



BUSHWICK LEADERS HIGH SCHOOL FOR ACADEMIC EXCELLENCE

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: BUSHWICK LEADERS HIGH SCHOOL FOR ACADEMIC
EXCELLENCE**

ADDRESS: 797 BUSHWICK AVENUE

TELEPHONE: 718-919-4212

FAX: 718-574-1103

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200011556 **SCHOOL NAME:** Bushwick Leaders High School for Academic Excellence

SCHOOL ADDRESS: 797 BUSHWICK AVENUE, BROOKLYN, NY, 11221

SCHOOL TELEPHONE: 718-919-4212 **FAX:** 718-574-1103

SCHOOL CONTACT PERSON: CATHERINE REILLY **EMAIL ADDRESS:** CReilly@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kevin Santos

PRINCIPAL: CATHERINE REILLY

UFT CHAPTER LEADER: Matthew Polashek

PARENTS' ASSOCIATION PRESIDENT: Hermia Baez

STUDENT REPRESENTATIVE:
(Required for high schools) Awa Kane

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Terry Byam

NETWORK LEADER: TERRY BYAM/Marie Rousseau

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
Catherine Reilly	Principal	Electronic Signature Approved. Comments: Mr. Sullivan has requested that I override and accept the CEP on his behalf
Kevin Santos	UFT Member	Electronic Signature Approved.
Matthew Polashek	UFT Chapter Leader	Electronic Signature Approved.
Sherry Concepcion	Parent	Electronic Signature Approved. Comments: Approved
Awa Kane	Student Representative	Electronic Signature Approved.
Kayann Dell	UFT Member	Electronic Signature Approved.
Stephanie Serrano	UFT Member	Electronic Signature Approved.
Angelica Tirado	DC 37 Representative	Electronic Signature Approved.
Michael Sullivan	UFT Member	Electronic Signature Approved. Comments: Mr Sullivan has requested that I override and approve on his behalf
Hermia Baez	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Approved
Ramona Zenteno	Parent	Electronic Signature Approved. Comments: Approved
Daisy Rodriguez	Parent	Electronic Signature Approved. Comments: Approved

Maria Ramirez	Parent	Electronic Signature Approved. Comments: Approved
Elisa Carrillo	Student Representative	Electronic Signature Approved. Comments: Approved

* 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.

□

Bushwick Leaders' High School for Academic Excellence is beginning its eighth year of providing quality education, having opened its doors for the first time in September of 2003. The school was founded as a collaborative effort between the New York City Department of Education, East Brooklyn Congregations (a community based organizing effort comprised of 50+ member congregations in the East Brooklyn area), and local community educators. Bushwick Leaders' High School for Academic Excellence was founded to provide a quality education that will enable students to graduate and compete in the global economy as well as to encourage students to become active elements of change within their communities. Bushwick Leaders' High School for Academic Excellence takes advantage of its small learning community to support the goal of developing strong, collaborative partnerships between parents, teachers, students, and the community.

Our first educational site was located at 271 Melrose Street, the former home of a, small Catholic school. It had no physical education space, no office space, and many other limitations. In June of 2006, we moved into our current home at 797 Bushwick Ave. We are without a physical education space, an auditorium, a school library, and many of the other resources most other high schools take for granted. However, we do have a new state of the art science lab that opened for the first time in the fall of 2008.

Some of the things that BLHS does well are as follows:

Advisory : To help students to grow personally, and to support students academically, each student is assigned an advisory teacher who becomes a mentor to that student/group. Advisory is scheduled by grade level and gender, and it gives students the academic and emotional support needed to be academically successful. The advisory teacher, male for male students and female for female students, bonds with the student, and helps to keep the student on track. Students remain in Advisory until they graduate or leave this school.

Mentoring: Many at risk student have a mentor as well as an advisory teacher. A mentor is a member of the school community who has developed a relationship with a student and who provides one - on - one tutoring or counseling for students in need of academic and/or emotional support.

Our ability to build relationships with community organizations: Some of our many community partnerships and relationships include: The Irondale Theater Ensemble, EBC, Make The Road by Walking, El Puente, JP Morgan Chase, The LGBT Center, Theater Development Fund, Grace Church, Tops For You, Little Sisters of The Poor, Sista to Sista, Wyckoff Heights Hospital, NYCDOE Adult Education program, NYC Department of Health.

JP Morgan Chase: In October of 2006, Frank Bisignano, the Chief Administrative Officer for JP Morgan Chase, was our principal for a day. Mr. Bisignano returned again in the fall of this year. We have developed a strong relationship with him and with JP Morgan Chase which has resulted in the following:

1. Parent Finance Workshops
 2. Chase Your Dreams Program: Jerome Williams provides finance workshops to students
 3. Object Based Learning for students through collaboration with the Brooklyn Museum.
- Brooklyn Academy of Music Programs

Brooklyn NAVY Yard Programs

Good Shepherd Services to provide a program director and social worker to support our school

Evening School and Saturday Credit Recovery: Students also have the opportunity to participate in evening and Saturday classes to help them make up classes and to help them to prepare for regents exams.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Bushwick Leaders High School for Academic Excellence								
District:		32	DBN #:		32K556	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			80.7	80.5	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			96.4	95.51	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			86.6	86.4	94.4	
Grade 8		0	0	0						
Grade 9		174	176	155	Students in Temporary Housing - Total Number:					
Grade 10		121	144	133	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		81	80	108			3	13	TBD	
Grade 12		81	89	85						
Ungraded		1	0	0	Recent Immigrants - Total Number:					
Total		458	489	481	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							28	18	5	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		21	28	32	Principal Suspensions		240	211	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	9	0	Superintendent Suspensions		13	38	TBD	
Number all others		27	35	51						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	105	103	94	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	6	18	Number of Teachers	35	41	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	8	TBD
				Number of Educational Paraprofessionals	5	3	TBD
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
	10	15	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	44.4	42.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	25	21.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	53	60	TBD
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.7	97.5	TBD
Black or African American	16.6	16	16.8				
Hispanic or Latino	81.4	81.8	81.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.2	1				
White	0.4	0.8	0.4				
Multi-racial							
Male	41.9	46	50.9				
Female	58.1	54	49.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
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				√	√	√	72
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White						-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	56.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	27.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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 schools 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?

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Some of the things that BLHS does well are as follows:

- Advisory : To help students to grow personally, and to support students academically, each student is assigned an advisory teacher who becomes a mentor to that student/group. Advisory is scheduled by grade level and gender, and it gives students the academic and emotional support needed to be academically successful. The advisory teacher, male for male students and female for female students, bonds with the student, and helps to keep the student on track. Students remain in Advisory until they graduate or leave this school.
- Mentoring: Many at risk student have a mentor as well as an advisory teacher. A mentor is a member of the school community who has developed a relationship with a student and who provides one - on - one tutoring or counseling for students in need of academic and/or emotional support.
- Our ability to build relationships with community organizations: Some of our many community partnerships and relationships include: The Irondale Theater Ensemble, EBC, Make The Road by Walking, El Puente, JP Morgan Chase, The LGBT Center, Theater Development Fund, Grace Church, Tops For You, Little Sisters of The Poor, Sista to Sista, Wyckoff Heights Hospital, NYCDOE Adult Education program, NYC Department of Health.
- JP Morgan Chase: In October of 2006, Frank Bisignano, the Chief Administrative Officer for JP Morgan Chase, was our principal for a day. Mr. Bisignano returned again in the fall of this year. We

have developed a strong relationship with him and with JP Morgan Chase which has resulted in the following:

1. Parent Finance Workshops
2. Chase Your Dreams Program: Jerome Williams provides finance workshops to students
3. Object Based Learning for students through collaboration with the Brooklyn Museum.
4. The Noel Pointer Strings Program
5. Brooklyn Academy of Music Programs
6. Brooklyn NAVY Yard Programs
7. JPMorgan Chase Community School Program: Good Shepherd Services to provide a program director and social worker to support our school

Evening School and Saturday Credit Recovery: Students also have the opportunity to participate in evening and Saturday classes to help them make up classes and to help them to prepare for regents exams.

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.

Annual Goal	Short Description
To increase the percentage of teachers in the content areas engaged in interdisciplinary planning.	To increase the percentage of teachers in the content areas engaged in interdisciplinary planning.
<input type="checkbox"/> To increase the percentage of content area teachers engaged in inquiry work.	<input type="checkbox"/> In 2009-2010, 90% of all content area teachers were engaged in inquiry work. In 2010-2011, 95% of all content area teachers will be engaged in inquiry work.
Increase student pass rate on the global regents.	<input type="checkbox"/> <input type="checkbox"/> To increase the pass rate on the June Global History regents exam to 12% in 2010 to 15% in June 2011.

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

Interdisciplinary Planning

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	To increase the percentage of teachers in the content areas engaged in interdisciplinary planning.
<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>	Teachers will meet on a weekly basis to begin planning to look at commonalities in curriculum. Teachers will develop a series of essential questions to be used by each content area teacher on a grade level. • A cross curricular project will be planned.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include 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>	TL Funding gf711 \$1079 gf71r \$6285
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<input type="checkbox"/> <p>Teacher teams will document meeting time with meeting agendas and minutes that are submitted to the principal. Each grade level will design and implement two interdisciplinary projects. Teachers will develop a series of essential questions that are used across the content areas on each grade level. Daily lesson planning will reflect the work towards the interdisciplinary project goal. Student assessments will reflect practice and preparation towards interdisciplinary</p>

	project.
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Subject Area
(where relevant) :

Inquiry Work

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> To increase the percentage of content area teachers engaged in inquiry work.
<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>	<p>After examining data, develop a theory of action for the school community. Teachers will use this theory of action to identify students in need of support. Provide content area teachers on grade levels with common planning time, so they may collectively review student data, identify a group of struggling students, and set a measurable goal for them, and plan and assess for student progress. Provide professional development to support struggling teachers in how to use ARIS, how to document and share their work's progress on the CFI Interface, and how to plan based on student needs. Once teachers have identified a target group of students for inquiry in each respective grade level, they will document their work, student progress, next steps, and reflections on the CFI interface. Minutes from weekly instructional team meetings, case studies of students, and student work indicate that the inquiry teams are active. Team leaders will meet with the principal and assistant principal for instruction to share their work and to discuss where support for teachers is needed so adjustments to PD work may be planned.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> Inquiry Team Allocation

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> Increased pass rate on Global regents exam by June of 2011
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Subject Area
(where relevant) :

Global History Regents

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Increase student pass rate on the global regents.
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>	Teachers will become proficient in aligning instruction to the learning outcomes of their students. Teachers will develop lessons that address the academic needs of students as well as be able to pinpoint areas of improvement as the result of the periodic assessments, as well as formative and summative assessments. Students will meet with their Advisory teachers on a daily basis, and work on goal setting at the start of each term. Goal setting benchmarks to measure their success will be a combination of marking period report cards, teacher progress reports, and benchmarks set by the advisory teacher and student.. This process will include looking at transcripts, teachers performing notebook checks and folder checks. The computer lab will be made available to students as a way for student do perform research and to do homework. § We will examine scholarship reports to determine classes that have excessively high fail rates for students, and provide those teachers with instructional support for failing students. § Students will be scheduled for PM and/or Saturday classes and the pass/fail rate at the first 2nd marking periods will be looked at to provide support for failing students. The Pupil Personnel Team will meet with the parents and students who are most at risk, to provide academic interventions
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i>	Title 1 Funding per session total allocation to support after school and tutorials is \$10, 028

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>Increased attendance in PM/Saturday Global regents prep classes. Increased pass rate on Global regents exam by June of 2011</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	146	146	75	75	75	15		10
10	100	75	75	100	25	5		10
11	120	75	75	120	25	5		10
12	40	30	60	80	25			10

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>9th and 11th grade level 1 and 2 students receive a double period of ELA instruction. Saturday Academy and PM Academy help students in gaining the credits needed to graduate. Individual tutoring sessions, both after school and during school, for 12th students in need of a regent's exam. Push in ESL teacher to support ELA and Social Studies instruction in Global Studies</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>9th grade level 1 and 2 students receive a double period of Math instruction Saturday Academy and PM Academy help students in gaining the credits needed to graduate. Individual tutoring sessions, both after school and during school, for 12th students in need of a regent's exam.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>When a student fails a science regent's exam, he/she is placed in a science class to prepare him/her for the regents' exam that was failed. Students who continue to fail, are placed in credit recovery classes and are given one on one tutoring after school.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>Small class setting for all 9th and 10th graders in Global. 12th graders who fail the Global or US History Regents are programmed for a regents prep class. Students who continue to fail are given a one on one tutor.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>4 Individual meetings with all AIS students per year. Weekly meetings with most at-risk students Monthly parent meetings.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> For evaluation only.</p>

At-risk Services Provided by the Social Worker:	<input type="checkbox"/>
At-risk Health-related Services:	<input type="checkbox"/> Students with a 504 designation will receive services as per the 504 document. Services are done in consultation with the 504 team.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

9-12

Number of Students to be Served:

LEP 101

Non-LEP 406

Number of Teachers 3

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

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.

□

To address the needs of the English Language Learners, Free Standing ESL classes are provided, and ESL standards are integrated across the curriculum. Additionally, where possible, teachers utilize team teaching practices to meet the needs of ELL students and a collaborative approach to the educational process takes place. In accordance with New York State requirements, students receive the number of ESL instructional periods needed as determined by the score received on the NYSESLAT. Furthermore, all students are provided with opportunities for tutorials in all content areas as part of our extended day program, and where permitted test modifications are utilized to support students.

After School Tutorials in Content Areas of Mathematics, Science, Global Studies as well as English Language Arts program.

The Saturday Academy program is a credit bearing program as well as the After School program. ESL students will attend content area classes in which they will receive credit to advance or to catch any subject that they seem behind while receiving support in the language acquisition through the use of ESL materials and ESL strategies. Additionally, their parents will receive workshops focusing on parent strategies to support literacy in the home while instructing parents in basic language acquisition, reading, writing, and speaking. At least once a month parents will receive instruction both in groups and with their children to address the different aspects of academic and graduation requirements.

Our Title III program's primary focus is to provide ESL students with the strategies they need to meet the learning standards in all academic content areas. The program will continue to provide both parents and students with the tools and strategies they will need for success and student performance will change. Student academic performance will be enhanced in the following ways:

ELLs will demonstrate academic improvement as evidenced by their passing scores in academic classes of English Language Arts, Mathematics, Global Studies, and Science, as well as the corresponding Regent's Exams.

ELLs will demonstrate increased confidence in academic content areas as evidenced by their increased participation in class activities and in school performances where they are required to speak publicly.

Parents of ELLs demonstrate the ability to better assist their children in the learning process and a better understanding of the requirements for graduation as evidenced by the implementation of strategies learned through their ESL classes, such as how to read a transcript and what is the best environment for doing homework or reading at home.

Parent participation at monthly PTA meetings will increase.

Because of the support of both parents and an effective after school and Saturday program, student's language proficiency level will increase in the following ways:

- Demonstrated improvement in writing, reading, and speaking skills.
- Demonstrated improvement in all comprehension of content skills.
- Increased scores on standardized tests including the NYSESLAT and Regent Exams.

Basic language acquisition in the four modalities: reading, writing, listening, and speaking.
Increased confidence in academic content areas as evidenced by their increased participation in class activities.
Increased understanding of Mathematical word problems, Global Studies Regents questions, and Living Environment Content driven test questions.

The proposed program is scheduled to begin in Mid October of 2009 and end in June of 2010. General supplies and books will be purchased to support this activity using Title III monies.

The number ELL students to be served is from 20 to 25 students and is based on the most at risk to be serviced. We include group of students at beginner, intermediate and advance levels of language acquisition. The grade levels varied according with the area of the content subject and they are grouped accordingly. We are planning to service students from ninth grade to twelve grades prioritizing on the students' needs. We also encourage the students to attend this program so that they are able to catch up with their peers and to graduate on time. The language of instruction is based on the State guidelines in which determined that parents must select the program of instruction of their children. Base on the home language survey, and parents' program options, the language of instruction is English. While we provide dictionaries and glossaries in their students' native language and English. We had planned that this program run for two days a week during the week days for two hours for (20) twenty weeks; and on Saturdays (3) three hours for (30) thirty two weeks.

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.



In an effort to assist teachers in integrating ESL strategies into the curriculum, the following professional development opportunities have been provided and will continue to be provided from September of 2010 through June of 2011:

To continue to train teachers in the QTELL model taking advantage of registering every teacher to take training in ESL strategies and methodology using the SIOP methodology.

To encourage teachers to register for graduate courses in differentiated instruction and ESL methodology

To continue to train teachers in technology and web-based ESL programs

To continue to provide teachers with professional literature to enhance their teaching techniques

To continue to train teachers to align their curriculum objectives with state standards and assessment using student-centered teaching strategies.

Teachers had received and will continue to receive professional development from organizations such as Outward Bound, Irondale Ensemble, The NYC Writing Project.

Additionally, during the school year 2010-2011 new teachers will enrolled in training and intensive workshops experiences such as the Quality Teaching for ELLs training, differentiated instruction, and SIOP program we will provide teachers with professional development utilizing the time that is being allocated twice a month professional development time and other common planning and through study groups, inter-visitations, and lessons study meetings.

Section III. Title III Budget

School: **32k-556**

BEDS Code: **333200011556**

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 - Per diem	\$ 11184.60 including fringe benefits	<input type="checkbox"/> One teacher 49.89= \$ 4490.10 \$ 4698.90 49.89 \$ 1995.60 teachers Per session 2 hours 2 weeks @ 49.89= \$ 997.80 training in ES strategies and effective research based methodology for two hours one day a week for two weeks TOTAL: \$ 11184.60 including fringe benefits									
Purchased services - High quality staff and curriculum development contracts	1,750.00--- -please see the explanation below.	<input type="checkbox"/> <p style="text-align: right;">BEDS Code: _____ 333200011556</p> <p>Title III LEP Program Budget Summary</p> <table border="1" style="width: 100%;"> <tr> <td colspan="3">:</td> </tr> <tr> <td>Budget Category</td> <td>Budgeted Amount</td> <td>Explanation of expenditures in this category as it relates to the program</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	:			Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program			
:											
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 Per diem \$ 11184.60 including fringe benefits	Saturday <u>Program:</u> One teacher 3hrs x 30 weeks @ 49.89= \$ 4490.10 The program requires a supervisor 3 hrs x 30 weeks @ 52.21= \$ 4698.90 (The fringe benefits that is added to reimbursable programs) After School Program Teacher per session 2	

hrs x 20
weeks @
49.89
\$ **1995.60**

PD 5
teachers
Per session
2 hours 2
weeks @
49.89= \$
997.80
5 teachers
that work
directly or
indirectly in
the Title III
program
will receive
training in
ESL
strategies
and effective
research
based
methodology
for two hours
one day a
week for two
weeks

Supervisor
no cost to
this program.
TOTAL:

			\$ 11184.60 including fringe benefits					
		Purchased services High quality staff and curriculum development contracts.	\$1,750.00	Training for five teachers and two administrators: SIOF –Pearson – 250.00 per participant 7 participants= \$ 1750.00	Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. \$1385.40	instructional supplies such as Pocket Spanish/English dictionaries Research articles: Supporting ESL students will be translated by a bilingual person at no cost to the program. Translated hand outs during workshop meetings .		
		Educational Software (Object Code 199)		Travel and Professional development Reimbursement	\$ 1000.00	We plan to purchase the following additional books for our 2010-2011 school year new teachers (20) Books - 99 Ideas and Activities for teaching English Learners ; and some money to reimburse	Other: parent	150

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.

Home language survey and emergency blue cards are used to assess our school's written translation and oral interpretation needs.

Parents of new students and entering 9th grade students are interviewed in their native language and we communicate with them using their language that has been selected by the parent.

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.

All stakeholders of our school community are informed of our needs for translation or interpretation during interviews, planning of meetings, Parent-teacher conferences, PTA meetings, school assembly activities, etc.

Letters, pamphlets and oral communication through the School messenger system is sent in their native language. Phone calls that are made to our parents are also made in the parents' native language according to parent's survey.

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.

Home language survey and emergency blue cards are used to assess our school's written translation and oral interpretation needs.

Parents of new students and entering 9th grade students are interviewed in their native language and we communicate with them using their language that has been selected by the parent.

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.

Home phone calls are made in the parent's native language.

Meetings with parents are literature is provided in the parent's language.

Pamphlet, letters and other documents are sent to parents in English and Spanish and if there is another language written in the home language survey we provide the translation.

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>.

Home phone calls are made in the parent's native language.

Meetings with parents are literature is provided in the parent's language.

Pamphlet, letters and other documents are sent to parents in English and Spanish and if there is another language written in the home language survey we provide the translation.

Post translation and interpretation signage and parentl rights regarding such in various parts of the school building.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$512,517	\$90,782	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6033		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,625	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$47,945	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

PROGRAM DESCRIPTION

Below, provide a brief description of the Parent Involvement Plan you will be implementing in the 2009-2010 school year.

Bushwick Leaders’ High School for Academic Excellence will take the following actions to involve parents in the joint development of its school parental involvement plan under section:

- Develop and offer parent workshops at times when parents can attend, making calls to recruit parents for attendance and making the workshops relevant to their needs.

- Provide planned opportunities for teachers and parents to meet and discuss student performance, before students have already failed for the term.

- Provide support for staff and students working on performances, so that their activity is well publicized and well attended

- Work Good Shepherd Services to perform Home Visits and support struggling parents

- Provide workshops for parents on topics such as: job search, computer skills/office skills; parenting workshops

Bushwick Leaders’ High School for Academic Excellence will take the following actions to involve parents in the process of school review and improvement under section:

- Bring items for discussion to the school leadership team

- Introduce items to parents at monthly PTA meetings

- Send a monthly letter home to parents informing them of upcoming meetings and discussions

- Call parents to inform them of meetings and actions

Bushwick Leader’s High School for Academic Excellence will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Provide parent training and workshops in collaboration with Good Shepherd Services and with our community based organizations

Provide parent student groups

Buhswick Leaders' High School for Academic Excellence will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. A parental survey is completed which also enables us to better assess how many students are of limited English proficiency, as well as what levels of instruction must be provided to meet their needs.

Additionally, the School Leadership Team has participated in a Needs Assessment Review, whereby leadership team members looked at various aspects of the school, including facilities, programs, teachers, students, parents, administrative staff, and custodial staff.

Buhswick Leaders' High School for Academic Excellence will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

the State's academic content standards

the State's student academic achievement standards

the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Written translation of all documents mailed or backpacked to the home.
Oral Translation at all school related functions and at open school.
Oral Translation at all CSE, discipline, Academic and all other meetings or conferences regarding student matters.

2. 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.

Bushwick Leaders' High School for Academic Excellence, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

Bushwick Leaders' High School for Academic Excellence will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

a. Advisory

Professional development on how to use the advisory curriculum.

Increase student communication through speaking listening and writing

Utilize Irondale Ensemble Theater Company to work directly with students to help them improve communication and reflection skills.

Irondale will push in to English classes

b. AIS

Double periods of English for all entering 9th grade students with Ramp Up curriculum for level 2 students: reduced class size for 9th graders

Double periods of English for all level one and two 11th grade students, and for all second term 11th grade students who have not passed the ELA regents exam by January: reduced class size for second term 11th grade ELA students.

Push-in ESL teachers for English classes on all grade levels, supported by a stand alone ESL program

Double periods of Mathematics for all entering 9th grade students

Reduced class size in ELA, Math A, Global, and Living Environment, for our most at-risk students: with counseling and a transition plan to help students move to the next academic level.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- a. October 2010
- b. December 2010
- c. March 2011
- d. May 2012

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- a. Open School
- b. PTA Meetings
- c. Workshops
- d. Parent Conferences
- e. Phone Calls
- f. Letters

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- a. Teachers will be available to meet with parents before instruction
- b. During teacher preparation periods
- c. At appointed times as agreed upon by parents and teacher

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- a. Volunteer in food sales, at student activities and events
- b. Visit Classes: as agreed upon at appointed times

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Monitoring attendance
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school on time in dress code

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.

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.

In order to adequately gather the necessary data to assess our schools' educational program the analysis of current qualitative and quantitative data, such as, the 2009-2010 progress report, city and state assessment results, and the Inquiry Team Tool in Aris were used in conjunction with our own internal generated data system. These multiple sources of data outlined our consistency in moving students each year in terms of credit accumulation, especially our lowest third based on 8th grade data and our English Language Learners. The data also reports our great achievement on the English Regents and increase in the number of students that graduated with Regents Diplomas. The most significant aids to our schools continuous improvement seen through the data can be attributed to our determination in looking at students' needs by in depth analysis of student work, which included teacher developed examinations as well as an ongoing analysis of the performance of their written work, projects, and portfolios. This has been particularly important in determining our students' needs regarding literacy skills and math skills, as well as the level of their English Language proficiency. Additionally, we have utilized our regents exam data, including item analysis of each exam to further identify students' needs. We have also utilized the data of our students' performance on New York State 8th Grade Standardized Tests. Furthermore, upon admission to Bushwick Leaders' High School, all eligible students are given the LAB/NYSELAT, a writing test and a Math test. A parental survey is completed which also enables us to better assess how many students are of limited English proficiency, as well as what levels of instruction must be provided to meet their needs. Teachers were also asked to identify pertinent student and school needs to assist in planning for next year. This was utilized in conjunction with other data to accurately assess the school's needs.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



Our needs assessment indicates that we have not met our AYP in ELA and Math, and that there is much work to do in Social Studies and Science. The inquiry team has outlined that there needs to be instructional strategies set in place to help increase our regents data in math, science and global. Furthermore, we lack one of the most essential and basic educational necessities for a school to have: a library that our students can go to and study during lunch or after-school. We have learned to make the best of what we have here at Bushwick Leaders', and as part of this process of turning our weaknesses into strength, we have set the following goals:

Balanced Literacy

Continue to work to support the Balanced Literacy Model which is being implemented through the use of Accountable Talk, How to effectively use Reading Journals, How to effectively use Writing Journals, and How to develop group activities that are inquiry based.

Continued implementation of the Literacy Model through intensive professional development, through holding academic conversations with the English and English as Second Language teachers on a one to one and daily basis, and encouraging them to attend professional training.

Integration of the arts to support balanced literacy. We have had and will continue to have the Irondale Ensemble work with all of our students.

Balanced Mathematics

Continued work to support full integration of the workshop model in Mathematics

Provided professional development for teachers to support student engagement and accountable talk

Increased writing in Mathematics through the following projects: Students generated a written report in Math, Math History reports, student generated word problems based on "real life".

AIS Implementation

Double periods of English for all entering 9th grade students with Ramp Up curriculum for level 2 students

Double periods of English for all level 1 and 2 11th grade students, and for all second term 11th grade students who have not passed the ELA regents exam by January: reduced class size for second term 11th grade ELA students. Push-in ESL teachers for English classes on all grade levels, supported by a stand alone ESL program

Double periods of Mathematics for all entering 9th grade students, reduced class size for all 10th, 11th, and 12th graders who have not passed the Algebra Regents.

Environmental Chemistry class for all 11th graders who have not passed the Living Environment Regents

After school and Saturday tutorials and credit recovery classes to help support struggling students.

College Readiness

The College Bound Initiative is new to our school this year and is being utilized to help us to look at how we are preparing our students for college, our AP courses, our involvement in programs such as College Now and LEDA, the schools students are applying to and those which are accessible to our students

2 college trips per year per grade

Guest speakers coming and speaking to students about college and the college experience

Additional advanced level and AP courses: AP English, AP Spanish, Physics and Calculus.

Use of Technology

Implementation of technology has been a goal of Bushwick Leaders' High School since its' inception. Last year we had a full implementation an after-school Math Online program, RiverDeep, to support our Math program at all grade levels, especially our Long-Term ELLs and SIFE students. Students benefited from two teachers, allowing students who need additional Math assistance the opportunity to receive it.

Our Literacy Online program, Achieve 3000, specifically targeted to our ELLs who are SIFE, to begin bringing each student on grade level reading. We hope to continue to develop more content –specific programs each year.

We are developing our own online program to help students to earn credit for classes they have previously taken and failed. With this program students can work either at school or at home, and can move at their own pace.

Language Allocation Policy

Push –in: A certified ESL teacher collaborating with a Social Studies Teacher and an ELA teacher

Using the following; Read Aloud, Guided Reading, Shared Reading and Shared Writing, Word study

Pull-out: a certified ESL teacher

Sheltered English self contained Social Studies by a certified Social Studies teacher

Student Engagement/Accountable Talk

Workshop Model of Instruction in all classes

Project Based assignments to better engage students

Professional Development activities to support teachers to better engage students in the content areas of instruction

Standards Based Writing in the Content Areas

This year the New York City Writing Project came to our school and worked directly with teachers on integrating writing into the content areas and across the curriculum. 5 teachers participated in a study group, while 10 teachers worked with the NYCWP facilitator to integrate writing into their content areas. The teachers who participated were from various disciplines including social studies, science, art, and English. We will continue with the NYC Writing Project again this year.

Ramp- up for 9th grade students

Instructional Support

Continued use of Planning Time for teachers to meet with me, their coach, the staff developer, and each other to plan and strategize ways to best meet the needs of the students.

Continued implementation of an after school tutorial program to support students who have failed first term classes to assure they will pass for the second term

Continued use of Advisory Program to support academic and social concerns of students

Continued implementation of a credit bearing Saturday Academy to support our most at risk students

Continued implementation of an AIS program that provides reduced class sizes and individualized instruction for our most at-risk students

Continued integration of an AIS program that provides double periods of instruction to support literacy and mathematics

Continue to support activities that integrated inquiry with content such as the Odyssey of the Mind Competition

Community Relations

Continue development of Parent Workshop Program that includes workshops for parents on Saturdays and in the evening.

Such activities include workshops by Child Health Plus, Sexually Transmitted Diseases, Cancer Awareness, and Arts and Crafts for parents and their children

Mandatory report card pick up for every report card

Work with Good Shepherd Services to support students and families who demonstrate need.

Continued development of PTA which has been meeting on a monthly basis to support our school's growth and development

Ongoing meetings with our CBO, East Brooklyn Congregations and the group of people who originally formulated the school
2 Community Service Days, where students go out into the community to perform community service activities.

Although there are many good things happening at Bushwick Leaders' High School we need to set goals that will support the following:

- Improve student attendance by two percent, moving from 80% to 82% by June of 2010.
- Sharpen school-wide planning and goal setting
- To increase the percentage of students in school's lowest third, earning 10+ credits in their second year by 3%
- Improve the percentage of ELL's making academic progress by 3% as indicated on the Progress Report.
- Increase the percentage of students passing the Global Regents Exam with a 65 by 3%.

Making our gains is a school wide initiative and will take all members of our community in order for us to be successful. Our planning meetings, professional development sessions, and faculty conferences reflect our conversations and ways for us all to become successful.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
Please refer to answer 2A.
- Help provide an enriched and accelerated curriculum.
Please refer to answer 2A.
- Meet the educational needs of historically underserved populations.
Please refer to answer 2A.

- o 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.
Please refer to answer 2A.
- o Are consistent with and are designed to implement State and local improvement, if any.
Please refer to answer 2A.

3. Instruction by highly qualified staff.



We have a hiring committee that helps to recruit and interview highly qualified teachers.

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 Schoolwide Program to meet the State's student academic standards.



Professional Development

- Provide professional development to support rituals and routines as a basic foundation for our very new staff
- Continue to provide professional development to foster students engagement and accountable talk
- Support for the design and integration of Interdisciplinary Projects
- Support for teachers in the area of differentiated instruction
- Support for the development of Professional Learning Communities

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



No Child Left Behind includes provisions stating that all teachers in core academic areas must be highly qualified in the core academic subjects they teach . It also requires that newly hired teachers in Title I programs or schools be highly qualified immediately. To that end, we continue to actively recruit qualified teachers. We have actively recruited at Job Fairs, through local colleges and universities, through Urban teachers, and through the New York City teaching Fellows Program.

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



Develop and offer parent workshops at times when parents can attend, making calls to recruit parents for attendance and making the workshops relevant to their needs.

Provide planned opportunities for teachers and parents to meet and discuss student performance, before students have already failed for the term.

Provide support for staff and students working on performances, so that their activity is well publicized and well attended.

Provide dates for training for the Parent Academy

Home Visits

Provide ESL classes for parents

Provide workshops for parents on topics such as: job search, computer skills/office skills; parenting workshops

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.

N/A

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.

In an attempt to include teachers in the decisions regarding use of academic assessments so as to better make instructional students around students I will do the following;

Instructional teams on a grade level with common planning time

Faculty Conferences

Department Meetings

Study Groups

Discussions and professional development centered around looking at students work and analysis of data

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.

Effective use of the Advisory Program

Mandated report card pick up for parents

Flashback days so students can sit with advisors to go over transcripts with students

Saturday Academy/Evening School/PLATO Credit Recovery Program

After school tutorials

AIS Program to support our most at-risk students

One on one meetings with parents and instructional teams to address our most at risk students and to develop a plan of action to assist each child

Weekly PPT meetings

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.

□

As a Schoolwide Programs Title 1 school, our school plans and utilizes money to meet the needs of our student population within the mandate of each funding source. Money is used to support instruction through hiring teachers, guidance staff, and to provide academic after school programs.

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
N/A

c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
N/A

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

We currently have 10 students who are identified in the ATS system as living in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

We currently provide the following services for students in Temporary Housing:

- Counseling
- Parent support in the form of referrals to agencies that may meet their urgent needs
- After school tutorials for struggling students.
- Working with Temporary Housing DOE liaisons to support students who are having difficulties
- Mentoring in addition to advisory
- Home visits

Part B:

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_32K556_110110-154838.doc

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 Network	District 32	School Number 055	School Name Bushwick Leaders' HS
Principal Catherine Reilly		Assistant Principal Clotilde Eccardi	
Coach		Coach	
Teacher/Subject Area Christopher Kelly/ESL		Guidance Counselor Marlene Pacheco	
Teacher/Subject Area Alma Siljkovic/ESL/ELA		Parent Hermia Baez	
Teacher/Subject Area Beatriz Moreno/ESL		Parent Coordinator Yvette Gonzalez	
Related Service Provider Gerald Henry/IEP Support		Other Kayann Dell/ Staff Developer	
Network Leader Terry Byam		Other Alison Walters/ELA/ESL	

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	3	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	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	507	Total Number of ELLs	102	ELLs as Share of Total Student Population (%)	20.12%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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].)
4. 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. Initial identification of students who may be possible ELL's takes place as follows:

When a student is new to the NYC department of education, we administer the Home Language Identification Survey, students and parents then participate in an interview with a member of the school community, and if identified as possibly in need of services, students then take the LAB-R.

To annually evaluate ELL's, we administer the NYSESLAT during the window of time determined by the NYCDOE.

2.

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														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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
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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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?

ESL - Students who are identified as being English Language Learners receive instruction in English as a Second Language in the following programs: beginning level students receive triple periods; intermediate level students receive two periods of ESL classes. The advanced level students receive one period of ESL and one period of English Language Arts, which is taught by a licensed English teacher. (Total number of minutes per week for Beginners 540+ min of ESL, Intermediate – 360+min of ESL, and Advanced – 180+ min of ESL by a licensed ESL teacher and 180 min of ELA. by a licensed English teacher. At this final level, the ESL students will be prepared to take the English Regents. Additionally, to address the needs of the English Language Learners, we had hired three licensed ESL teachers to provide free-standing ESL, push –in ESL classes in the English or in social studies content areas . ESL standards are integrated across the curriculum. Regardless of the level of instruction a variety of methods and approaches are incorporated to achieve both communicative and written competency in English.

Some of the methods being used are the Balanced Literacy, Writers workshop, team teaching practice, and the communicative approach, and the QTELL method provide by those teachers that have been trained in such methodology. Licensed ESL teachers do push in and pull out stand alone classes. Since all general education teachers are required to have at least 7.5 hours of ESL strategies mandated by the State of NY, and the Special Education teachers require ten (10)hours, we ensure that all teachers receive professional development in ESL methodology. We offer ESL workshops to our teachers; they attend the QTELL training in the summer or during school year and other ESL workshops that are offered during our professional development or outside of the school. Teachers are also enrolled in colleges and universities furthering their education. Additionally, teachers receive the NYC Writers Process training among other professional development that we implement. Additionally, new English and ESL are receiving intensive training with Irondale and other teachers continue to have on-going professional development.

Our objective for this instruction is that all students develop the four language skills: listening, speaking, reading and writing. A varied number of strategies and methods are used such as: cooperative learning, audiovisuals, newspapers, videotapes and other electronic methods such as electronic dictionaries and computer and web-based programs are provided to all ELL students to assist them in their language development skills and writing skills.

We do not offer a bilingual program in our building because we base the selection of the program according to the selection of the parents and using the home language survey. The parent selection is done by the Parent Option forms which we honor our parent choices and documents show that our parents want the ESL component program. Since we believe that the assessment of data is a big component in order to plan for instruction, we disseminate the data and look at the areas where our students are in need and programs and professional development is planned according to our school needs. This year school 2010 to 2011 we are incorporating the SIOP methodology and we are planning to train at least five teachers and two administrators to receiving intensive training. Since this program is a website- online program we will have the members of the identified staff attend the sessions through computer based training. The training will be from November 2010 to February 2011. Then staff that have been trained will incorporate the methodology and strategies in their daily plans and will serve a classroom models for the other staff members. We are planning to send the five ESL teachers, the staff developer and two administrators.

Paste response to questions 5-14 here

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 (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Instructional Program

The purpose of instruction for our ELL students is to provide the most challenging learning environment for our students while meeting their instructional needs across the content areas. Providing high quality work while helping students to develop their language skills is essential to keeping our students focused and engaged. To address the needs of the English Language Learners, Free Standing ESL classes are provided, and ESL standards are integrated across the curriculum. Additionally, where possible, teachers utilize team teaching practices to meet the needs of ELL students and a collaborative approach to the educational process takes place. In accordance with New York State requirements, students receive the number of ESL instructional periods needed as determined by the score received on the NYSESLAT. Furthermore, all students are provided with opportunities for tutorials in all content areas as part of our extended day program, and where permitted test modifications are utilized to support students.

To support our daily instructional program described, we have developed an after school and Saturday Program which focuses on both students and parents as follows:

- After School Tutorials in Content Areas of Mathematics, Science, Global Studies as well as English Language Arts program.
- The Saturday Academy program is a credit bearing program as well as the After School program. ESL students will attend content area classes in which they will receive credit to advance or to catch any subject that they seem behind while receiving support in the language acquisition through the use of ESL materials and ESL strategies. Additionally, their parents will receive workshops focusing on parent strategies to support literacy in the home while instructing parents in basic language acquisition, reading, writing, and speaking. At least once a month parents will receive instruction both in groups and with their children to address the different aspects of academic and graduation requirements.

Additional our regular day the Title III focus is to provide ESL students with the strategies they need to meet the learning standards in all academic content areas. The program will continue to provide both parents and students with the tools and strategies they will need for success and student performance will change. Student academic performance will be enhanced in the following ways:

- ELLs will demonstrate academic improvement as evidenced by their passing scores in academic classes of English Language Arts, Mathematics, Global Studies, and Science, as well as the corresponding Regent's Exams.
- ELLs will demonstrate increased confidence in academic content areas as evidenced by their increased participation in class activities and in school performances where they are required to speak publicly.
- Parents of ELLs demonstrate the ability to better assist their children in the learning process and a better understanding of the requirements for graduation as evidenced by the implementation of strategies learned through their ESL classes, such as how to read a transcript and what is the best environment for doing homework or reading at home.
- Parent participation at monthly PTA meetings will increase.

Because of the support of both parents and an effective after school and Saturday program, student's language proficiency level will increase in the following ways:

- Demonstrated improvement in writing, reading, and speaking skills.
- Demonstrated improvement in all comprehension of content skills.
- Increased scores on standardized tests including the NYSESLAT and Regent Exams.

Because of the support of both parents and an effective after school and Saturday program, ESL students will be better able to meet the NY State Learning Standards in all Academic areas as evidenced by the following:

- Basic language acquisition in the four modalities: reading, writing, listening, and speaking.
- Increased confidence in academic content areas as evidenced by their increased participation in class activities.
- Increased understanding of Mathematical word problems, Global Studies Regents questions, and Living Environment Content driven test questions.

The instruments that will be used to evaluate student success are the NYSESLAT, the Global Studies Regents Exam, the Math A Regents Exam, and the Living Environment Regents Exam. Students who had not been eligible for testing before, or who scored below proficiency will make stride towards proficiency as evidenced by test data. The proposed program is scheduled to begin in Mid October of 2009 and end in June of 2010. General supplies and books will be purchased to support this activity using Title III monies.

The tutorial After School program and the Saturday Academy will be provided by an ESL certified teacher and content area teachers. The ESL certified teacher will be paid by the Title III for the After school and Saturday programs while the other content area teachers are at no cost to this program. The students are selected using the data from passed regents' scores, NYSESLAT scores, teachers and guidance counselors' assessment and recommendations. The number ELL students to be served is from 20 to 25 students and is based on the most at risk to be serviced. We include group of students at beginner, intermediate and advance levels of language acquisition. The grade levels varied according with the area of the content subject and they are grouped accordingly. We are planning to service students from ninth grade to twelve grades prioritizing on the students' needs. We also encourage the students to attend this program so that they are able to catch up with their peers and to graduate on time. The language of instruction is based on the State guidelines in which determined that parents must select the program of instruction of their children. Base on the home language survey, and parents' program options, the language of instruction is English. While we provide dictionaries and glossaries in their students' native language and English. We had planned that this program run for two days a week during the week days for two hours for (20) twenty weeks; and on Saturdays (3) three hours for (30) thirty two weeks.

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.

Paste response to questions 1-3 here In an effort to assist teachers in integrating ESL strategies into the curriculum, the following professional development opportunities have been provided and will continue to be provided from September of 2009 through June of 2010. We will provide professional development to at least five teachers that work directly or indirectly with our ELL students. They will receive training in ESL strategies and effective research based methodology for two hours one day a week for two weeks. Additionally we will continue to provide professional development as follows:

- § Begin the implementation of the SIOP Program after teachers and other staff members have been trained in this methodology
- § To encourage teachers to register for graduate courses in differentiated instruction and ESL methodology

- § To continue to train teachers in technology and web-based ESL programs
 - § To continue to provide teachers with professional literature to enhance their teaching techniques
 - § To continue to train teachers to align their curriculum objectives with state standards and assessment using student-centered teaching strategies.
 - § Teachers had received and will continue to receive professional development from organizations such as Outward Bound, Irondale Ensemble, The NYC Writing Project,
 - § Additionally, during the school year 2010-2011 new teachers will enrolled in training and intensive workshops experiences such as the SIOP, QTELL and differentiated instruction.
- Form TIII – A (1)(b)

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?

Paste response to questions 1-4 here

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)	0									7	6	7	3	23
Intermediate(I)										10	8	13	17	48
Advanced (A)										3	6	11	11	31
Total	0	0	0	0	0	0	0	0	0	20	20	31	31	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	3	4	2
	I										4	5	7	8
	A										6	5	4	11
	P										7	4	12	8
READING/ WRITING	B										5	3	5	3
	I										10	9	8	14
	A										3	5	12	12
	P										0	0	2	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
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	48		15	
Math				
Math				
Biology				
Chemistry	5		0	
Earth Science	29		1	
Living Environment				
Physics	83		4	
Global History and Geography	79		4	
US History and Government	37		10	
Foreign Language	8		8	
Other <u>Integrated</u>	71		11	
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?

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.

Paste additional information here

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/10/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10

	Other		11/1/10
	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bushwick Leaders High School for Academic Excellen					
District:	32	DBN:	32K556	School		333200011556

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	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		80.7	80.5	80.1
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	176	155	138				
Grade 10	144	133	109				
Grade 11	80	108	112				
Grade 12	89	85	145				
Ungraded	0	0	1				
Total	489	481	505				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.4	95.5	94.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	86.6	94.4	96.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	13	11

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	28	18	5

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	28	32	45	Principal Suspensions	240	211	111
# in Collaborative Team Teaching (CTT) Classes	9	0	0	Superintendent Suspensions	13	38	27
Number all others	35	51	48				

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	41	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	8	5
# receiving ESL services only	103	94	TBD	Number of Educational Paraprofessionals	5	3	7
# ELLs with IEPs	6	18	TBD				

These students are included in the General and Special Education enrollment information above.

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
	10	15	89	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	44.4	42.9	50.0
				% more than 5 years teaching anywhere	25.0	21.4	30.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	53.0	60.0	70.0
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers	91.7	97.5	100.0
Black or African American	16.0	16.8	18.6				
Hispanic or Latino	81.8	81.3	80.2				
Asian or Native Hawaiian/Other Pacific	1.2	1.0	0.6				
White	0.8	0.4	0.2				
Male	46.0	50.9	54.5				
Female	54.0	49.1	45.5				

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		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	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: v
Science:	Graduation Rate: v

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				v	v	v	72
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	64.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	10.8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	15.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	36.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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