



**THE BUSHWICK SCHOOL FOR SOCIAL JUSTICE
32K549**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

FINAL DRAFT

**SCHOOL: 32K549
ADDRESS: 400 IRVING AVENUE, BROOKLYN, NY 11237
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 32K549 **SCHOOL NAME:** Bushwick School for Social Justice

SCHOOL ADDRESS: 400 Irving Avenue

SCHOOL TELEPHONE: 718-381-7100 **FAX:** 718-419-0192

SCHOOL CONTACT PERSON: Mark Rush **EMAIL ADDRESS:** Mrush2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ana Marsh

PRINCIPAL: Mark Rush

UFT CHAPTER LEADER: Michael Perlberg

PARENTS' ASSOCIATION PRESIDENT: Olga Alvarado

STUDENT REPRESENTATIVE:
(Required for high schools) Andrew Charlemagne

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** 404

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Mark Rush	*Principal or Designee	Signed copy on file
Michael Perlberg	*UFT Chapter Chairperson or Designee	Signed copy on file
Olga Alvarado	*PA/PTA President or Designated Co-President	Signed copy on file
Olga Alvarado	Title I Parent Representative <i>(suggested, for Title I schools)</i>	Signed copy on file
Frances Carrasco	DC 37 Representative, if applicable	Signed copy on file
Andrew Charlemagne	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signed copy on file
	CBO Representative, if applicable	
Maria Gil	Member/	Signed copy on file
Migdalia Roberto	Member/	Signed copy on file
Martha Garcia	Member/	Signed copy on file
Ana Marsh	Member/	Signed copy on file
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Bushwick School for Social Justice (BSSJ) creates a community of young leaders demanding the best from themselves today and working together for a more just tomorrow. BSSJ provides a rigorous college prep curriculum that empowers students to succeed in future academic and professional endeavors and develops their capacity to be informed citizens. We are committed to preparing students to be active in the social, cultural, and political life of their communities, their country, and their world. Through a curriculum grounded in the humanities and sciences, with an integrated social justice theme, students obtain a comprehensive education and explore the relevance of that education to their lives as citizens in a democracy. Every student is held to the highest standards, receives extensive opportunities for intellectual engagement, and becomes knowledgeable about pressing issues of the day.

BSSJ opened in September 2003 and completed its seventh year. As one of four schools housed on the Bushwick campus, BSSJ shares the gymnasium, auditorium, cafeteria, and library as well as the LYFE program, health office, and access to community-based organizations like Brooklyn College Community Partnership, Student Success Center, RAPP, and CORO. BSSJ has 420 students. Of these 17% are English Language Learners and 17% are Special Education students.

BSSJ is recognized as a high-quality academic option for Bushwick families that had little confidence in its predecessor, Bushwick High School. Because of concerns for their children's safety and because Bushwick High School did not adequately meet students' academic needs, many Bushwick parents previously opted to send their children to high school outside the neighborhood. BSSJ has transformed community perceptions by offering a rigorous instructional program in a safe, nurturing environment. Thus far, BSSJ has achieved a graduation rate well above the city average for schools serving similar students. Our most recent four-year graduation rate is 74%.

BSSJ proudly earned an A on four consecutive City progress reports in 2006-07 to 2009-10. Our last quality review in January 2008 indicated that BSSJ is a proficient school. The school structure encourages teacher leadership, and teacher collaboration is evident in grade teams and department teams. BSSJ's instructional framework includes the following initiatives: Critical Reading, Rigorous Writing, and Numeracy across the Curriculum, Inquiry and Project Based Instruction, Differentiation, Social Justice Theme Integration, and Advisory. School-wide professional development, team and department meetings, and advisory workshops all focus on these initiatives.

BSSJ has chosen DY0 for its 2010-2011 Periodic Assessment Plan. This year, we will conduct one predictive assessment and two performance assessments in ELA and Math. Periodic assessments will be administered for students who have not sat for the ELA Regents exam and the Algebra exam.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Bushwick School for Social Justice								
District:	32	DBN:	32K549	School BEDS Code:	333200011549				
DEMOGRAPHICS									
Grades Served:	Pre-K	3	7	11	√				
	K	4	8	12	√				
	1	5	9	√	Ungraded				
	2	6	10	√					
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		81.0	82.7	80.4		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.8	95.2	93.7		
Grade 4	0	0	0	Poverty Rate - % of Enrollment:					
Grade 5	0	0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 6	0	0	0		86.3	85.7	82.9		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	145	121	120		2	12	14		
Grade 10	120	121	111	Recent Immigrants - Total Number:					
Grade 11	79	93	105	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	78	84	84		10	13	3		
Ungraded	1	1	0	Special Education Enrollment:					
Total	423	420	420	(As of October 31)	2008-09	2009-10	2010-11		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	14	17	14	Principal Suspensions	12	13	10		
# in Collaborative Team Teaching (CTT) Classes	43	44	60	Superintendent Suspensions	17	20	17		
Number all others	4	4	0						
These students are included in the enrollment information above.				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	N/A	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)									
(As of October 31)	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	TBD	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	55	49	TBD	Number of Teachers	35	33	33		

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
# ELLs with IEPs	4	8	TBD	Number of Administrators and Other Professionals	11	11	9		
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	1		
Overage Students (# entering students overage for grade)				Teacher Qualifications:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
	8	11	53	% fully licensed & permanently assigned to this school	100.0	100.0	98.9		
				% more than 2 years teaching in this school	27.8	54.5	72.7		
				% more than 5 years teaching anywhere	22.2	18.2	36.4		
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher					
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)					
American Indian or Alaska Native	0.0	0.5	0.7	92.8	77.2	93.8			
Black or African American	30.7	30.7	29.0						
Hispanic or Latino	67.8	66.7	68.8						
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.5	0.5						
White	0.7	1.2	1.0						
Male	46.3	49.3	48.6						
Female	53.7	50.7	51.4						
2009-10 TITLE I STATUS									
<input checked="" type="checkbox"/>	Title I Schoolwide Program (SWP)								
	Title I Targeted Assistance								
	Non-Title I								
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11					
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY									
SURR School (Yes/No)	If yes, area(s) of SURR identification:								
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:									
	Phase			Category					
	In Good Standing (IGS)			Basic		Focused		Comprehensive	
	Improvement Year 1							<input checked="" type="checkbox"/>	
	Improvement Year 2								
	Corrective Action (CA) – Year 1								
	Corrective Action (CA) – Year 2								
	Restructuring Year 1								
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	X	√	79
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				√	X		
Asian or Native Hawaiian/Other Pacific Islander						-	
White							
Multiracial						-	
Students with Disabilities							
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	X		
Student groups making AYP in each subject				3	0	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	A			Overall Evaluation:	P		
Overall Score:	85.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	P		
School Environment:	10.8 <i>(Comprises 15% of the Overall Score)</i>			Quality Statement 2: Plan and Set Goals	UPF		
School Performance:	19 <i>(Comprises 25% of the Overall Score)</i>			Quality Statement 3: Align Instructional Strategy to Goals	P		
Student Progress:	51.6 <i>(Comprises 60% of the Overall Score)</i>			Quality Statement 4: Align Capacity Building to Goals	P		
Additional Credit:	4.5			Quality Statement 5: Monitor and Revise	P		
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Bushwick School for Social Justice (BSSJ) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

Annual School Report Card	Progress Report Card
Quality Review and Quality Review Assessment	DYO Periodic Assessment
Inquiry Team Action Research	Learning Environment Survey
School-wide scholarship reports	ATS Reports
Teacher grades	Grade/Depts./Advisory Teams
Student Portfolios	Item analysis
Unit/Teacher made exams	Writing samples
Parent/Community feedback	ISA Sustainability Survey

The following student performance trends, accomplishments and challenges that were identified and how they helped BSSJ to arrive at their instructional framework and school wide goals:

ELA

In English Language Arts the course passing rate is 70%. The Regents passing rate for the 11th graders is 66%. The ELL students' course passing rate is 95% and the Regents passing rate is 50%. For Special Education students the course passing rate is 59% and the Regents passing rate is 40%.

Math

In Mathematics the course passing rate is 67%. The Regents passing rates are: 60% in the 11th grade; 55% in the 10th grade; and 51% in the 9th grade. The ELL students' course passing rate is 89% and the Special Education student's course passing rate is 61%.

Science

In Science the course passing rate is 71%. The Regents passing rate in the 9th grade for Living Environment is 43%. The ELL students' course passing rate is 84% and the Special Education student's course passing rate is 67%.

Social Studies

In Social Studies the course passing rate is 73%. The Regents passing rate for Global Studies in the 10th grade is 65%. The Regents passing rate for U.S. History in the 11th grade is 83%. The ELL students' course passing rate is 84% and the Special Education student's course passing rate is 59%.

Art and Music

The BSSJ visual art program has proven to be successful. Students are excited to use explore new art forms and materials, and interested to discover the possibilities and limitations of different artistic media. Students also learn to read music and play a variety of instruments in their music course. They demonstrate their skills in multiple school-wide performances. The course passing rate for Art/Music was 82%.

Advisory

BSSJ has a strong advisory program which incorporates a rigorous health curriculum during ninth grade. The program has demonstrated considerable success in providing an early foundation to support students' emotional, physical, and academic development throughout their enrollment at BSSJ. The course passing rate for Advisory is 87%.

Physical Education

BSSJ students also have the opportunity to participate in a diverse range of PSAL athletic programs conducted in partnership with schools across the Bushwick campus. BSSJ students pass Physical Education at a rate of 83%.

Attendance/Youth Development

BSSJ averaged an 81% attendance rate for the school year 2009-2010. Every year all students engage in individual conferencing both with their advisor and their assigned youth development staffer. Despite these efforts, several students continue to have poor attendance. BSSJ engages in intensive outreach efforts to re-engage these students, including ongoing home visits by our attendance teacher and counselors. Conversations with the pupils and parents revealed that students with persistent attendance problems often struggle with familial problems around housing, child care, single-parent homes, poverty, and substance abuse among other issues. We continue to make every reasonable effort to support these students and their families in making school a priority.

Parent and Community Outreach

Our parent coordinator has worked tirelessly and effectively to create a stable and active Parent's Association that has been vital to BSSJ's success. Our monthly parent association meetings average 25 parents in attendance. BSSJ also makes concerted efforts to maximize opportunities for parent engagement. We hold parent-teacher conferences after every marking period. As a result, well more than 50% of parents attend at least one conference annually. We also conduct award ceremonies, home visits, parent dinners, and community walks where staff members visit students and families in their homes. Our Learning Survey results speak to our success in engaging families. In 2009-10, 98% of families reported being satisfied or very satisfied with opportunities to be involved in their child's education.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

The Findings and Implications from the comprehensive needs assessment resulted in BSSJ's instructional framework and are distilled in the following School-wide goals:

1. Increase gains for special needs students.

Our special needs students are not achieving at the level of our general education students in all categories.

2. Strengthen our Advisory program.

Advisory is the heart of BSSJ and is, we believe, critical to our students' success. Keeping this program engaging and healthy is a priority. Data (scholarship report and learning survey) points to a slight decline in quality and effectiveness.

3. Increase attendance.

Attendance has been a challenge and reversing the slow decline is a school wide initiative.

4. Reversing chronic failure among lowest performing students.

BSSJ has a peer index of 2.0 and many students come in behind their peers and have experienced years of failure. Reversing that trend is the measure of our school community's success.

Additionally, while BSSJ did meet AYP in Math this year we remain a School designated as In Need of Improvement (SINI-Year 2). An additional and paramount goal is the improvement of student achievement in math.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area: ELA/ESL, Math, Science, Social Studies, foreign language, the arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. Increase gains for special needs students. To increase by 3% the number of students with disabilities earning 10 or more credits in a year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Special education teachers, ISA coach, and grade teams will implement professional development plan to support all teachers in differentiating curriculum and using formative assessments to engage all students, including SWD. 2. Teachers will utilize data from assessments to plan instruction for all students, including SWD 3. Professional development will be provided to all special education teachers on writing IEPs. 4. Professional development will be provided for all general education teachers on reading IEPs. 5. Hire special education consultant to work with teachers weekly on differentiation and planning. 6. Hire special education expert f-status to provide professional development and support teachers with writing IEPs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding for teachers and support staff for 10-11 Teacher quality: Per session for PD/Team Meetings/Training/Retreats, consultants, coaches Materials and textbooks Class reduction/Time on Task Funding Source: as SWP, title 1, Title III, Part 154, FSF</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Teacher observation reports commenting on evidence or lack of evidence of differentiation of instruction to support SWD. 2. Analysis of scholarship report for special education students by grade for each marking period. 3. Analysis of credit accumulation among special education students done by grade level each semester.
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Subject/Area: Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students scoring at Level Three on the Math Regents in the 12th grade by 3%. In the 09-10 school year the percentage of students passing the Math Regents above a 65 was 60%. An increase of 3% to 63% amounts to 70 students out of the senior cohort.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Double period of mathematics in the 9th grade. 2. ISA Summer Institute for math department. 3. Math department week-long seminar at Brooklyn College 4. Creation of a Saturday Math Academy for struggling students identified by math department faculty. 5. Enrichment program for students at higher levels of proficiency. 6. Collaboration with Brooklyn College faculty member on inquiry and other instructional strategies. 7. Department lesson studies to support the development of differentiated lesson planning. 8. Double-period math class with team teaching in the 12th grade for students with scores below a 65 on previous Math exams. 9. Hire F-Status math teacher to co-teach with highest needs students 10. Purchase interactive smart boards for all math classrooms and provide teacher training. 11. Development four year scope and sequence plan with new math curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for teachers and support staff Teacher quality: Per session for PD/Training/Retreats Materials and textbooks Class reduction/Time on Task Funding Source: as SWP, title 1, Title III, Part 154</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Analysis of Math Department scholarship reports. 2. Attendance at Math Academies. 3. Component Re-testing scores. 4. Analysis of student work. 5. Analysis of periodic assessment scores.
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Subject/Area:

Advisory- Student Support

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Strengthen our Advisory Program. 3% Increase in grade-level scholarship reports in advisories.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Restructure advisory so that grade teams and advisory teams are aligned. 2. Introduce new accountability measures to ensure parent contact. 3. Introduce new accountability measures to ensure curricular cohesion by grade level. 4. Development of survey to measure effectiveness and perception of advisory program. 5. Institute monthly facilitator meetings. 6. Formalize cataloging of advisory curriculum. 7. Summer planning workshop with partner organization and 9th grade advisors. 8. Observations of Advisory classes. 9. New dedicated partner liaison position to assist with advisory trips and social action projects.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for teachers and support staff Teacher quality: Per session for PD/Training/Retreats, consultants, coaches Materials and textbooks, class trips Class reduction/Time on Task Funding Source: as SWP, title 1, Title III, Part 154</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Increase on scholarship reports for advisory classes. 2. Increase from Fall to Spring on Advisory survey. 3. Increase on Learning Environment survey on questions related to personalization, communication with students, and comfort with talking to an adult about a problem.
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Subject/Area (where relevant): ELA/ESL, math, science, social studies, health and physical education, the ARTS, Foreign language

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Reverse chronic failure among lowest achieving students.</p> <p>Differentiated Instruction – By June 2009, all students’ academic needs will have been met in core subjects by integration of differentiated instruction strategies. All teachers will deliver lessons that demonstrate the skill of differentiation as noted in 75% of observation reports written for the semester.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. All teachers will participate in professional development on differentiation at least four times this school a year 2. Multiple groups of teachers from different disciplines will work on action project on differentiation across the curriculum twice a year 3. All teachers will workshop their upcoming projects by highlight the differentiated strategies that they will use in a team meeting for feedback from team members at least twice a year. 4. All teachers in every department will work to include differentiated strategies every day into their daily instruction. 5. All students, including special needs students and ELLs will be provided with quality instruction using differentiated strategies in all classrooms. Restructure teams at the school so all teams are inquiry teams. 6. Hire educational consultant on differentiation to conduct all-staff professional development. 7. Hire educational consultant on differentiation working weekly with select teachers on lesson planning. 8. Professional development on evaluating student work samples. 9. Ongoing professional development for all teachers on differentiation through lesson studies conducted in grade teams.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for teachers and support staff Teacher quality: Per session for PD/Training/Retreats Materials and textbooks Class reduction/Time on Task, class trips Funding Source: as SWP, title 1, Title III, Part 154</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Increase passing classes and credit accumulation in all subjects from Jun 09 to Jan 10 2. Increase in math, reading and writing competency level by Jan 10 3. Ninth graders at level 1 and 2 will move one level in math and reading by June 10 4. Increase attendance to core subject classes by Jan 10 5. Teachers sign-in sheet at professional development workshops. 6. Credit accumulation and regents passing of all students on scholarship reports 7. Observation reports referencing evidence of strategies used from professional development. 8. Observation reports referencing evidence of student engagement.

Subject/Area:

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase overall school attendance from 80.0% to 83.0% over the course of the 2010-2011 school year by developing and implementing protocols, systems and processes that promote a school-wide culture of ownership over student attendance.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Teachers will review daily attendance to adjust for students incorrectly marked absent and address discrepancies. 2. School aids will scrutinize daily attendance and weekly attendance reports to input reversals as appropriate. 3. Scanning system will alert staff when students with poor attendance enter the building to ensure they have immediate conferences with staff and administrators. 4. Advisory teachers are responsible for tracking students' attendance weekly and conferring with students and their families to encourage strong attendance and schedule meetings with counselors and support staff as needed. 5. Attendance team will meet bi-weekly to review attendance data, identify trends and develop action plans to increase attendance. 6. Incentive parties, bulletin boards and announcements will celebrate strong and increased attendance of individual students. 7. School automated system will make calls daily to the homes of students not in attendance.

	8. Conduct home visits to verify contact information and discuss attendance. 9. Develop personalized attendance goals and plans for students with low or poor attendance. 10. Send certified letters to the homes of long term absentees and schedule meetings with families of students who miss 5 or more days of school.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Funding Sources: Funding for teachers and support staff from Title 1, Title 1 ARRA and Fair Student Funding Staffing: Attendance teacher, school aids, advisory teachers, guidance counselors and administrators will collaborate to achieve this goal. Schedule: These initiatives and interventions will occur daily, weekly, monthly.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	1. Daily review of the attendance report. 2. Bi-weekly reviews of attendance data by the attendance team. 3. Monthly reviews of attendance trends. We anticipate a 3% gain in attendance.

1. Instruction

- Implementing the curriculum in balanced literacy and mathematics
- Classroom libraries will be established in every classroom
- Technology will be infused into the curriculum wherever possible to support students in developing skills and engagement.
- In collaboration with the school librarian, the campus media center will be utilized to support instructional strategies.
- An AP Spanish class will be taught, and students will prepare for the Spanish Language AP exam.
- All tenth grade students, including students with special needs and ELLs will be programmed in Art to help raise content and literacy skills. A rich extended day program will be developed to offer students an opportunity to develop professional portfolios of their artwork and related writing pieces.
- Students will study topics in health and well-being in ninth-grade advisory.
- Department meetings will analyze data routinely, including most of the above-listed data.
- Administrators will meet one-on-one with teachers to discuss course passing rates (scholarship report) and plan curriculum adjustments accordingly.
- Grade team meetings will analyze data routinely, including most of the above-listed data.
- Grade teams and departments will use data to develop action plans and set goals.
- The principal's instructional cabinet and administrative team will analyze data routinely.
- Supervision of teachers and observation reports will be aligned with the instructional framework.

- Data related to students with disabilities and ELLs will be shared and analyzed by staff.

2. Academic Intervention

- All ninth-grade students, including those with special needs, will be programmed in a double-period ELA class to help raise literacy skills. All ELLs will be programmed by level as per NYSESLAT results.
- All ninth grade students, including those with special needs and ELLs, will be programmed in a double-period math class to boost numeracy skills.
- All eleventh-grade students will be programmed into an intensive Regents-readiness English class in preparation for the ELA Regents.
- Extended-day activities will be implemented to afford students with opportunities to enhance understanding of course content.
- All IEP students and ELLs will be programmed for Saturday Instructional Academy, which will focus on strengthening content knowledge and skills in the core subject areas as well as physical education.
- Students in need of credit recuperation will participate in rigorous extended school day, extended school week, and extended school year credit recuperation programs.

3. Professional Development

- Intensive professional development will be provided by an instructional coach, educational consultants, and assigned mentors.
- All teachers will participate on grade-level inquiry teams.
- Individual teachers will plan units and lessons with the help of the coach.
- All teachers will participate in grade-level team meetings where curriculum will be shared and critiqued using structured feedback protocols.
- All teachers will plan curriculum collaboratively in department meetings and learn from inter-visitations.

4. Youth Development

- Students will receive enhanced social and emotional support through BSSJ's intensive advisory program.
- Students will prepare for life after high school through integration of the following activities in advisory classes: frequent discussions of graduation requirements; vocational assessments; college visits; internships and summer employment; career explorations etc. All eleventh- and twelfth-grade students will complete a resume, personal statement, and CUNY college application.
- Weekly attendance meetings will be convened with the principal, his designee, guidance counselor, attendance teacher, and family worker. A cumulative attendance report will be reviewed and potential long term absences are identified.
- Advisors, guidance counselors, and family worker will make phone calls, send attendance letters, and make home visits to ensure that all constituencies understand that good attendance is critical to success.
- Agency for Children Service (ACS) will be contacted when evidence of neglect is suspected.
- BSSJ's instruction and programs will receive ongoing monitoring and supervision to ensure best instructional practices are utilized to attract students' interest and engagement.
- We will maintain ongoing conversations with the Office of Student Enrollment and Planning Operations to assess and review the mid-year admission of LTA students from another high school to BSSJ.

- A guidance counselor will be assigned to every grade team and work closely with them on attendance and personal issues within the students of that grade.
- Extended day programs will have an added feature of counseling available to students who are in need of support.
- Our community partners will provide support to parents and students relative to attendance improvement and access to outside agencies.
- A designated college counselor will work with twelfth-grade advisors to ensure that students are accepted into college or have created a detailed post-high school transition plan.
- General education students will receive support from advisors and school counselors.

5. Parent and Community Engagement

- A community walk, where staff members visit students and families in their homes, will be conducted to get a clearer sense of parents' concerns, develop agenda items for parent meetings, and to spark connections between family members and the school community.
- Parent association meetings will include more access to student progress information so that parents will have a viable reason for attending.
- We will continue to hold an end-of-term parent teacher conferences and award ceremonies as a means of engaging parents in their children's education.
- We will continue hosting a parent-award dinner where students recognize their parents.
- Social worker, administration, teachers, and parent coordinator will continue to provide resources to parents to support them in working with children.

6. Safety and School Culture

- Additional opportunities will be created for all schools to interact. Campus teams and campus-wide field day underscore our commitment to creating a positive school/campus-wide climate.
- A security team consisting of a dean and a school aide support student safety At BSSJ.
- Bulletin boards in the hallways will highlight student work, creating a print-rich environment.
- Advisories will have on-going focus on creating a positive school environment for everyone.
- Teachers will spend time in the hallways during passing encouraging students into classes.
- Student government will work closely with administration to support and facilitate student activities towards student engagement with the BSSJ and campus learning community.
- Community-based partner organizations including MTRNY, ISA, and Brooklyn College will support student learning, helping creating a positive climate for everyone.
- BSSJ is committed to working with the other building principals, AP Security, and school custodian to ensure that school facilities support its instructional program.
- All issues relative to facilities will be addressed at the building principal council meetings for follow-up with school custodian.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	124	124			124		124	
10	107	107	107	107	107		107	
11	31	46	34	46	107		107	
12	20	30	19	50	83		83	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • 100 minute block instruction in ELA for all ninth graders during the school day. • Increase classroom period to 50 minutes of instruction during the school day • Differentiated instruction to support the multiple learners during the school day • Inquiry and project-based instruction during the school day • Saturday School – 120 minutes of instruction. • Small group tutoring after school every Wednesday for tenth graders • Team teaching in 11th grade ELA classroom • Small group support for special needs students on Saturdays • Additional tutoring for struggling eleventh and twelfth graders on Tuesdays and Thursdays. • Small group Title III support in ESL provided to ELLs on Saturdays
Mathematics:	<ul style="list-style-type: none"> • 100 minute block instruction in math for all ninth graders. • Two 50 minute periods of math for all tenth graders. • Increase classroom period for all other students from 42 minutes to 50 minutes of instruction, during the school day • Differentiated instruction to support multiple learning styles during the school day • Inquiry and project-based instruction during the school day • Saturday School – 120 minutes of instruction. • Small group tutoring after school every Wednesday for tenth graders • Double period math class with team teaching for struggling 12th graders • Additional period for struggling 11th graders • Additional tutoring for struggling eleventh and twelfth graders on Tuesdays and Thursdays. • Small group support for special needs students on Saturdays
Science:	<ul style="list-style-type: none"> • Increase classroom period from 42 to 50 minutes of instruction during the school day • Differentiated instruction to support multiple learning styles during the school day • Inquiry and project-based instruction during the school day • Small group tutoring for ninth graders once a week after school • Small group tutoring after school every Wednesday for tenth graders • One-on-one support from inquiry team members for twelfth graders who failed science Regents

Social Studies:	<ul style="list-style-type: none"> • Increase classroom period to 50 minutes of instruction during the school day • Differentiated instruction to support multiple learning styles during the school day • Inquiry and project-based instruction during the school day • Small group tutoring for ninth graders once a week after school • Small group tutoring after school every Wednesday for tenth graders • One-on-one support from inquiry team members for twelfth graders who failed Global and/or U.S. History Regents exams
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Thorough distributed counseling model. Counselors train advisors to form relationships with students during advisory classes in order to ensure all students are closely monitored for signs of social and emotional issues. • All at-risk ninth, tenth, and eleventh graders will meet with a counselor once per week during the day and/or after school • Mandated students with special needs will meet with counselor(s) as per IEP mandates • All ninth, tenth, and eleventh graders will have at least one meeting with a counselor per term during regular school hours
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Two-day itinerant psychologist will meet with mandated IEP students as per their IEP counseling schedule • At-risk and highly emotional students will meet with psychologist as per referral from administration
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Twenty five most at-risk and highly emotional students assigned to a social worker for individual and group counseling once per week. • At risk students meet once or twice per week during school day with lead social worker • At-risk students meet with lead social worker once per week or by referral after school
At-risk Health-related Services:	<ul style="list-style-type: none"> • DOH health provider provides health-related services once per week on Fridays. • School health aide provider provides health related services to at-risk students

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9,10,11,12 **Number of Students to be Served:** 74 **LEP** 0 **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** One Assistant Principal

School Building Instructional Program/Professional Development Overview

BSSJ is in its eighth year of operation. The school is one of three small schools housed in the Bushwick High School campus, and as such, shares spaces such as the gymnasium, auditorium, cafeteria, and library, with the other schools. All the schools also share the LYFE program, the health office, and access to community based organizations like the Brooklyn College, Park Slope Mental Health Center, the RAPP program, VOLS and Bushwick-Ridgewood Center. As a new school, BSSJ has made considerable progress establishing itself as a high-quality academic option for Bushwick families, which had little confidence in the pre-existing Bushwick High School. Because of concerns for their children’s safety and because Bushwick High School did not adequately meet the academic needs of the young people

in the community, many parents previously opted to send their children to high school outside the neighborhood. BSSJ is committed to changing these negative perceptions by providing a rigorous instructional program within a safe, nurturing environment.

The Bushwick neighborhood is primarily a Hispanic community. As a result, many of the parents at BSSJ speak only Spanish and sometimes have difficulty navigating the school bureaucracy. BSSJ is committed to making a concerted effort to improve communication to support parents with these challenges and to facilitate greater parent engagement in their children's education. Consequently, the Youth Development staff, parent coordinator, and several teachers are fluent in Spanish. In addition, translation devices will underscore BSSJ's commitment to ensuring that a communication bridge is strong between parent and school.

BSSJ's first senior class graduated in June of 2007, and graduation rates indicate that support for ELLs has been effective, with over 90% of current and former ELLs in the 2003 entry cohort successfully graduating. Again in June of 2010, over 90% of ELLs in the 2006 entry cohort graduated successfully.

BSSJ has strong relations with several community-based organization and colleges. Brooklyn College is our lead partner, providing a variety of support to the school relative to professional development, access to college-level coursework, and participation on the BSSJ School Leadership Team. The Institute for Student Achievement (ISA) provides support with professional development, teacher coaching, extended day programming, and funding for a guidance counselor. Make the Road New York provides support to our parent community, offers after-school tutoring and college access support for students, and provides material support for integration of the school's social justice theme across the curriculum.

Section II. Title III, Part A, LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The BSSJ Title III program for the 2010-2011 school year will provide English Language Learners with supplemental instruction in a Saturday Instructional Academy, and a Wednesday afternoon tutoring session. The instructional program will serve English Language Learners (ELLs) in grades 9-12 who score at the Beginning, Intermediate, and Advanced levels of English Language proficiency of the NYSESLAT. Newly enrolled ELLs who will take the LAB-R will also participate in the Saturday Instructional Academy. Additionally, BSSJ has created a two day class of *Rosetta Stone* for beginner ELL's and intermediate students to provide extra support.

The Saturday Instructional Academy will meet for a total of 20 sessions beginning in September through June 2011 from 9:00am to 1:00pm. Group size will be maintained at 12–15 students per teacher to permit personalization of instruction. There will be a total of two

classes for the Saturday Instructional Academy servicing all ESL students. Attendance during these sessions averages 20–25 students. One Certified ESL teacher will provide supplemental instruction in alignment with the New York State ESL Learning Standards, as well as New York State and New York City content and performance standards. A second teacher, licensed in Social Studies will provide content-based instruction to ELLs using ELL teaching methodologies. This teacher will receive ongoing professional development on ESL teaching methodologies. There will be one supervisory staff member to supervise the program. This amounts to a total of 3 staff members for the Saturday Instructional Academy.

In addition, the Tuesday afternoon tutoring sessions will provide ESL support to ELLs in grades 9 – 12, servicing a total of 66 students, with an average daily attendance of 20–25 students. One certified ESL teachers and one content area teacher (a total of two teachers) work for one hour in small groups to provide supplemental instruction in alignment with the New York State ESL Learning Standards as well as New York State and New York City content and performance standards.

Instruction will focus on literacy, mathematics, and content area instruction using ESL methodologies in preparation of the NYSESLAT, NYS Regents examinations, achieving passing grades in all subjects, and meeting all requirements for the NYS Learning Standards and NYC Performance Standards.

Instructional materials to support the Saturday Instructional Program will be purchased. This will include an instructional series focusing on the NYSESLAT which focuses on the four language modalities of listening, speaking, reading, and writing. General instructional supplies such as notebooks, folders, pencils, chart paper, markers, and transparencies will be purchased to support the Saturday Instructional program and Tuesday afternoon tutoring sessions. In order to make content more accessible to ESL students through visual aids and demonstrations, an LCD projector will be purchased.

Title III - English as a Second Language (ESL) Saturday Program

Students in the English as a Second Language (ESL) Saturday Program receive instruction in English. Instruction is based on their English proficiency levels based on the Language Assessment Battery – Revised (LAB-R) and the New York English as a Second Language Achievement Test (NYSESLAT). All four language modalities – listening, speaking, reading, and writing – are incorporated in every lesson in preparation of our students for the NYSESLAT. The goal of our ESL Saturday program is to help each English Language Learner meet and exceed New York State and City Standards and succeed on the New York State Regents Exam in English.

Title III – Saturday Global History Regent’s Preparation Classes

Students in the Saturday Global History Program for English Language Learners receive instruction in Global History exam preparation emphasizing document based questions and thematic essays. Students learn to outline essays in a six-paragraph format and outline document-based questions by tasks. Students receive tips and strategies on answering multiple-choice questions using the three-question method.

Title III – Tuesday Afternoon Tutoring Sessions

Students in the English as a Second Language (ESL) Tuesday afternoon program receive instruction in English. Instruction is based on their English proficiency levels based on the Language Assessment Battery – Revised (LAB-R) and the New York English as a Second Language Achievement Test (NYSESLAT). All four language modalities – listening, speaking, reading and writing – are incorporated in

every lesson in preparation of our students for the NYSESLAT. The goal of our ESL Tuesday afternoon program is to help each English Language Learner meet and exceed New York State and City Standards in content-area classes and achieve passing grades in all subjects.

Title III – Overnight Trip

For the purpose of providing social and emotional support for our ELL students and parents, an overnight trip will take place. All ELLs and their parents will be invited. This trip will enhance the network of support serving our ELLs, and strengthen the relationship among ELL parents and students, and between ELL parents, students and staff members. This trip will focus on relationship-building, teambuilding, and leadership skills.

Teacher Qualifications

BSSJ has an eager staff servicing the ELL population consisting of three permanent licensed content area teachers (one math, one social studies, and one ELA), two permanent licensed ESL teachers, and one transitional licensed ESL teacher; however, we are committed to ensuring that ELLs will receive instruction from fully certified staff in the forthcoming school year.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. All ESL teachers will participate in departmental professional development provided by the assistant principal in charge of ESL services, on topics including using data to drive instruction, using team-teaching strategies to support the general education teacher, and developing students’ writing strategies. All general education teachers will participate in in-house workshops on using ESL strategies in the general education classroom. Youth development personnel will participate in in-house training sessions on providing services for ELLs and families of ELLs. Each grade team will have a dedicated ESL member of the team to provide recommendations for general education teachers for how to better service ELLs.

Section III. Title III Budget

School: 32k549 **BEDS Code:** 333200011549

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$7,484	Saturday Instructional Program (Teacher) x (Sessions) x (Hours) x (Rate) = 1 x 20 x 4 x 49.89 = 3,991 Rosetta Stone (teacher) x (sessions) x (Hours) x (Rate)= 1x50x1x49.89= 2,495

		Team Teaching Planning (teacher) x (sessions) x (hours) x (rate)= 2x10x1x49.98= 998 TOTAL COST TO TITLE III: \$7,484
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	\$1,400.00	Leveled books for ESL classroom libraries.
Educational Software (Object Code 199)	\$4,595	10 Notebook laptops for ELLS
Travel	\$446	Trips for ESL students
Other	\$1,075	Supplies (laptop cart)
TOTAL	\$15,000.	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

BSSJ needs accurate translations of all documents pertaining to student fieldwork. Parent letters, notifications, academic programs and interventions, and calendars need to be addressed in the students' native language for full parental comprehension and involvement. Additionally, communication of the No Child Left Behind mandates, need be translated for parental information and discussion.

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

These needs have been determined through our Parent Coordinator's interactions with parents from the school community, Parent-Teacher Association meetings, and Parent Orientation feedback forms, learning surveys, and through feedback obtained at workshops for parents of ELLs. Furthermore, faculty have requested continued translation of key documents as appropriate for parent-teacher meetings to ensure that parents have the capacity to make informed decisions regarding their students.

Part B: Strategies and Activities

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

Documents need to be translated by our support staff that are fluent in two or more languages and have experience translating documents from English into Spanish. Translation services will be used to provide information about a student's academic performance and approaches to increasing achievement; enhance parents' understanding of academic standards, assessments and tests. Other Department of Education programs that offer challenging learning opportunities and increase parent participation in school activities will be provided in the native language as well. The school will be in contact with the Department of Education's Translation & Interpretation Unit for translation of critical documents into other languages as needed. The parent coordinator and other bilingual professional staff will assist

with translation of letters. The school will keep a binder in the parent coordinator's office containing translated documents and records of translations and interpretation services.

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

Parents are critical to the academic success of our students. As a result of our interviews and assessment, we find that we need to continue focusing our efforts in three areas: (1) effective home-school communication; (2) involving all our parents in school decisions and providing services; (3) education for all our parents. Our parent coordinator and faculty, who are fluent in Spanish, will act as interpreters and translators for our Spanish Speaking parents when the need arises. Interpreters will be on hand at parent-teacher conferences. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

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

Staff will be paid per-session to translate materials from English to Spanish. Two interpreter's dictionaries will be purchased and used by the translators. Staff and Parent Translators will assist at all school events, such as, Parent-Teacher conferences, PTA meetings, workshops, and other meetings between DOE staff and non-English speaking parents. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	364,903	83,000	447,903
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,650	830	4,480
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,245	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,500	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 94%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

BSSJ is ensuring that all teachers are working under their proper certification and that they are assigned correctly. A review is being undertaken to review BEDS data collection and reporting. A school-wide re-training on the BEDS survey will be implemented. Additionally, teachers will be supported in attaining HQ status on a case by case basis.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Parents and families of BSSJ students will be provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home-school partnerships, Regents information sessions, workshops which promote an understanding of performance standards and promotional criteria. BSSJ will also support families in accessing various community resources and services. To encourage parent involvement, BSSJ will:

- Conduct yearly Parent's Association elections for the Executive Board
- Conduct monthly Parent's Association Meetings
- Host a community walk where BSSJ staff visit students and families in their own homes
- Conduct annual parent walkthroughs of all classes
- Host five parent-teacher conferences, well above the DOE mandated two conferences
- Provide a weekly ESL Program for parents in partnership with Make the Road New York
- Provide parents with the opportunity for active and meaningful participation on the School Leadership Team at monthly meetings

- Hold grade-level orientation for parents with classroom teachers, supervisors, guidance, and related-services providers
- Distribute all notices in English and Spanish
- Continue to work with Make the Road New York to provide ongoing legal services to our students' families
- Recognize parents' accomplishments through annual parent award dinner
- Provide translation services for parents whose native language is Spanish or Creole.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part B: School-Parent Compact

THE SCHOOL AGREES TO:	PARENT/GUARDIAN /CARE-GIVER AGREES TO:
<ol style="list-style-type: none"> 1. Convene an annual meeting to inform parents and guardians of the Title 1 Program and their right to be involved, and to offer a flexible number of additional meetings at various times for parents and guardians. 2. Provide up to date information on the provisions of the "No Child Left Behind (NCLB) Act" of 2001. 3. Provide parents and guardians with the information they need about all programs, and to actively involve them in planning, reviewing, implementing, and improving Title 1 Programs. 4. Provide performance profiles and individual student assessment results and other pertinent individual and school district information. 5. Provide ongoing communication between the school and the parents and guardians through parent-teacher conferences, progress reports, letters, access to the staff, and opportunities to participate in and observe school activities. 6. Assure parents and guardians that they may participate in appropriate staff development activities. 	<ol style="list-style-type: none"> 1. Become involved in/with the comprehensive education plan. 2. Become involved in the School Leadership Team. 3. Attend Parent Association Meetings 4. Attend Parent Teacher Conference(s) 5. Work with their children on school- work. 6. Monitor their children's school attendance, homework, grades, and non-school activities. 7. Share responsibility for improving for student achievement. 8. Communicate with the school about their children's educational needs, and about their own needs as parents and guardians of high school students.

Part C: TITLE I

SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Every year, BSSJ closely reviews student achievement data to inform our plans for the fall term. Last June, each department conducted item analysis of the Regents exams to identify precisely where our students need support. Over the summer and in the beginning of the fall term, the departments met and devised strategies to address student needs. Department heads reported back to the principal's cabinet, which then devised an instructional framework based on departmental recommendations for improving student achievement through implementation of the following initiatives:

- a. Inquiry and project-based learning
- b. Writing across the curriculum
- c. Reading across the curriculum
- d. Social justice theme integration

- e. Differentiated instruction
- f. Advisory
- g. Formative assessment

In addition, professional development will encompass the following topics to support our staff in implementing the aforementioned instructional initiatives:

- Effective strategies when working with special needs students
- Effective strategies when working with English language learners
- Numeracy across the curriculum
- Student engagement
- Technology integration
- Development of common classroom practices
- Preparation for regents
- Study and organizational skills
- Formative assessment

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. P. 14-31 (Action Plans, Appendix 1,3)
- b) Use effective methods and instructional strategies that are based on scientifically-based research that: P.14-31 (Action Plans, Appendix 1,3)
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff. (App. 4)

A concerted effort is made to meet and interview teacher candidates who are committed to their craft and to children. All teachers at BSSJ are state certified. Teachers attend professional development workshops and retreats regularly to continue developing their craft. All teachers also benefit from ongoing, on-site professional development conducted through grade teams, department teams, and advisory teams. Ninety percent of the teaching staff has taken on some leadership role as a team facilitator, inquiry team member, mentor, and/or COSA and student government coordinator.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
 - The administration, teachers, ISA Coach, Brooklyn College coaches, as well as the ISC, will all contribute to our staff development workshops.
 - In addition, our Title I funding will allow us to bring in contracted professional development vendors who will support the school with a variety of workshops that focus on: literacy across the curriculum, the workshop model, differentiation of instruction, accountable talk, curriculum mapping and development, interdisciplinary teaching, collaborative-team teaching, infusing technology across the curriculum, backward planning, project-based planning, and student-centered instruction. In addition:
 - The staff meets once per week to discuss implementation of the advisory curriculum.
 - Faculty members attend the ISA Summer and Winter Institutes to plan inquiry-based units with professionals.
 - All teachers meet during an assigned collaborative period, as well as in after-school grade team meetings. These meetings allow staff members to plan collaboratively and share best instructional practices. Title I funding will support grade-team professional development around our instructional framework.
 - ISA Coach works with teachers in all departments around planning and classroom practices.
 - In addition, as an ISA school, BSSJ's professional development has the following characteristics:
 - Continuous professional development
 - Team and staff meetings to support collaborative professional development
 - Coaching
 - Planning to identify professional development needs
 - BSSJ staff attends a minimum of one staff retreat per year; with more retreats planned as needs arise. Each department had a five-hour retreat with a staff-created agenda to work on improvement.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

In order to identify and recruit the highest-caliber candidates to teach in our school, BSSJ works closely with members of the community, our partners, members of higher-education organizations, as well as, non-profit organizations whose mission is improving education. Brooklyn College and ISA regularly refer highly-qualified candidates to our school as vacancies arise. A hiring coordinator is responsible for reviewing all resumes. BSSJ also works with the DOE and the ISC and participates in all hiring fairs. BSSJ instituted hiring open-houses that allow candidates to meet with students and teachers at the school where all parties can ask questions share information.

6. Strategies to increase parental involvement through means such as family literacy services. BSSJ will continue to host the following workshops to support families:
 - Annual parent leadership workshop in collaboration with the other schools on the campus.
 - Workshop for ELLs in collaboration with the other schools on the campus.
 - Monthly workshop at PA meetings addressing topics such as: graduation requirements; understanding data; home work help; attendance; counseling services; CPR training; and others.
 - Parents on the executive board participate in learning walks and provide feedback to the administration and staff.
 - Pages 29-31

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
NA
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Grade-level teams meet weekly to discuss students and their progress, and to develop action plans for students in crisis or who are struggling academically. Additionally in these meetings BSSJ staff review student work and assessments to identify skills and areas in need of improvement for students. BSSJ has one staff retreat annually along with periodic collective meetings to discuss school issues. The collective includes all BSSJ staff members, representatives from partner organizations, and, for selected meetings, student and parent representatives. Attendance at collective meetings cannot, for contractual reasons, be mandatory, but is strongly encouraged. Having an effective and lively collective at BSSJ is crucial because it affords all members of the learning community an opportunity to voice opinions and effect change in the school. The purpose of the collective meetings is to promote the exchange of ideas, discussion, debate, and foster community-wide participation in the school's governance and decision making.

The principal's cabinet, comprised of members of the BSSJ's administration, the pedagogical members of the leadership team, and all department heads, has three main purposes:

1. The cabinet increases the degree to which the principal shares decision-making authority: decisions related to the daily operation of the school are shared with the cabinet.
 2. The cabinet shares the workload associated with sustaining the collective, including keeping the collective informed and involved in school governance and decision-making.
 3. The cabinet facilitates the work of the school committees, departments, and/or teams.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

After-school math class	Two days per week and on Saturdays, all students, including special needs students who were not successful in passing math and are in need of additional assistance, will have an opportunity to review material not previously mastered as well as earn credit for promotion once mastery is achieved. Extensive work in Regents preparation.
Saturday literacy class	Two days per week, a small group class is open to all students, including special needs students. This program is particularly designed to support students who are still struggling in reading by enabling them to raise skills and thereby earn credit towards promotion.
After-school tutoring	Our after-school tutoring center is open to all students four days per week, providing small group/individual support in all core subject areas. Extensive work in Regents preparation is provided in the area of Global/Science.

Saturday ELL program	Our Saturday program for English language learners, provides those students with small group/individual support in all core subject areas. Extensive work is provided in language acquisition and NYSESLAT preparation.
Student support services	By appointment and at least two days per week, our student support services team will provide related services counseling to all students, including special needs, conflict resolution and mediation services, and SPARK counseling.
Double period math	All ninth graders are assigned two to three additional periods of math per week to support math instruction and to address deficiencies and remedy skill deficits. Additionally all tenth graders are provided with two periods of math instruction per day.
Double period ELA	All ninth graders and selected eleventh graders will be assigned an additional ELA period to support building literacy skills and to address deficiencies.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

BSSJ will consolidate its FSF, C4E, Title III, Title I, and Part 154 LEP funds to support its instructional program, with the goal of helping every student to meet graduation requirements and achieve full preparation for life beyond high school. Using an inclusionary approach that relies on best practices in differentiated instruction, all ELLs and students with special education needs will be integrated into the general education population whenever possible and appropriate. Our CTT program model will have two teachers teaching and planning together. ESL Teachers will push into general education classes to support ELLs. All Advisories will include struggling students, Level 3 and 4 students, ELLs, and students with special needs.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards. (p.14-20, p.23,4)
2. Ensure that planning for students served under this program is incorporated into existing school planning. (p. 14-24)
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that: (P.14-20)
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

-
- **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.
 - **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
 - **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program; (p. 14-20)
 5. Provide instruction by highly qualified teachers; (p. 33)
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; (p. 33)
 7. Provide strategies to increase parental involvement; and (p. 31)
 8. Coordinate and integrate Federal, State and local services and programs. (p. 36)

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Improvement Year 1 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The Bushwick School for Social Justice has failed to meet our AYP target in math for two consecutive years. Too many students are not achieving proficiency (Level 3 performance level) after multiple attempts to do so on the integrated Algebra Regents exam. A review of the data and existing program reflected a history of unsatisfactory teaching for a majority of students in the June 09 graduation cohort.

BSSJ leaders and teachers believe firmly that – with appropriate support and rigorous instruction – every single student can successfully meet State requirements for graduation. At the same time, we know that many students arrive at our school performing well below grade-level expectations. Some of these students are ELLs, have special education needs, and/or immigrated to this country without receiving an age-appropriate education in their home country. While the overall performance levels achieved by our students in math have not reached State benchmarks marking “adequate yearly progress,” City data indicates that BSSJ is actually achieving remarkable success in helping our students make progress in math when compared with schools serving similar population. This tells us that we have programs in place that are highly effective in helping some of our struggling students make substantial academic gains, accumulate credits on schedule, and pass Regents examinations necessary to graduate. At the same time, State data makes it plain that those programs are not reaching enough of our students. Looking at these two data sets side-by-side provides the opportunity for our staff to focus on identifying which of our existing instructional strategies and programs are the most effective in boosting mathematics achievement, so we can focus on ensuring that all of our students benefit from those successful interventions and so we can have our most effective teachers model their instructional practices for colleagues. In that way, we can meet our goal of helping every single one of our students to succeed in school and beyond.

To date, our math department faculty attended an intensive off-site retreat sponsored by ISA where they focused on analyzing student data with the goal of improving math outcomes for struggling students. Additionally, the department participated in a second week-long retreat facilitated by our partner Brooklyn College’s Professor Laurie Rubel. They continued this work throughout the summer and into the fall,

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devising a comprehensive Action Plan (see below) with support from the Administration and from other departments, including our ESL and special education teachers.

2. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
3. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

As of July 14, 2009, BSSJ has 10 students currently living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - **Counseling service**
 - **Reduced class sizes**
 - **Academic intervention service**
 - **Free lunch**
 - **Access to highly qualified teacher**
 - **Transportation/Metro cards**
 - **Referral to outside agencies including mental health, legal services, insurance, etc.**

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bushwick School for Social Justice					
District:	32	DBN:	32K549	School		333200011549

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded		
	2		6		10	v			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.0	82.7	80.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	145	121	120				
Grade 10	120	121	111				
Grade 11	79	93	105				
Grade 12	78	84	84				
Ungraded	1	1	0				
Total	423	420	420				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.8	95.2	93.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	86.3	85.7	82.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	12	14

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	10	13	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	14	17	14	Principal Suspensions	12	13	10
# in Collaborative Team Teaching (CTT) Classes	43	44	60	Superintendent Suspensions	17	20	17
Number all others	4	4	0				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	33	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	9
# receiving ESL services only	55	49	TBD	Number of Educational Paraprofessionals	0	0	1
# ELLs with IEPs	4	8	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	11	53	% fully licensed & permanently assigned to this school	100.0	100.0	96.9
				% more than 2 years teaching in this school	27.8	54.5	72.7
				% more than 5 years teaching anywhere	22.2	18.2	36.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	70.0	78.8
American Indian or Alaska Native	0.0	0.5	0.7	% core classes taught by "highly qualified" teachers	92.8	77.2	93.8
Black or African American	30.7	30.7	29.0				
Hispanic or Latino	67.8	66.7	68.8				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.5				
White	0.7	1.2	1.0				
Male	46.3	49.3	48.6				
Female	53.7	50.7	51.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					v
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: X
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	X	v	79
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				v	X	
Asian or Native Hawaiian/Other Pacific Islander						-
White						
Multiracial						-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	X	
Student groups making				3	0	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	85.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	10.8	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	19	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	51.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Byam CFN	District 32	School Number 549	School Name Bushwick School for
Principal Mark Rush		Assistant Principal Ana Marsh	
Coach		Coach	
Teacher/Subject Area Sabrina Swamy/ESL		Guidance Counselor Dinorka Ogando	
Teacher/Subject Area Patrick Roberts/ESL		Parent Olga Alvarado	
Teacher/Subject Area Patrick Cooper/ Math		Parent Coordinator Frances Carrasco	
Related Service Provider Maria Suero		Other	
Network Leader Terry C. Byam		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	421	Total Number of ELLs	74	ELLs as Share of Total Student Population (%)	17.58%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a new student, who may be an English Language Learner, comes to our school, a certified ESL teacher conducts an informal oral interview in English and in Spanish as well as administers the Home Language Identification Survey (HLIS). If the family's native language is a language other than a language one of our pedagogues speaks, the Parent Coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. A certified ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

Every year, before the NYSESLAT administration window opens, the two certified ESL teachers meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teachers administer the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teachers throughout the testing window in a separate location.

2. Twice a year, in the Fall and in the Spring, the Parent Coordinator and a certified ESL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and notices are given to students to ensure all parents attend this workshop. When our school receives new students throughout the year, we invite parents for an individual meeting or one-on-one phone call to provide them with the information, within one month of when the student enters.

3. The Parent Coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students and by placing phone calls. Since all parents attend the program choice workshop at the beginning of the school year, we remind them at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit.

4. Identified ELL students are placed in the program chosen for them by their parents after the program choice workshop is attended. If an ESL instructional program is chosen, we meet with the parents and student to explain to them (in their native language) exactly what this program looks like at our school and what the student's schedule will be. If a bilingual program is chosen, and 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting.

5. A majority of parents have chosen the Freestanding ESL instructional program.

Freestanding ESL :

2 (2007-2008) 2 (2008-2009) 2 (2009-2010)

Bilingual :

0 (2007-2008) 0 (2008-2009) 0 (2009-2010)

6. Yes, our program models are aligned with parent requests. One request we received from ELL parents was to provide additional support services throughout the school day and after school. We responded by adding an additional Beginner ESL course and an Intermediate ESL course during the school day, taught by certified ESL teachers. We have also lengthened our school day and have set a goal to expand our course and support offerings during this time.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										2	2	2	5	11
Push-In	0									2	2	1	0	5
Total	0	0	0	0	0	0	0	0	0	4	4	3	5	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	0
SIFE	24	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	32			20			22				74
Total	32	0	0	20	0	0	22	0	0		74

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: ?

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	32	13	9	71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian											1		1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	17	34	13	10	74								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Current English Language Learners Instructional Programs
 a) BSSJ implements a Freestanding English as a Second Language (ESL) Program as well as a Push-In model. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and research-based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city- and state-grade-level in all subject areas

b) The students in the lower and mid proficiency levels receive two periods of stand alone ESL (homogeneous grouping for each of these) in addition to support in their classroom (heterogeneous grouping in their classes). The advanced level student receive one period a day of homogeneous grouping ESL class in addition to other support in their content areas when necessary.

2) BSSJ has organized its ESL program to implement Part 154 regulations and the No Child Left Behind Initiative. BSSJ is a Title I and Title III school. This funding helps ensure that ELLs receive the appropriate services in order to meet or exceed all state, city, and content area standards. ESL services have been organized to reflect current research and best practices.

2a) The certified ESL teachers provide over 540 minutes per week of ESL instruction for the beginning students in English language acquisition. This is provided through 360 minutes of ESL class and 180 minutes of collaborative team teaching in Mathematics and Social Studies classes to ensure successful preparation for graduation. Intermediate students receive over 360 minutes per week in ESL classes, and over 180 in collaborative team teaching, while advanced students receive 180 minutes a week of instruction in ESL classes. The ESL teachers push into the content area subjects to work collaboratively with content area teachers on using ESL methodologies to assist the ELL population in the class. ELL students are developing academic English Language Arts skills while receiving content area credit. Our self-contained students also receive the same amount of stand alone ESL instruction and return to their regular teacher for their regular classes. There is a bilingual Paraprofessional who supports students in their regular subject classes with their self-contained teacher.

3) The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, text representation and metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Beyond explicit ESL, collaboration between teachers ensures consideration for the language needs of ELLs. Some aspects of this policy include:

==> Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings asynonyms to clarify meaning.

==> Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

==> Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

4a) To better serve our SIFE ELL population, our certified ESL teacher provides 2 hours of targeted instruction for students with low proficiency both in English and their native language focusing in strengthening vocabulary and overall literacy skills to support what they are learning in both their ESL and content area classes.

b) All our ELL students are scheduled to take the NYSESLAT every year until they reach proficiency or they graduate. Our newcomers also receive targeted additional instruction on Saturdays by a certified ESL teacher, in addition to all of the above services.

c) To better serve our ELL population, regardless of the amount of years receiving ESL beginning and low intermediate students will focus on English language acquisition through literacy in the content areas with the use of ESL strategies, while the high-intermediate and advanced will focus on reading and writing during the Saturday program for ELLs. The ESL teachers provide the development of academic language for our ELLs by having students address the four modalities in an English subject matter class with the use of scaffolding strategies (modeling, text representation, bridging, contextualization, schema building, and metacognitive development.)

d) Our plan for the Long-Term ELL's does not differ much from the above. Our focus is on their skill level and figuring out where our students come in when they enter BSSJ. Afterwards, they are served accordingly making sure that they get all the necessary support through stand alone and collaborative team teaching as well as afterschool, Saturday school and any other services that are made available to all of our students.

e) Our ELL students who are also identified as special needs are scheduled to receive both types of services and both the ESL and the Special Education teachers collaborate in their planning and are part of the teacher teams which strategize on how they can support these students in their success. Also, students in the self-contained class also have the services of a bilingual Paraprofessional who supports them in the classroom.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

GET FROM OTHER COPY AT WORK

Native Language Arts and Native Language Support

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (side-by-side, sequential, or simultaneous)?
4. What Dual Language model is used (side-by-side, sequential, or simultaneous)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

25%

Freestanding ESL

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) BSSJ's professional development plan will focus on providing participating teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners within all content areas. Topics that will be addressed during these professional development sessions include:

- * Scaffolding Across the Curriculum; strategies & Implementation (multi-session study group)
- * Differentiated Instruction
- * Preparing ELLs to meet city & state standards to gain a clear understanding of the NYSESLAT/Regents

- * Push-in & Team Teaching Strategies Implementation (multi-session study group)
- * Teaching science to ELL students (study group)
- * Interactive Learning and the ELL Student
- * Writing Strategies for ELLs: Regents Strategies & DBQs

In the past and in the present our professional development has been provided by school staff and by other partner organizations and community learning support organizations personnel.

- School Staff: Within the schools Professional Development program, the focus is on:
 - ==> The literacy needs of our ELL population within the prescription of the America's Choice program.
 - ==> Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments.
 - ==> Technology sessions instruct content area teachers in how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - ==> Scaffolding in the content areas.
 - ==> Native language literacy development.
 - ==> Differentiation in the ESL classroom.
 - ==> ESL in the mathematics classroom.
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers, including:
 - ==> Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
 - ==> Social Studies and Technology workshop.

2) 2. We provide professional development on ELLs provided by the ESL teacher and Administrative Team during our Professional Development days at the beginning of the school year as well as the professional development time after January Regents. In addition, since every teacher is part of a teacher team, which is a strong aspect of our school, they get continuous support throughout the year as well.

3. These minimum requirements are met as described above in question #1.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) All parents and families of BSSJ students are provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home-school partnerships, NYS Regents information sessions, workshops which promote an understanding of performance standards and promotional criteria. BSSJ will support families in accessing information from DOE resources such as ARIS and various community resources and services. To encourage parent involvement, we will continue to:

- Conduct yearly Parent's Association elections for the Executive Board
- Conduct monthly Parent's Association Meetings
- Conduct annual parent walkthrough of all classes
- Host the regular parent-teacher conferences mandated by DOE and additional sessions for parents of at risk students
- Provide parents with the opportunity for active and meaningful participation on the School Leadership Team
- Hold grade-level orientation for parents with classroom teachers, supervisors, guidance, and related-services providers
- Distribute all notices in English and students native language when possible
- Recognize student/parent accomplishments through annual award dinner

Parents of ELLs will join our school on trips that will add to their culture experience. Our guidance counselor will interview parents to assess

their interests in contributing to our school community.

Parents are critical to the academic success of our students. As a result of our interviews and assessment, we find that we need to continue focusing our efforts in three areas: (1) effective home-school communication; (2) involving all our parents in school decisions and providing services; (3) education for all our parents. Our parent coordinator and faculty, who are fluent in Spanish, will act as interpreters and translators for our Spanish Speaking parents when the need arises. Interpreters will be on hand at parent-teacher conferences. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

2) The school partners with organizations like Make The Road New York that provides ESL and GED classes as well as provide other types of legal and advocacy help for all of our parents and families. We also work with VOLS which provide free legal assistance to families, including immigration and housing issues, which often affects our ESL population in particular. Furthermore, we work with Park Slope Mental Health Center which provides services to students and at times extends to family support when needed. We also work with Brooklyn College which provides additional college support and assistance to all of our students and provides workshops for parents to help them understand the process for the road to college.

3) These needs have been determined through our Parent Coordinator's interactions with parents from the school community, our annual community walk, Parent-Teacher Association meetings, and Parent Orientation feedback forms, and through feedback obtained at workshops for parents of ELLs, the School Leadership Team, surveying the Youth Development department, including our Parent Coordinator and attendance teacher, parent volunteers and partner organizations. Additionally we have reviewed our Learning Survey results for the last three years focusing on those measures of our communication with parents.

4) All of our services and activities are determined based on #3. Therefore, every service is geared to address the needs of parents as they arise.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	6	0	0	11
Intermediate(I)										4	15	6	3	28
Advanced (A)										4	3	7	3	17
Total	0	0	0	0	0	0	0	0	0	13	24	13	6	56

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	5	0	0
	I										2	3	1	1
	A										1	5	1	2
	P										8	10	11	4

READING/ WRITING	B										4	6	0	1
	I										4	14	6	3
	A										4	3	7	3
	P										0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Math <u>Algebra</u>	42	0	18	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	38	0	18	0
Physics	0	0	0	0
Global History and Geography	19	3	9	2
US History and Government	9	2	5	1
Foreign Language	0	21	0	21
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1) At BSSJ we currently use our own assessment tools to assess early literacy skills (ASK SWAMY ALSO). What we have found is that even those students who are not registered as SIFE are very often very deficient in basic literacy skills. This helps us because it helps us target the after school and the Saturday programs accordingly to service students better. It also helps ESL teachers work on strategies to share with their teacher teams to implement and support students in content areas. QUANTITATIVE DATA???

2) What is revealed across proficiency levels based on the LAB-R and NYSESLAT is that when it comes to reading a writing, even the ones who test at the higher levels tend to be less skilled and struggle more in these areas.

3) Based on the NYSESLAT exam our advanced level students show very high speaking and listening skills. As is often the case reading and writing lag behind. Specifically our reading scores are the lowest. Therefore our curriculum focuses on improving student reading skills through writing assignments based on texts. For example reader response assignments are common. Students are also asked to develop connections between texts that they have read. We also focus heavily on student ability to connect evidence from a text to the answers that are given.

Intermediate students also show a higher ability in speaking and listening than in reading and writing. Reading and writing levels are equally in need of improvement and therefore our instruction tries to reinforce both. For example students are often asked to retell a story from a different point of view or to explain what a character is thinking or feeling at a certain point in a text. This helps students develop writing skills while also reinforcing connections to texts.

Beginner students focus on vocabulary. SPEAK TO SWAMY RE: THIS.

4a) When it comes to Regents examinations, it is very difficult for us to determine the comparison between how students fare between tests taken in English versus their native language. We offer and encourage all our ELL's the opportunity to take every Regent exam available in their native language. Nonetheless, many of them choose not to do so, often indicating that the material is new to them in any language (even if translated content material is provided to them) so taking it in their own language is not always helpful to them. Nonetheless, the passing rates tend to be very consistent for us. We find that it takes a few attempts at the exams before our ELL population passes. Nonetheless, they usually do it and most often in English.

b) We use periodic assessments to look at areas where students are weak in and work on strategies and ways of re-teaching the material until students understand it better.

c) Our periodic assessments helps us see where students are struggling the most and help us focus and target our instructional program to help them improve the skills needed. We use content area materials, allow students to do work and process materials in their own language and provide translation and peer help in order to allow our ELLs to work towards acquiring and understanding the material.

5) N/A

6) One of the ways in which we measure success with our ELLs is through the Regents exams. Student success on the five exams necessary for graduation is crucial. The passing rate for our ELLs on all five exams has increased in each of the last three graduating classes. In the 2006 cohort that graduated in 2010, 100% of ELL's passed the US History, Global Science and Math exams and 88% passed the science exams with a 65 or above. We look to continue that success. We also track student progress through the NYSESLAT exam.

Additional Information

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

N/A

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	364,903	83,000	447,903
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,650	830	4,480
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,245	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,500	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
94%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

BSSJ is ensuring that all teachers are working under their proper certification and that they are assigned correctly. A review is being undertaken to review BEDS data collection and reporting. A school-wide re-training on the BEDS survey will be implemented. Additionally, teachers will be supported in attaining HQ status on a case by case basis.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Parents and families of BSSJ students will be provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home-school partnerships, Regents information sessions,

workshops which promote an understanding of performance standards and promotional criteria. BSSJ will also support families in accessing various community resources and services. To encourage parent involvement, BSSJ will:

- Conduct yearly Parent's Association elections for the Executive Board
- Conduct monthly Parent's Association Meetings
- Host a community walk where BSSJ staff visit students and families in their own homes
- Conduct annual parent walkthroughs of all classes
- Host five parent-teacher conferences, well above the DOE mandated two conferences
- Provide a weekly ESL Program for parents in partnership with Make the Road New York
- Provide parents with the opportunity for active and meaningful participation on the School Leadership Team at monthly meetings
- Hold grade-level orientation for parents with classroom teachers, supervisors, guidance, and related-services providers
- Distribute all notices in English and Spanish
- Continue to work with Make the Road New York to provide ongoing legal services to our students' families
- Recognize parents' accomplishments through annual parent award dinner
- Provide translation services for parents whose native language is Spanish or Creole.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part B: School-Parent Compact

Part

THE SCHOOL AGREES TO:	PARENT/GUARDIAN /CARE-GIVER AGREES TO:
<ol style="list-style-type: none">1. Convene an annual meeting to inform parents and guardians of the Title 1 Program and their right to be involved, and to offer a flexible number of additional meetings at various times for parents and guardians.2. Provide up to date information on the provisions of the "No Child Left Behind (NCLB) Act" of 2001.3. Provide parents and guardians with the information they need about all programs, and to actively involve them in planning, reviewing, implementing, and improving Title 1 Programs.4. Provide performance profiles and individual student assessment results and other pertinent individual and school district information.5. Provide ongoing communication between the school and the parents and guardians through parent-teacher conferences, progress reports, letters, access to the staff, and opportunities to participate in and observe school activities.6. Assure parents and guardians that they may participate in appropriate staff development activities.	<ol style="list-style-type: none">1. Become involved in/with the comprehensive education plan.2. Become involved in the School Leadership Team.3. Attend Parent Association Meetings4. Attend Parent Teacher Conference(s)5. Work with their children on school- work.6. Monitor their children's school attendance, homework, grades, and non-school activities.7. Share responsibility for improving for student achievement.8. Communicate with the school about their children's educational needs, and about their own needs as parents and guardians of high school students.

C:

TITLE I

SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Every year, BSSJ closely reviews student achievement data to inform our plans for the fall term. Last June, each department conducted item analysis of the Regents exams to identify precisely where our students need support. Over the summer and in the beginning of the fall term, the departments met and devised strategies to address student needs. Department heads reported back to the principal's cabinet, which then devised an instructional framework based on departmental recommendations for improving student achievement through implementation of the following initiatives:

- a. Inquiry and project-based learning
- b. Writing across the curriculum
- c. Reading across the curriculum
- d. Social justice theme integration
- e. Differentiated instruction
- f. Advisory
- g. Formative assessment

In addition, professional development will encompass the following topics to support our staff in implementing the aforementioned instructional initiatives:

- Effective strategies when working with special needs students
- Effective strategies when working with English language learners
- Numeracy across the curriculum
- Student engagement
- Technology integration
- Development of common classroom practices
- Preparation for regents
- Study and organizational skills

- Formative assessment

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. P. 14-31 (Action Plans, Appendix 1,3)
- b) Use effective methods and instructional strategies that are based on scientifically-based research that: P.14-31 (Action Plans, Appendix 1,3)
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff. (App. 4)

A concerted effort is made to meet and interview teacher candidates who are committed to their craft and to children. All teachers at BSSJ are state certified. Teachers attend professional development workshops and retreats regularly to continue developing their craft. All teachers also benefit from ongoing, on-site professional development conducted through grade teams, department teams, and advisory teams. Ninety percent of the teaching staff has taken on some leadership role as a team facilitator, inquiry team member, mentor, and/or COSA and student government coordinator.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

- The administration, teachers, ISA Coach, Brooklyn College coaches, as well as the ISC, will all contribute to our staff development workshops.
- In addition, our Title I funding will allow us to bring in contracted professional development vendors who will support the school with a variety of workshops that focus on: literacy across the curriculum, the workshop model, differentiation of instruction, accountable talk, curriculum mapping and development, interdisciplinary teaching, collaborative-team teaching, infusing technology across the curriculum, backward planning, project-based planning, and student-centered instruction. In addition:

- The staff meets once per week to discuss implementation of the advisory curriculum.
- Faculty members attend the ISA Summer and Winter Institutes to plan inquiry-based units with professionals.
- All teachers meet during an assigned collaborative period, as well as in after-school grade team meetings. These meetings allow staff members to plan collaboratively and share best instructional practices. Title I funding will support grade-team professional development around our instructional framework.
- ISA Coach works with teachers in all departments around planning and classroom practices.
- In addition, as an ISA school, BSSJ's professional development has the following characteristics:
 - Continuous professional development
 - Team and staff meetings to support collaborative professional development
 - Coaching
 - Planning to identify professional development needs
- BSSJ staff attends a minimum of one staff retreat per year; with more retreats planned as needs arise. Each department had a five-hour retreat with a staff-created agenda to work on improvement.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

In order to identify and recruit the highest-caliber candidates to teach in our school, BSSJ works closely with members of the community, our partners, members of higher-education organizations, as well as, non-profit organizations whose mission is improving education. Brooklyn College and ISA regularly refer highly-qualified candidates to our school as vacancies arise. A hiring coordinator is responsible for reviewing all resumes. BSSJ also works with the DOE and the ISC and participates in all hiring fairs. BSSJ instituted hiring open-houses that allow candidates to meet with students and teachers at the school where all parties can ask questions share information.

6. Strategies to increase parental involvement through means such as family literacy services.

BSSJ will continue to host the following workshops to support families:

- Annual parent leadership workshop in collaboration with the other schools on the campus.
- Workshop for ELLs in collaboration with the other schools on the campus.
- Monthly workshop at PA meetings addressing topics such as: graduation requirements; understanding data; home work help; attendance; counseling services; CPR training; and others.
- Parents on the executive board participate in learning walks and provide feedback to the administration and staff.
- Pages 29-31

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Grade-level teams meet weekly to discuss students and their progress, and to develop action plans for students in crisis or who are struggling academically. Additionally in these meetings BSSJ staff review student work and assessments to identify skills and areas in need of improvement for students. BSSJ has one staff retreat annually along with periodic collective meetings to discuss school issues. The collective includes all BSSJ staff members, representatives from partner organizations, and, for selected meetings, student and parent representatives. Attendance at collective meetings cannot, for contractual reasons, be mandatory, but is strongly encouraged. Having an effective and lively collective at BSSJ is crucial because it affords all members of the learning community an opportunity to voice opinions and effect change in the school. The purpose of the collective meetings is to promote the exchange of ideas, discussion, debate, and foster community-wide participation in the school's governance and decision making.

The principal's cabinet, comprised of members of the BSSJ's administration, the pedagogical members of the leadership team, and all department heads, has three main purposes:

1. The cabinet increases the degree to which the principal shares decision-making authority: decisions related to the daily operation of the school are shared with the cabinet.
 2. The cabinet shares the workload associated with sustaining the collective, including keeping the collective informed and involved in school governance and decision-making.
 3. The cabinet facilitates the work of the school committees, departments, and/or teams.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

After-school math class	Two days per week and on Saturdays, all students, including special needs students who were not successful in passing math and are in need of additional assistance, will have an opportunity to review material not previously mastered as well as earn credit for promotion once mastery is achieved. Extensive work in Regents preparation.
Saturday literacy class	Two days per week, a small group class is open to all students, including special needs students. This program is particularly designed to support students who are still struggling in reading by enabling them to raise skills and thereby earn credit towards promotion.
After-school tutoring	Our after-school tutoring center is open to all students four days per week, providing small group/individual support in all core subject areas. Extensive work in Regents preparation is provided in the area of Global/Science.

Saturday ELL program	Our Saturday program for English language learners, provides those students with small group/individual support in all core subject areas. Extensive work is provided in language acquisition and NYSESLAT preparation.
Student support services	By appointment and at least two days per week, our student support services team will provide related services counseling to all students, including special needs, confliction resolution and mediation services, and SPARK counseling.
Double period math	All ninth graders are assigned two to three additional periods of math per week to support math instruction and to address deficiencies and remedy skill deficits. Additionally all tenth graders are provided with two periods of math instruction per day.
Double period ELA	All ninth graders and selected eleventh graders will be assigned an additional ELA period to support building literacy skills and to address deficiencies.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

BSSJ will consolidate its FSF, C4E, Title III, Title I, and Part 154 LEP funds to support its instructional program, with the goal of helping every student to meet graduation requirements and achieve full preparation for life beyond high school. Using an inclusionary approach that relies on best practices in differentiated instruction, all ELLs and students with special education needs will be integrated into the general education population whenever possible and appropriate. Our CTT program model will have two teachers teaching and planning together. ESL Teachers will push into general education classes to support ELLs. All Advisories will include struggling students, Level 3 and 4 students, ELLs, and students with special needs.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			364,903	✓	Page 34-37
Title I, Part A (ARRA)	Federal	✓			83,000	✓	Page 34-37
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			15,000	✓	Page 24-28
Title IV	Federal						
IDEA	Federal	✓		✓	35,754	✓	Page 11-18
Tax Levy	Local	✓			2,697,297	✓	Page 11-18

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards. (p.14-20, p.23,4)
2. Ensure that planning for students served under this program is incorporated into existing school planning. (p. 14-24)
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that: (P.14-20)
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program; (p. 14-20)
5. Provide instruction by highly qualified teachers; (p. 33)
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; (p. 33)
7. Provide strategies to increase parental involvement; and (p. 31)
8. Coordinate and integrate Federal, State and local services and programs. (p. 36)