daily phone calls for students who ate absent or chronically late. Our community school directors hold weekly raffles for students who arrive on time to school.

**Priority Needs:**
Although we have these systems in place for parental outreach for absent students, our attendance rate declined from 87.3% in 2016-2017 to 86% in 2017-2018. We need to continue outreach and grow and strengthen our attendance team.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will see a 5% increase in daily attendance as evidenced by the attendance reports in ATS.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Planning Committee will meet bi-weekly to design, “vet,” and support faculty &amp; staff with the successful implementation of Advisory units aligned with the Scholar-Activist mission and our commitment to education the “whole” child.</td>
<td>Advisors</td>
<td>September 2018 – June 2019</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>Continued young men and women leadership groups, and QUAD group and retreats geared toward supporting our most vulnerable youth.</td>
<td>Chronically absent students; students with multiple level 2 infractions and LGBTQ students</td>
<td>September 2018 - June 2019</td>
<td>Deans. Social Workers, APs</td>
</tr>
<tr>
<td>Teachers will utilize IoEducation (formerly Skedula) to input anecdotal reports on student attendance. Teachers will receive training on the implementation of the newly enhanced system. School leaders will monitor the system to track attendance and lateness.</td>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>School Leaders, IoEducation Consultants</td>
</tr>
<tr>
<td>Advisory will implement Power Tools curriculum with the support and training from coach as well as Ramapo for Children.</td>
<td>Advisors</td>
<td>September 2018 - June 2019</td>
<td>Advisory Consultant Team, Power Tools coach, Ramapo for Children coach, APs</td>
</tr>
<tr>
<td>School will utilize the attendance teacher, community school partner, parent coordinator, school aides and the attendance team for parental contact and home visits for the chronically absent, late or truant students.</td>
<td>Absent and Late Students</td>
<td>September 2018 - June 2019</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Continued affiliation with Elevate NY, a program to build leadership ability in 9th and 10th graders focusing on increasing attendance and graduation rates.</td>
<td>9th and 10th graders</td>
<td>September 2018 - June 2019</td>
<td>Assistant Principal and Elevate Now staff</td>
</tr>
<tr>
<td>Continued affiliation with Jewish Board Family and Children's Services to identify and provide mental health services.</td>
<td>Students identified in need</td>
<td>September 2018 - June 2019</td>
<td>Jewish Board Staff, School Social Worker and School Administration</td>
</tr>
<tr>
<td>Continues Peer Group Connections (PGC) in middle and high school, which provides students a mentoring/leadership class, enabling</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
<td>PGC teachers, Assistant Principals</td>
</tr>
</tbody>
</table>
upper grade students to mentor lower grade students and offer peer mentoring and mediation when needed.

Continued affiliation with Discover Outdoors and Appalachian Mountain Club as an after school activity for students to interact with nature and the environment since we are an outdoor space deprived school.

During 2018-2019 school year, we will participate in Yale University RULER Study focusing on Emotional Intelligence.

<table>
<thead>
<tr>
<th>Students with poor attendance</th>
<th>September 2018 - June 2019</th>
<th>Social Worker, Dean and Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and students</td>
<td>September 2018 - June 2019</td>
<td>Principal and Ruler Team</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our partnership with Global Kids and Jewish Board will ensure support for families in need. Our monthly parent breakfast, PA meetings, parent engagement time, our attendance outreach are all in place to for our school to engage and support families. Through our partnerships we offer family activities, such as painting, ceramics, dances, trips, where parent, students and staff mingle and socialize to foster positive relationships among all stakeholders. We offer curriculum nights and College Access for All evenings to support parent empowerment and academic success.

### 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.

1. Hire an additional school aide with focus on attendance.
2. The primary resources to be leveraged to meet these goals are the various organizations and personnel listed above paid for (primarily) by tax levy dollars.
3. Tax levy and Title I dollars will also be utilized to subsidize the per session costs associated with the instructional workshops and institutes after school for teachers, school social workers, school aides and secretaries.
4. Utilize our attendance team to focus on parental outreach.
5. Participation in Yale University RULER study.
6. Use of IoEducation to track attendance and communicate with families
7. Utilize School Messenger to inform parents of absences and/or lateness.
8. Utilize the CASS system to capture lateness.
9. Utilize our school website to inform students and families of events and resources.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td></td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, there will be a 2.5% increase in daily attendance as measure by the attendance reports in ATS.
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
<th>Attendance report (ATS)</th>
</tr>
</thead>
</table>

| Part 5c. | In **February 2019**, 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**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Strengths:**

The majority of the teachers are engaged in organized, inquiry-based professional collaborations and distributed leadership structures are in place. There is scheduled time in the school day during the week for teachers in departments to meet, collaborate and look at student work to inform instruction. During professional development time, teachers meet by departments to discuss students, and curriculum. All meetings are facilitated by department lead teacher in conjunction with outside coach.

**Priority Needs:**

The use of common assessments and on-going formative assessments throughout teachers’ lessons still remain a focus for the school as well as rigorous lessons that are student focused and include student discussion.
### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of our teachers will engage in intervisitations, school and out of building professional learning venues as measured by our professional development tracker.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| • Evidence-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). | Teachers | September 2018 to June 2019 | Assistant Principal |
| We will revise our rigorous tasks to promote high levels of student engagement and inquiry, including our English language learners and students with disabilities. | Teachers | September 2018 to June 2019 | Assistant Principal |
| Teachers will engage in professional learning on strategies to increase achievement and engagement with our ELLs. | Teachers | September 2018 to June 2019 | Assistant Principal |
| We will utilize IO Education (formerly DataCation) for assessment creation, data collection, to assist teachers in monitoring student progress, and online grading with student and parent portals. | Teachers | September 2018 to June 2019 | Assistant Principal and IO Education Consultant |
| Administrators and teacher leaders will utilize software app Teach Boost as an observation tool for pedagogical practices. | Administrators and Teachers | September 2018 to June 2019 | School administration |
| We will utilize coaches and consultants from NTN for middle school math, and Teaching Matters for science, reading, social and high school math, as well as a 6-9 writing consultant. | Teacher | Once a week from September 2018 to June 2019 | School Administration, coaches and consultants |
| Teachers will engage in weekly professional learning venues offered at the school, district or Bronx Field Support Center. | Teachers | September 2018 to June 2019 | Administrators |
| Department Leads will meet as a committee to align instruction and assessments to be a more cohesive unit. | Department Leads | Every other Wednesday September 2018 to June 2019 | Assistant Principals |
| Peer Collaborative Teachers will create, schedule, and track staff intervisitations. | Teachers and Leads | September 2018 to June 2019 | Administrators and Peer Collaborative Teachers |
| Teachers of content areas will participate in common planning meeting to design formative and summative assessments. | Teachers | Monday, Wednesday and Fridays from | Assistant Principal and Department Leads |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the 2018-2019 school year teachers will utilize the Monday Parent Engagement time to contact and meet parents to discuss academic progress of their child, along with curriculum nights, parent/teacher conferences, IO Messenger, School Messenger and our school website. Guidance Counselors and social workers will utilize the time to discuss students socio-emotional progress and/or concerns. High School Guidance Counselors will utilize this time to meet with parents whose child is not on track to graduate to discuss action plan for the student.

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.

1. Teacher team common planning periods.
2. Teach Boost software
3. Teaching Matters consultants
4. NTN Coach, Writing Coach
5. Per-session for teachers attending after school professional learning venues
6. Per-session for members of the instructional Cabinet and Culture Committee

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>SWP</th>
<th></th>
<th>TA</th>
<th>x</th>
<th>Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Title I</td>
<td></td>
<td></td>
<td>P/F</td>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, 75% of our teachers will engage in intervisitations, school and out of building professional learning venues as measured by our professional development tracker.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Advance

Part 5c. In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Reflection:

According to our 2018 PPO, while all students were compliant and working, there was a lack of cognitive engagement and rigor in the classrooms. Differentiation was lacking across the majority of classrooms.

Priority Focus:

Our instructional focus for the 2017-2018 school year was to promote student to student discourse using text-based answers and citing evidence. The evidence supporting our developing rating on the Quality Review was that students discussions were rooted in students’ morel and ethical beliefs, and not in a text. The findings stated that the implementation of student-centered discussion were inconsistent across the school. The focus for the 2018-2019 school year is: students will engage in rigorous instruction, encompassing high expectations, critical thinking and problem solving with the goal of helping students develop the capacity to understand complex content.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a .5 point improvement in the overall average of Danielson Component 3c: Engaging Students in Learning, as measured by Advance rubric through timely and actionable feedback.
Part 3a – Action Plan

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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Tuesdays during September 2018 to June 2019</td>
<td>School Principal and Assistant Principals</td>
</tr>
<tr>
<td>School Principals and Assistant Principals</td>
<td>Twice during 2018-2019 school year.</td>
<td>School Principal and Assistant Principals and TDEC</td>
</tr>
<tr>
<td>Teacher Leader, teachers and Assistant Principals</td>
<td>September 2018 - February 2019</td>
<td>School Principal and Assistant Principals, department leads, NTN coaches and Teaching Matters consultants</td>
</tr>
<tr>
<td>Teachers and Administrators</td>
<td>September 2018- June 2019</td>
<td>IoEducation consultant, principal and assistant principals</td>
</tr>
</tbody>
</table>

School leader will utilize Tuesday professional learning venues to provide professional learning on higher order questioning, student to student discourse, texted-based discussions, growth mindset, data collection and analysis.

School Leaders will meet with their Teacher Development and Evaluation Coach (TDEC) for continued professional learning on Advance and Danielson Framework with norming and calibration of the rubrics among the administrators.

Teacher teams will modify units, lessons and tasks based on data analysis for all units of study incorporation student-student discourse.

During the 2018-2019 school year, we will utilize IoEducation for data collection, to assist teachers in monitoring student progress, online grading with student and parent portals.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will utilize Parent Engagement time, Super Monday workshops, our website and ioMessenger to engage and support families in their understanding of Effective School Leadership. This will begin in September 2018 and go throughout the year on a weekly basis. The parent coordinator, PA president and administration will be responsible for different aspects.

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.
1. Per session for instructional cabinet, including teachers, administration, secretary, social workers and school aides for after school planning venue.
2. IoEducation program and consultant
3. NTN coaches and professional development
4. Teaching Matters coaches and consultants
5. TC Writing coach

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com/table.png" alt="Table" /></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, there will be a .25 point improvement in the overall average of Danielson Component 3c: Engaging Students in Learning, as measured by Advance rubric through timely and actionable feedback.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

| Advance |

**Part 5c.** In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Reflection:

This year we will utilize ioEducation, including IoMessenger, along with School Messenger to communicate with families, not only on academic progress and attendance but also as an information tool on the Bronx Studio School for Writers and Artists parent meeting and school events. We are redesigning our website for an additional venue for parents to access information and we have a school Twitter account to reach parents on social media.

Priority Focus:

Although we offer different activities, attendance at these meeting and events are minimal. We need to improve on structures to increase our parental involvement in our learning venues.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will see a 5% increase in parent attendance at parent events as measured by the sign in sheets.
Part 3a – Action Plan

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:

- Evidence-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).

Target Group(s)  
Who will be targeted?

Timeline  
What is the start and end date?

Key Personnel  
Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community school personnel will support ongoing caregiver outreach of MS and HS advisors by leading PD for faculty/staff and organizing parent outreach events throughout the academic year.</td>
<td>All faculty &amp; staff</td>
<td>September 2018 - June 2019</td>
<td>Community School Director</td>
</tr>
<tr>
<td>Administration, cluster coordinators, and Advisory Coordinator Team (ACT) members, will lead ongoing workshops and institutes designed to support Advisors efforts to increase and sustain relationships with caregivers and community partners.</td>
<td>Advisors</td>
<td>September 2018 - June 2019</td>
<td>Principal, Assistant Principals, cluster coordinators, ACT members</td>
</tr>
<tr>
<td>Utilize Monday parental engagement time to provide outreach, updates on school webpage, and workshops for parents.</td>
<td>Parents</td>
<td>September 2018 - June 2019</td>
<td>School administration and Parent Coordinator</td>
</tr>
<tr>
<td>Parent meetings for ELLs to address curriculum, after school, Saturday program and NYSESLAT administration.</td>
<td>Parents</td>
<td>September 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Parent meetings for Students with Disabilities to review Individualized Education Plans (IEPs), the identification process and the scaffolds needed for students to meet the standards.</td>
<td>Parents</td>
<td>September 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Monthly &quot;Breakfast with the Principal &amp; Parent Coordinator&quot; where parents can voice concerns and receive and share information with the principal.</td>
<td>Parents</td>
<td>October 2018 - June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Utilize services from Center for Educational Innovation(CEI) for parent workshops and educational field trips.</td>
<td>Parents</td>
<td>October 2018 - June 2019</td>
<td>Assistant Principal and CEI Consultants</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We are a community school and partner with a Community Based Organization, Global Kids Inc. A goal of our CBO is to support community engagement with the collaboration of our Parent Coordinator.

Part 4 – Budget and Resource Alignment

2018-19 SCEP-FF
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.

1. Parent Outreach on Monday afternoons.
2. Redesign of our school website for parental contact.
3. Enhancement of IoEducation to include IoMessenger for parental contact and purchasing and maintaining the technology that is needed by the administration and staff.
4. Maintaining and purchasing the technology used for data scoring and collection, information flyers distributed to parents (ATS scanner, laptops, printers, color printers, color copier machine, postage machine, poster maker)
5. Utilize our Parent Coordinator, Parent Association and Global Kids for parent workshops, meeting and events.
6. Utilize School Messenger to send out invites and reminders of parent meetings and school events.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th>X</th>
<th>P/F Set-aside</th>
<th>X</th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td>X</td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, we will see a 2.5% increase in parent attendance at parent events as measured by the sign in sheets.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Workshop and meeting sign-in sheets and agendas

Part 5c. In February 2019, 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)** | All students performing below the median scale score between a Level2/partially proficient and a Level 3/proficient on 2018 6-8ELAEExam along with: NYSESLAT IEPs Benchmark and lesson-embedded assessments. | - PerformanceSeries data and resources based on individual student needs.  
- iReady  
- Teaching Matters Coaches | Small group instruction | -During school day  
-After school and Saturday academy |
| **Mathematics** | All students performing below the median scale score between a Level2/partially proficient and a Level 3/proficient on 2018 6-8 MathExam along with: NYSESLAT IEPs Benchmark and lesson-embedded assessments. | - use of hands on manipulativesto improve conceptual understanding  
- NTNCoaches  
- Performance Series data and resources based on individual student needs  
- iReady | Small group instruction | -During school day  
-After school and Saturday academy |
| Science          | NYSESLAT IEPs | - Reading Non-fiction complex material in Science.  
- Graphic Organizers to help read through complex text and assist in the writing process  
- Grade 8 students get reinforcement in hands-on activities in preparation for the NYSScience Exam in June  
- HS students receive hands-on activities in preparations for the Regents exam | Small group instruction | -During school day  
- After school and Saturday academy |
| Social Studies   | NYSESLAT IEPs | - Reading non-fiction, historical fiction, biographies for informational and instructional purposes.  
- Graphic organizers to assist with the development of DBQs.  
- Preparation for Regents Exam | Small group instruction | -During school day  
- After school and Saturday academy |
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | Determined through SIT referral process | - Guidance Intervention | - One to one counseling  
- Small group instruction of no | -During school day |
| - Counseling provided by LSW |
| - Referral to Jewish Board for mental health services |
| - School psychologist test students to determine proper placement of the student. |
| more than 10 students |
| - small group of "at risk" students |
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>16</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Students in temporary housing are paired with specific Advisors and LSWs. There is a social worker designated as our STH liaison to offer counseling and referrals to outside services. Our CBO partners also make it a high priority to outreach to this subset of students.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| NA |  |
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Bronx Studio Schools for Writers and Artists believe that that hiring, developing and retaining highly qualified staff is the crux to producing a highly effective learning environment. When vacancies are posted, resumes are vetted by the principal, her administrative cabinet and the hiring committee. Recruitment: Teach For America, Math for America, NYC Teaching Fellows, multi-stage interview process that includes a demo lesson, student teacher pipeline, and hiring substitute teachers to develop as teachers.

To develop and support staff we offer professional development: weekly meetings with coach, collaborative planning, quick feedback, using teacher data to craft individualized PD plan, and “mentor buddies”. We design our schedule to allow for department common planning meeting three times a week and grade level/cluster meetings and departments meetings every other week.

Over the summer we offer a New Faculty institute (NFI) that continues to convenes once a month throughout the school year. The mission of the NFI is to have a supportive, non threatening place where new teachers can learn, express concerns and receive the wisdom of highly qualified teachers and administration.

To retain highly qualified staff we offer leadership development and opportunities: LEAP apprenticeships, department chairpersons, cluster coordinators, ENL coordinator, special ed liaison, testing coordinator, Peer Collaborative Teachers and Model Teachers. We are a "Teachers of Tomorrow" School which gives stipends to new teachers who are rated Effective or Highly Effective according to the Danielson rubric.

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).

Bronx Studio School for Writers and Artists is grounded in the belief that all educators are life long learners. We schedule coaches and consultants in the four major subject areas weekly to provide professional development and support to our teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The overarching goal of this year’s Instructional Cabinet is to strengthen instruction by redesigning our assessment policy. More specifically, department chairpersons will be charged with task of collaboratively strengthening our capacity to:

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

MOSL committee selected by school to choose assessment types for teacher evaluation system for the 2018-2019 school year. This year will be utilizing IoEducation for the collection of data and a outside data specialist for the analysis of data. Teachers will have ongoing professional development and coaching for the utilization of the program and the analysis of the data for use in their lessons and pedagogical practice.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$578,977</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td>X</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$86,526</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$5,680,834</td>
<td>X</td>
</tr>
</tbody>
</table>

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual
identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 funds: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Bronx Studio School for Writers and Artists, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

Support for Parents and Family Members of Title I Students

Bronx Studio School for Writers and Artists will support parents and families of Title I students by:

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

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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### Parental Involvement and School Quality

Bronx Studio School for Writers and Artists' 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., ESSA/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 ESSA;

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;

**Encouraging School-Level Parental Involvement**

Bronx Studio School for Writers and Artists will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
Bronx Studio School for Writers and Artists, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

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### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

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### I. School Responsibilities: Providing General Support to Parents

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;
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

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.
**Addendum: Community School Partnerships**

**Directions:** The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

**Part 1 – Community School Partnerships Goal(s)**

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanded Learning Time focuses on improving literacy, public speaking, and socio-emotional development. Academic clinic meets two times a week and on Saturdays to provide academic support and Regents Prep to students.</td>
</tr>
</tbody>
</table>

Global Kids will facilitate Leadership, an afterschool program for HS and MS students to learn about local & global issues and serve as Scholar Activists in creating positive change. The result of ELT will help with the development of social and emotional skills necessary for success; Greater connectedness to adults and classmates in their school. Global Kids continues to provide workshops, one-on-one sessions and push-ins into advisory classes providing students with support with college and career readiness.

<table>
<thead>
<tr>
<th>Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</th>
</tr>
</thead>
</table>
| 1. By June 2019 – at least 40% (248 students) of the students will be participants in Global Kids programming and ELT and demonstrate good standing academic efforts:  
   a. Non-classroom Academic support will be provided at least two days a week starting October 2018  
   b. Students participating in ELT programming will pass their core classes with at least 70% at the end of each cycle.  
   c. 30 students will be targeted and selected to participate in a socio-emotional mentoring program. All groups can be gender fluid. |

2. By June 2019, at least 75% of all 8th, 9th and 11th graders will be provided with College & Career Readiness Programming (Financial Coaching, How to Apply, Choosing the Career for You).

   1. Lead 2 overnight college trips for students  
   2. One college trip with students and their parent/guardian  
   3. Provide at least 24 activities: High School Brown Bag Series (Bi-weekly), Middle School Brown Bag Series (Monthly), School Wide Career Day, Speed Mentoring (opportunity for students to meet staff of a corporate work environment and participate in 3-30 minute sessions about personal branding, resume writing, budgeting, etc)
3. Family Engagement: Over 25% (155 Families) of the BSSWA community will participate in meetings, activities or volunteer at least twice a quarter.
   
   a. Academic and instructional workshops for Families at least quarterly.
   
   b. Recreational activities for families (8).
   
   c. Provide monthly volunteering opportunities for families.
   
4. By June 2019, there will a 5% increase in student attendance.
   
   1. Global Kids will lead monthly attendance competitions (honoring students with 100%, 90% - 99% and students who improve attendance by 10% or more), a monthly raffle incentive will be made available for the three categories for school-wide efforts.
   
   2. Weekly Attendance Emails to Advisors on their cohort (via Heat Map)
   
   3. Family Contact with Attendance Profiles once they hit 5 days absent
   
   4. Letters Home to Families every additional 5 days (5, 10, 15, 20, 25, etc.) and Family conferences
   
5. By June 2019, all chronically absent students will have a success mentor or a point person to monitor attendance.
   
   a. Identify a group of incoming freshmen and rising 8th and 12th graders with attendance challenges will receive a success mentor.
   
   b. Students will be identified through ATS and attendance Heat Map.

**Please answer the following Question as it relates to meeting your Community School Annual Goal(s):**

How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

Global Kids will support BSSWA by providing additional support staff when needed for events, activities, and for a Saturday academy. The Saturday Academy will incorporate Group Leaders and the school's teachers to support the student's ability to grow.

Global Kids is contracting PowerTools which collaborates with schools to foster learning environments where all members of the school community feel connected, valued and intellectually stimulated. PowerTools uses a strength based approach to enhance positive school culture and climate through Social Emotional Learning structures such as Advisory. PowerTools provides BSSWA with a curriculum and professional training to our Advisory Committee Team.

**Part 2 – Community School Partnerships Core Services Action Plan**

**Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services**
provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevate NY</td>
<td>60 9th and 10th Graders</td>
<td>leadership development</td>
<td>To provide leadership development, college readiness and mentorship.</td>
</tr>
<tr>
<td>Unitas</td>
<td>50 Students</td>
<td>mental health</td>
<td>To provide one-on-one and small group counseling.</td>
</tr>
<tr>
<td>Casita Maria</td>
<td>whole school</td>
<td>academic and arts</td>
<td>To provide DYCD funded ELT opportunities in academic enrichment, STEAM activities, and enhance student skills in the Arts.</td>
</tr>
<tr>
<td>Discover Outdoors</td>
<td>students with absentee problems</td>
<td>provides outdoor learning opportunities</td>
<td>To provide outdoor environmental learning opportunities for the students in and outside of the Bronx.</td>
</tr>
<tr>
<td>Jewish Board for Children and Families</td>
<td>Students identified as needing mental health services</td>
<td>Mental health provider</td>
<td>To provide mental health services and community connections for students and their families.</td>
</tr>
</tbody>
</table>

**Part 3 – Budget and Resource Alignment**

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community school funded will be used in collaboration with school galaxy funding and DYCD funding.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>X</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will
lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Bronx Studio School for Writers and Artists and the School Community Director (SCD) partner together to implement support, activities and resources to enrich the school climate, ELT opportunities, attendance improvement efforts, family engagement and community service projects.

The ELT, After School and Saturday programs will be tailored based on students’ choice and the school’s recommendation.

Parents are welcomed to attend our SLT meetings, parent meetings or request a meeting with school administration. Our community school forum reflects on the accomplishments of the past year, and an overview of our direction for next year. Parents were given a detailed survey so school administration can include their input in planning for the following year.

CSD meets with school administration at least one time a week. CSD is a part of the attendance meetings and is involved with using the Data Sorter to assist in action plans for students.

Part 4 – Community School Partnerships Oversight

Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

Elevate NY – incorporates 13 vital character qualities and life skills into their daily classroom curriculum through a variety of writing exercises, reading materials, and group discussions. These qualities and skills are designed to develop the personal character and capabilities needed for success. On the most immediate, practical level they aim to increase school attendance and improve academic test scores provide leadership development, college readiness and mentorship for high school students.
**Peer Group Connections – Middle School** - Develops 8th grade students to serve as peer leaders and peer mentors for the 9th grade students. Students also learn how to facilitate and increase their public speaking skills, collaborative and organizational skills.

**Casita Maria** – Provides DYCD funded ELT students are provided academic enrichment, engage in STEM activities and enhance their skills in the Arts (painting, dancing, video editing or photography). They also provide youth development focused activities

**Jewish Board for Children and Families** – Provides one-on-one mental health for BSSWA students

**Discover Outdoor Club** – Provides outdoor learning opportunities for students in the Bronx parks and upstate parks. Students participating often have absentee problems and part of their incentive to attend overnight trips requires them to boost their weekly attendance.

**Unitas** - locally based mental health provider. Provide one-on-one and small group counseling and run at least on advisory.

A new CST will be created for the 2018-2019 school year.

- Principal
- CSD
- Parent Coordinator
- PA Representative
- Student Government Representative
- One Middle School and One High School Parent
- Community Board Representative
- Casita Maria Representative

<table>
<thead>
<tr>
<th><strong>Part 4b.</strong> Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Kids staff in collaboration with the guidance team, support staff, and other CBO organizations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 4c.</strong> Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2018 - August 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 4d.</strong> Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx Studio School for</td>
<td>08X269</td>
</tr>
</tbody>
</table>

This school is (check one):
- [ ] conceptually consolidated (skip part E below)
- [x] 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):
- [ ] Before school
- [x] After school
- [x] Saturday academy

Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [x] 11
- [ ] 12
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____
Towards the goal of increasing achievement for our ELL students, we provide additional support after school two days a week provided both by of our ENL teachers and content teachers. The ENL teachers will team teach each Title III class after school for two days a week, Wednesday and Thursday, (2:45 - 3:45) and on Saturdays (9:00 - 12:00). These sessions will start on October 10, 2018 and end on May 16, 2019. There will be a total of 4 hours for 15 weeks for 3 teachers. This will leave us with $41.00 that will be paid from our school budget. The teachers, with the support of school administration and office staff, will contact and work with families to make sure that all our beginner, intermediate and advanced ELL students attend as well as our full immigrant population. All our English Language Learners need additional support as indicated by their NYSESLAT, ELA state tests and Regents exams. The students will attend Wednesdays, Thursdays and Saturdays. Middle School students will be grouped according to grade. High School students will be grouped according to level. After school instruction infuses non-fiction and fiction texts aligned with the Common Core State Standards and HS standards, again, to accelerate students' English language acquisition and literacy skills. These courses are all taught in English but native language support is provided for our entire immigrant population. This additional after-school instructional time is different from the students’ coursework but also indirectly prepares the students for the NYSESLAT, Regents, and MS ELA examinations. Students read texts taken from the Common Core library. Additionally, students have access to dictionaries, both in print and digital. Beyond supplemental texts that include informational and non-fiction texts, students have access to our school’s library which houses a broad selection fiction and non-fiction books across grade levels. Title III funds will be used to purchase additional books that meet students' reading levels and interests. Students are also provided with Prentice Hall Regents and MS ELA test preparation materials. On Saturdays, students will be invited to participate in enrichment trips that are academic and culturally based. We will also renew our Rosetta News licenses.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____
We have a variety of professional development opportunities and we encourage our staff to seek out additional experiences. Towards this end, several of our teachers including our ENL teacher
Part C: Professional Development
have attended professional development programs put on by the Department of English Language Learners Student Support, our district team and the Bronx Field Support Center (BFSC). Our three ENL teachers will have the option to attend NYS TEOSOL conferences locally and nationally and university-based trainings (Fordham University). We have also established a differentiated PD group charged with strengthening the scaffolds and supports and language objectives in teachers; lesson and unit plans. Our lead ENL teacher also belongs to the Bronx Field Support Center (BFSC) professional Learning Community (PLC) for teachers of ELL students.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.
- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 
Parental support and involvement is absolutely essential to the success of our ELLs. In the spirit, we have designed several vehicles to cultivate parental participation and indirectly improve student performance.
Parents and families will always be invited to join the teacher and students on Saturday activity sessions. We also are holding a Parent Summit meetings in November, February and March. In addition to celebrating student success, we are inviting our ELL families to come an hour earlier to introduce and expand exposure to community based organizations that can support the success of our ELL students. One organization we are inviting is our CBO, Global Kids, Inc, an organization that assists people in obtaining educational services and building leadership within the community. Because most of our ELLs are Spanish-speaking, this organization's ability to assist families with legal, financial and educational services has proven extremely helpful. We also connect families with Bronx Works, an organization that provides legal assistance. These organizations work to ensure that our ELL families are able to provide a safe and secure home environment for their students.
Once a week a program will be offered for parents of ELL students to improve their English language skills. The program will be conducted by a certified ENL teacher. School laptop computers will be available to ELL parents once a week and parent volunteers will be available to assist parents. The Parent Coordinator will be in charge of coordinating the volunteer schedule.

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per diem</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
**PART I: SCHOOL ELL PROFILE**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Bronx</td>
<td>Bronx Studio School for Writers &amp; Artist</td>
<td>269</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dawn Verhille</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Audrey Connolly</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Mary Couri</td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>Monserrate Melendez</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Stephen Flores/ENL</td>
<td>Parent</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Iris Alicea</td>
<td></td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Karen Ames</td>
<td>Other (Name and Title) type here</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>649</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>85</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>13.10%</td>
</tr>
</tbody>
</table>
A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
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<tr>
<td>TBE</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The assessment tools we use to assess the early literacy skills of our ELLs are Fountas and Pinnell and teacher-created assessments which we administer four times a year to measure baseline and progress and establish a breakdown of strengths and weaknesses in reading comprehension, writing, speaking and literacy skills. Results are shared with content area teachers across each instructional team. With this information we are able to tailor interventions toward areas of need and provide extra help geared toward the particular needs of each student. The information we gather from these initial assessments, as well as the ongoing ones, informs our instructional plan, the design of curriculum, interventions and helps us ensure that we are addressing the specific needs of all students. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes as well as in our after school academic clinic and Saturday programming, students see improvement, in their scores over time.
2. What structures do you have in place to support this effort?
   We use IO Education (formerly DataCation) to create assessments and collect data for analysis and tracking of student progress towards mastery of language acquisition and CCLS.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Using many of the data points described above as well as student work, the ENL coordinator and the Assistant Principal monitor ELL progress and adjust the program to allow at risk students to get more support. The academic clinic’s impact is analyzed through a system of short reading and writing passages to determine progress, unit summative assessments are collected and analyzed by both the Assistant Principal, the ELA team and the ENL teachers to monitor and determine next steps. The students will be administered the EdPerformance three times a year in both reading and math. This year the students will be assessed using the ELL Periodic Assessment in the Fall and the Spring. We will analyze this data to evaluate the success of our program.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   In addition to the required minutes of services that our ELL students receive we offer academic clinic in Wednesdays and Thursdays as well as Saturday academy to ensure academic progress of our ELL students. These sessions are taught by a certified ENL teachers. The ENL After School and Saturday Programs are designed to ensure that the English Language Learners develop their language skills in the four modalities, Listening, Speaking, Reading and Writing, therefore, they are able to achieve proficiency of more rigorous language demands. As students develop higher levels of academic language and learn more content, they need less support to access the curriculum. In these programs teachers differentiate content by varying instructional techniques and materials. This includes varying the complexity of assignments, asking leveled questions, offering leveled texts and using different resources and materials that cover the same concepts but vary in levels of difficulty and abstraction. Students are exposed to language through a variety of activities, such as, reading comprehension activities according to their language acquisition, full-color books with photos and illustrations to support visual learners, graphic organizers to provide comprehensible input, instructional activities that address multiple learning modalities, flexible reading and writing activities. The purpose of these programs is to prepare the ELL’s for the English Language Arts (ELA) exam and the New York State English as a Second Language Achievement Test (NYSESLAT) respectively.

5. How does your school use 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 is a 6 - 12 school.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   We analyze the data received from NYSELAT There is no distinct patterns or correlation on the NYSITELL and NYSESLAT and student’s grades. The students that have entered our school and have been administered the NYSITELL were unable to take the exam, therefore scoring a 0. Although students receive ENL services and the majority of instruction is in English, students are provided with translated versions of class work, tasks and text books. Teachers pair up students with bilingual students of their native language to assist in translation. Due to these accommodations, the students tend to score higher grades in their subjects than they score on the NYSESLAT or NYSITELL levels. Based on the 2017 exam, in grade 6 we have 8 Expanding, and 7 Transitioning. In grade 7 there is 1 Entering, 1 Emerging, 2 Transitioning and 7 Expanding. In grade 8 there are 1 Entering, 1 Emerging, 3 Transitioning and 8 Expanding. In grade 9 we have 1 Emerging, 6 Transitioning and 10 Expanding. In grade 10 we have 2 Emerging, 2 Transitioning and 9 Expanding. In grade 11 we have 10 Expanding. This informs our grouping and push in supports, particularly students with different strengths in the 4 processes.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   All our data is collected and entered into a data sheet which is color coded for the levels based on the scale for each exam. This spreadsheet is then analyzed by the ENL coordinator/teachers, content teachers, data specialist and AP in charge of ENL.
Part IV: ELL Programming

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.
      Based on CR Part 154, our students in Freestanding ENL program receive standalone ENL or integrated ENL. We utilize the pull-out model for our ELL students who require standalone ENL. Our entering and emerging ELLs are grouped for pull out sessions and meet four times per week for 45 minutes. Our integrated ENL, for all levels of language development, consists of our ENL teacher pushing into our ELA classes 2 to 4 times per week for 45 minutes in sixth, seventh and eighth grade depending on required minutes. Our ENL teachers also push into math and social studies classes for integrated co-teaching classes. Our students are grouped heterogeneously by grade level. ELL students receive academic support during Saturday academy in ELA and Math, as well as enrichment, social and emotional experiences where they practice fluency in a social setting.
   b. TBE program. If applicable.
      NA
   c. DL program. If applicable.
      NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      As per the new CR Part 154 requirements, students are carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL with ELA or any other content area). Emerging students will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Transitioning students will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Expanding students will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Commanding or students who are former ELL’s will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.) We have a series of delivery models to ensure that each student receives these mandated ENL and ELA minutes through co-taught classes with a certified ENL teacher and a certified content area teacher. In addition, all of our content area teachers are trained in language development and ENL methodologies and encouraged to pursue ENL certification.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   Our ENL teachers as well as all of our content area teachers provide content area support for ELLs through all content area classes. All students take math, science, social studies, and ELA every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively
determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students’ needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

We have partnered with Theater Moves to help develop the academics across four modalities of reading, writing, listening and speaking. Their physicalization of language approach & compassion as teaching artists, create a nurturing environment that sparks students with the courage to exercise productive language in a fun, safe, workshop setting. They provide students with opportunities to gain confidence in English, writing, speaking and clarity of communication.

Our Freestanding ENL Program provides instruction in English concentrating on English language acquisition. We provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; and we have acquired translation technology that students can utilize in their classrooms. All the curriculum used in all content areas are aligned to the Common Core Learning Standards and the required Instructional Shifts. In addition, ENL strategies and scaffolds are also utilized in the major content areas (Science, Social Studies, Math and ELA) in the general education classroom (taught in English), in which our ELL population are regularly scheduled. For instance:• Modeling which includes walking students through an interaction during a required task together first, or providing students with clear examples of how students from prior years accomplished the task. • Bridging forces connection between new concepts and language and previous knowledge, a necessary component of all learning. It occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students’ knowledge and experience. • Text re-presentation is the recreation of concepts and language from one genre to another. In representing information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text re-presentation include asking students to transform scientific content into a friendly letter to a peer or family member, changing a poem into a narrative or a narrative into a play.

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. Our educational principles include an approach to curriculum that is student-centered, inquiry-driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts, as well as bilingual paraprofessionals to assist in the classroom.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Newly identified Spanish speaking ELLs are administered the Spanish LAB upon entering the school district. All state exams and Regents (excluding English and English Language Arts) are translated in the students native language or the student is providing with an interpreter. EdPerformance Series is administered in Spanish for mathematics. ELL’s are appropriately evaluated using the instructional strategies as described in Question # 5 (a-e) below.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
e. Former ELLs up to two years after exiting ELL status

All students who are identified as SIFE students (Students with Interrupted/Inconsistent Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE leadership team along with the student’s individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student/parent interviews and teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well. In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. Over the past four years with the money’s from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model requires three important features:

• An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ENL licensed teacher in small group settings of five to ten students in which instruction is guided by individual students’ needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum.

• Scaffolding students’ work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings. A team teaching approach would be used in which the SIFE teacher plans with the content areas teacher, works with SIFE students in the classroom daily to implement strategies, and also meets after class sessions with the content area teacher to discuss students’ work and review lessons and activities.

• All SIFE students are expected to attend academic clinic and are also enrolled in our weekly Saturday Explorers club which serves to enhance their literacy skills through exploration of NYC and its environment.

• Our SIFE Leadership team has completed a SIFE toolkit which will be shared with other SIFE schools throughout the city.

• Our SIFE Leadership team has also hosted a series of Open Houses over the past four years for SIFE Teachers from throughout the city in order to share best practices among educators of SIFE as well as all ELL students.

b) Instructional Plan for Newcomer ELL Students:

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

c) Instructional Plan for Developing ELL’s:

The plan for developing ELLs receiving service for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of service are placed in appropriate classes to best meet their needs and continue their English language development. Their teachers meet regularly in teams to discuss the needs for the specific students. A plan is formulated and updated regularly to meet the needs of each student. ELLs who are receiving service for 4-6 years receive a full program and receive all the same support structures as the rest of our ELL populations. Struggling ELLs who are receiving 4-6 years of service are encouraged and often mandated to avail themselves of all the extra support opportunities provided to all the students at large. This help takes the form of one-on-one mentoring, small group instruction, after school homework help, the Saturday literacy program as well as a variety of other activities. ELLs with 4-6 years of service are encouraged to try to take some college classes to help them to begin the transition towards college life. These ELLs with 4-6 years who meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.
d) Instructional Plan for Long Term ELL’s:
The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework help, writing center as well as a variety of other activities. Whenever possible, long-term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. International High School long term ELLs regularly begin taking remedial college classes. All long term ELLs in college classes receive support from a high school teacher mentor.

e) Instructional Plan for Former ELL’s up to 2 years after exiting ELL status):
Students who reach proficiency and test at Commanding through the NYSESLAT assessment, are entitled to receive 90 minutes per week of integrated ENL and ELA or other content area for two years. They are also entitled to receive ELL testing accommodations for two years after testing at Commanding level. Students receive higher levels of project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers these students the opportunity to take College Now classes through CUNY at Hostos and Bronx Community College. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. All former ELLs in college classes receive support from a high school teacher mentor.

6. 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-SWDs are provided with the same curriculum as all students in their grade level. The curriculum is modified by the special education and the ENL teachers to meet the specific language or academic needs of the student.

7. 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?
Student with ELL identification who also have and IEP receive all required minutes based on their level and all mandated services outline in their Individualized Education Plans (IEP). We use curricula, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by programming our ELL-SWDs along general education students. All ELLs are leveled by Entering, Emerging, Transitioning, Expanding or Commanding. The students are placed in the special education setting as described in their IEP. If the student receives ICT programming, an ENL certified teacher joins the already co-taught classroom to offer ENL support to the ELL students. The same is true for self-contained special education students or students who receive SETSS services.

8. 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.
Targeted intervention programs for ELLs are similar to those in the General Education program. Intervention is targeted and specific. An ELL student who is recommended, by their classroom teacher, to the school implementation team (comprised of the guidance counselor, assistant principal, IEP team, attendance teacher and invited teacher guests) are prescribed a variety of intervention services based on need. Student intervention services include, small group instruction that mimics the day instruction (extended day program, all four subjects), guided reading support (ELA and SS), and push-in services by licensed teachers. Intervention and service support correspond to each ELLs’ age and grade level. We also offer an after school and Saturday intervention program (ELA and Math) designed specifically for the ELL students. These targeted intervention services are for all four content areas, ELA, Math, Science and Social Studies. We offer an after school program for ELL students on Wednesdays and Thursdays from 2:45 to 4:45 in our school. The ENL and the content teachers work collaboratively and are in charge of running this intervention program. Throughout this program ELLs are grouped according to their language progression. The Entering level students are grouped homogeneously. These students share similar needs, strengths and weaknesses. On the other hand, the Emerging, Transitioning and Expanding leveled students work together. The instruction for this group of students is with Focused Reading Intervention. We understand that an effective intervention program can make the difference between struggle and success for students. The Focused Reading Intervention program includes explicit instruction, guided lessons, engaging reading passages, educational games, and multiple opportunities to practice. Learning to
read is a complex process. Most children learn to read and continue to grow in their mastery of this process. However, there continues to be a group of children for whom learning to read is a struggle. All students, including ELL-SWDs are encouraged and afforded the opportunity to attend academic clinic on Tuesdays and Wednesday after school and Saturday Academy. Students who require further academic intervention will receive AIS which will target specific skills to ensure academic progress and mastery towards the CCLS.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We will not be implementing new programs this upcoming school year.

10. If you had a bilingual program, what was the reason you closed it?
We did not have a bilingual program.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are afforded equal access to all school programs. No student or subgroup of students are discriminated against in participating on school programs. The academic clinic, sports, and Saturday academy are offered to all students in our building.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The students in middle school use Core Ready for reading, Teacher’s College Writing Project for Writing, National Training Network (NTN) Keys to Mathematical Success (KEMS) for math, Passport for social studies and we have adopted a new science curriculum, McGraw Hill Inspire Science. This curriculum identifies scaffolds and differentiation for the ELL students which each of their lessons. The ELL students in the class use the same curricula with modifications allowing for access to learning. The high school students use curricula aligned to the standards, regents and college readiness which is modified for the ELL students allowing access to learning.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
When possible students are paired with classmates that speak their native language to help with the acclimation to the school and the English language. All Regents and state exams (excluding English and ELA) are translated or interpreted in the students native language. We have native language dictionaries which are accessible to students as well as technology based translation programs.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
The curriculum used in the content areas for our ELL populations are all on grade level and aligned to the CCLS and Regents. The curriculum used in the ENL program align to the grade level and language level.

Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs' age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL’s appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
N/A
16. 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).

We are a Middle School of Choice and the incoming 6th grade students are invited to attend an orientation along with their parents. In November, we have an open house for all interested incoming students for the next school year. Students that enroll throughout the year are placed in a classroom with other students from similar backgrounds and/or language as well as given a tour of the building (both student and parent). We offer a two day Summer Bridge program for all incoming 6th graders. During the interview stage for new admits, both the parent and student meet with the ENL coordinator to help complete the application process and describe the program we offer at Bronx Studio School for Writers and Artists.

17. What language electives are offered to ELLs?
Spanish

18. 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:

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**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 and non-pedagogic staff.) 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?

In order to support professional development, teachers meet in teams, during departmental common planning periods, cluster meeting and department meetings to discuss best practices, create and analyze common assessments, and look at student work. With the support of our Borough Field Office, teachers participate in workshops and other professional development opportunities to strengthen their understanding of the ELL student and share teaching strategies. Teachers of ENL and of content areas attended professional learning venues of Election day. We also sent out teachers to professional development series pertaining to teaching the ELL students. Our content teachers and administrators have participated in PD focusing on scaffolds to utilize when teaching ELL students.

In turn, the ENL teachers shares the strategies with the general education teachers during common planning periods. We have sent teachers to Core Ready, Teacher’s College, and NTN, training to learn the common core aligned curriculum and how to deliver instruction. We have consultants for ELA, Math, Social Studies and Science to support our teachers and our ENL teacher is a member of the District ENL Professional Learning Community.

2. 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.

Most professional development opportunities are done “in-house” during professional learning team meetings. Teacher plan together and discuss teaching strategies to assist English Language Learners, students with disabilities and students in the bottom third. The ENL teachers join the subject area common planning meetings periodically throughout the year in order to share insights about the students, as well as best practices with the general education teachers. We will dedicate a minimum of 15% of the required professional development hours for all teachers, to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For our ENL teachers 50% of the
required professional development hours will be dedicated to the above. Agendas and sign-in sheets are maintained for all professional development to keep a record of hours which are kept in the main office, with the ENL coordinator as well as by the assistant principal in charge of the ENL department.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During parent engagement sessions on Mondays, meetings are planned with parents to discuss ELL students' progress. These will be done with the ENL teachers who, in conjunction with the classroom teacher can speak to the students' goals, language development progress, language proficiency assessment results and language development needs in all content areas. Interpreters and translators will be provided on the basis of need as often as possible. All agendas, sign in sheets and logs will be kept in the main office, as well as the AP in charge of the ENL department.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of our ELLs are invited to all activities we host at Bronx Studio School for Writers and Artists (BSSWA). Our parent coordinator posts a list of all workshops and events occurring at BSSWA each month. In addition the pamphlets for these programs are back packed with each student. Our parent coordinator also hosts events which are in coordination with the parental engagement on Monday afternoons. In addition to those workshops/meetings, we host two workshops specifically for our ELL parents. These workshops included discussions on our ENL program, curriculum, and assessments students will take throughout the school year. All of the meetings that are held are sent out through School Messenger to the parents. All correspondence to parents are offered in the parent's preferred language. We monitor attendance by having sign-in sheets, which are are held by the Parent Coordinator as well as the Principal's secretary. If any parent is in need of translation services that we can not provide in-house we utilize the translation services provided by the city of New York.

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.

N/A
### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Dawn Verhille, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Dawn Verhille</td>
<td>Principal</td>
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<tr>
<td>Audrey Connolly</td>
<td>Assistant Principal</td>
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<tr>
<td>Iris Alicea</td>
<td>Parent Coordinator</td>
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<tr>
<td>Mary Courie</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Susan Oyola</td>
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<td>Stephen Flores</td>
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<td>na</td>
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<tr>
<td>Dr. Karen Ames</td>
<td>Superintendent</td>
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<td>na</td>
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<tr>
<td>Jose Ruiz</td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 08X269 School Name: Bronx Studio School for Writers & A Superintendent: Karen Ames

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>Iris</td>
<td>Alicea</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   Upon registering a new student to the NYCDOE, parents are provided with the Home Language Identification survey. This survey is used to inform the school what is the oral and written language preference of the parent. The information is then entered into ATS to be shared with staff. The blue cards that are given to the parents also asked for the parents language preference for oral and written communication.

   Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: English 62%, Spanish - 36%, Bengali - 0.5%, French - 0.5%; Fulani - 0.5%, Arabic - 1.0%, Oneida 0.5% Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, student advisers and others.
All written correspondence between the school and students’ families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE’s internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>400</td>
<td>61.73</td>
<td>399</td>
<td>61.57</td>
</tr>
<tr>
<td>Spanish</td>
<td>236</td>
<td>36.42</td>
<td>239</td>
<td>36.88</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>0.77</td>
<td>5</td>
<td>0.77</td>
</tr>
<tr>
<td>Bengali</td>
<td>1</td>
<td>0.15</td>
<td>1</td>
<td>0.15</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>0.31</td>
<td>2</td>
<td>0.31</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>0.15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mandink</td>
<td>1</td>
<td>0.15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Oneida</td>
<td>2</td>
<td>0.31</td>
<td>2</td>
<td>0.31</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)</td>
<td>Ongoing throughout the year before the activities occur</td>
<td>For translation into Spanish, French and Mandigo we use in-house staff members. For translation into other required languages, we utilize the translation and interpretation unit provided by the NYCDOE. These are templates that are translated prior</td>
</tr>
<tr>
<td>Event Type</td>
<td>Due Date/Time</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Senior activities and dues</td>
<td>September</td>
<td>For translation into Spanish, French and Mandigo we use in-house staff members. For translation into other required languages, we utilize the translation and interpretation unit provided by the NYCDOE.</td>
</tr>
<tr>
<td>Special events (Thanksgiving Feast, student performances and parent teacher conferences)</td>
<td>Ongoing throughout the year before the activities occur</td>
<td>For translation into Spanish, French and Mandigo we use in-house staff members. For translation into other required languages, we utilize the translation and interpretation unit provided by the NYCDOE. These are templates that are translated prior that teachers need to fill in with special events.</td>
</tr>
<tr>
<td>Letters of concern about students’ academic performance and behavior</td>
<td>Ongoing throughout the year</td>
<td>For translation into Spanish we use in-house staff members. For translation into other required languages, we utilize the translation and interpretation unit provided by the NYCDOE. These are templates that are translated prior that teachers need to fill in.</td>
</tr>
<tr>
<td>Letters of congratulations praising student performance and behavior</td>
<td>Ongoing throughout the year</td>
<td>For translation into Spanish we use in-house staff members. For translation into other required languages, we utilize the translation and interpretation unit provided by the NYCDOE. These are templates that are translated prior that teachers need to fill in.</td>
</tr>
<tr>
<td>Welcome packets for families explaining school rules, mission, necessary supplies, permission slips</td>
<td>September or upon admitting their child to our school</td>
<td>For translation into Spanish we use in-house staff members. For translation into other required languages, we utilize the translation and interpretation unit provided by the NYCDOE. This is done prior to the school year commencing.</td>
</tr>
<tr>
<td>FAQs about school policy</td>
<td>upon admitting their child to our school</td>
<td>For translation into Spanish we use in-house staff members. For translation into other required languages, we utilize the translation and interpretation unit provided by the NYCDOE. This is done prior to the school year commencing.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Teacher Conference</td>
<td>November 29 &amp; 30, 2018</td>
<td>We have interpreters in house for Spanish and French. If a parent of a student needs interpretation other than Spanish we will utilize the Language Line for 24/7 services to help us communicate with families in over 200 languages.</td>
</tr>
<tr>
<td></td>
<td>March 7 &amp; 8, 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 9, 2018</td>
<td></td>
</tr>
<tr>
<td>Curriculum/Meet the Staff Night - Middle School/ELL Parent Night</td>
<td>September 20, 2018</td>
<td>We have interpreters in house for Spanish and French. If a parent of a student needs interpretation other than Spanish we will utilize the Language Line for 24/7 services to help us communicate with families in over 200 languages.</td>
</tr>
<tr>
<td>Curriculum/Meet the Staff Night - High School/ELL Parent Night</td>
<td>September 26, 2018</td>
<td>We have interpreters in house for Spanish and French. If a parent of a student needs interpretation other than Spanish we utilize the Language Line for 24/7 services to help us communicate with families in over 200 languages.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

All our correspondence via our school messenger are translated into Spanish since that is our largest non-English speaking population. We will utilize the interpretation services provided by the DOE to reach parents of students who speak a language other than English or Spanish.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We hold our staff meeting on the first day of the school year. This is the time we disseminate all the pertinent information to the staff. They are given the Community Handbook with all highlighted Chancellor’s Regulations, including A-663. The assistant principal explains all highlighted regulations with the staff and explains all available resources. During a Monday afternoon professional development venue we will hold a professional development session exclusively on translations and interpretation services.
**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Security Desk. The school's safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs. Behind the safety officers desk is also a sign giving the phone number for the interpreter services to assist a parent. Upon registration parents are given the Bill of Parent Rights and Responsibilities and the Parent's Guide to Language Access in English or one of the nine offered languages. If a parent requests a plan or any other information in their home language, we will utilize the translation department and provide them with a translated version in their home language.

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

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We will gather data in reference to quality and availability of service from the parent survey. We will recruit parents inclusive of all cultures and languages represented in our school to be a focus group to gather feedback and best practices on use of the available services.