



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE BUSHWICK SCHOOL FOR SOCIAL JUSTICE

**DBN:** 32K549

**PRINCIPAL:** MARK RUSH    **EMAIL:** MRUSH2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

| Name                        | Position and Constituent Group Represented   | Signature  |
|-----------------------------|--|--|
| Mark Rush                   | *Principal or Designee   | <i>Signed copy on file</i>                               |
| Michael Perlberg            | *UFT Chapter Leader or Designee  | <i>Signed copy on file</i>                               |
| Olga Alvarado               | *PA/PTA President or Designated Co-President   | <i>Signed copy on file</i>                               |
|                             | DC 37 Representative, if applicable  |  |
| Alexis Silva<br>Joakim Cobb | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) | <i>Signed copy on file</i><br><i>Signed copy on file</i> |
|                             | CBO Representative, if applicable  |  |
| Martha Garcia               | Member/ Parent   | <i>Signed copy on file</i>                               |
| Maria Gil                   | Member/ Parent   | <i>Signed copy on file</i>                               |
| Jeanette Donaldson          | Member/ Parent   | <i>Signed copy on file</i>                               |
| Ana Marsh                   | Member/Admin   | <i>Signed copy on file</i>                               |
| Lucas Cooke                 | Member/Admin   | <i>Signed copy on file</i>                               |
| Patrick Cooper              | Member/Teacher   | <i>Signed copy on file</i>                               |
|                             | Member/  |  |

## **ANNUAL GOAL #1 AND ACTION PLAN**

### **Annual Goal #1**

School community will adopt a research-based framework for effective teaching and initiate a cycle of frequent, regular, mini-observations, followed by conversations, anchored by the framework.

### **Comprehensive needs assessment**

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

The bulk of the feedback for developing this goal came from consultation with the principal's cabinet made of the heads of each department, SLT, teacher teams and staff collective indicating a need to enhance the observation process to provide for timely and valid feedback to teachers within a framework that guides conversations around effective instruction. Additional resources consulted in developing this goal in sum or part include:

Annual School Report Card, Progress Reports, Quality Review self-assessment and Quality Review findings, DYO Periodic Assessment, Learning Environment Survey, consultation with the SLT, consultation with the principal's cabinet (all department heads), school-wide scholarship reports, ATS report data analysis, teacher grades and scholarship reports, grade/department/advisory teams, consultation with the campus Building Councils, student portfolios, item analysis of Regents exams, Unit/Teacher made exams, writing samples, Parent/Community feedback, ISA Sustainability Survey, the BSSJ Staff Collective, and end of year administrative data review/needs assessment retreat.

### **Instructional strategies/activities**

1. Professional development on Charlotte Danielson Framework for Teaching for all teachers prior to the beginning of the school year. BSSJ conducted a professional development training using the framework and has adapted the framework with the help of the staff and Principal's cabinet to best meet the needs of the staff at BSSJ.
2. Professional development on Charlotte Danielson Framework for Teaching for administration provided by network (summer series and monthly meetings).
3. Will adopt framework modified and crafted in collaboration with Principal's cabinet (BSSJ Framework for Teaching).
4. Observation tool developed and implemented.
5. Teacher self-evaluation tool developed and utilized.
6. Teachers will self-identify framework components on which to focus.
7. A series of walkthroughs will be conducted regularly aligned with framework.

Professional development for this goal began in the 2010-11 school year. Staff read the updated framework and over the course of the summer members of the cabinet selected core areas of focus based on an assessment of the needs of teachers and the school, creating a revised BSSJ framework including key components recommended for focus by the DOE. In September at a whole staff PD the staff reviewed the framework, providing feedback and tentatively selected instructional components to focus on based on their needs. At cabinet meetings the framework was used to model feedback. Teachers have all individually met with administrators to select 3-4 core areas of instruction to focus on this school year. Reference to these areas is a part of the observation process for mini and full observations and walkthroughs, which will be ongoing throughout the school year.

**Strategies to increase parental involvement**

The following strategies are employed throughout the course of the school year:

1. Consultation with and development of school goals with the School Leadership Team
2. Presentation at PA Meetings by the Principal and administrators regularly throughout the school year.
3. Monthly BSSJ Families newsletter.
4. Updated Bilingual School Website
5. Six Parent/Teacher Conferences a year.
6. School-wide Community Walk

Additionally the PIP states that the school will:

1. Provide ongoing communication between the school and the parents and guardians through parent-teacher conferences, progress reports, letters, access to the staff, and opportunities to participate in and observe school activities.
2. Assure parents and guardians that they may participate in appropriate staff development activities.

And that parents of our students will:

1. Become involved in/with the comprehensive education plan.
2. Become involved in the School Leadership Team.
3. Attend Parent Association Meetings
4. Attend Parent Teacher Conference(s)
5. Communicate with the school about their children's educational needs, and about their own needs as parents and guardians of high school students.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Any teacher that is not Highly Qualified under the NCLB definition will be provided with support in achieving that designation including coaching and professional support on using the framework for self-reflection and goal setting. All staff have been supported in identifying areas of the framework to work on this school year with mini-observations, formal observations and walkthroughs in use to provide consistent feedback and support to improve instruction.

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

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

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

NA

### **Budget and resources alignment**

Funding sources will include Fair Student Funding, Title I, Title III and other miscellaneous sources. Funding will support two Assistant Principals, teacher leaders in facilitation roles on grade teams, and per session for professional development meeting time. Additionally funding has been allocated for professional development workshops to support instructional effectiveness.

## **ANNUAL GOAL #2 AND ACTION PLAN**

### **Annual Goal #2**

Students will engage in at least one literacy task and at least one math task embedded in a curriculum unit aligned to the Common Core Standards.

### **Comprehensive needs assessment**

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

Student work, periodic assessments, analysis of Regents data and student portfolios all indicated the need to enhance students' development of core skills represented in the CCS. Additional resources consulted in developing this goal in sum or part include:

Annual School Report Card, Progress Reports, Quality Review self-assessment and Quality Review findings, DYO Periodic Assessment, Learning Environment Survey, consultation with the SLT, consultation with the principal's cabinet (all department heads), school-wide scholarship reports, ATS report data analysis, teacher grades and scholarship reports, grade/department/advisory teams, consultation with the campus Building Councils, student portfolios, item analysis of Regents exams, Unit/Teacher made exams, writing samples, Parent/Community feedback, ISA Sustainability Survey, the BSSJ Staff Collective, and end of year administrative data review/needs assessment retreat.

### **Instructional strategies/activities**

1. Will develop and implement a new program of interim assessment based on core standards identified in grade team CCS curriculum alignment work.
2. Assessments will be given five times a year in all subjects and all grades.
3. Curriculum maps will be developed and aligned to the common core.
4. Grade level teams will identify "core skills". They will conduct inquiry cycles including research, lesson studies, examination of students work, assessment and revision in order to improve instruction of core skills.
5. A program of interim assessment aligned to core skills will be developed and calendared.
6. Professional development provided by the Institute for Student Achievement (ISA) – workshops on performance tasks.
7. Assessment specialist provided by ISA to work with admin and facilitators.
8. Early dismissal days will be requested to build in more team time for data analysis and assessment development.
9. Teams will develop assessments.
10. Teams will develop rubrics aligned to assessments.
11. Facilitator team will develop blind data review protocol.

12. Teams will meet regularly to review data using BSSJ developed protocol.

Staff began work on this goal last school year. The CCS were used in a school-wide revision and development of a comprehensive skill-based curriculum for each department. At the end of the last school year staff used the CCS and the newly developed curricula to identify core skills that would be focused on by the school. This school year these curricula have been used to develop and align interim assessments and create core skill rubrics identifying expected levels of students' performance at each grade level on a six point scale. Additionally two teachers have already attended a three part training provided by the network in developing performance tasks and have shared their experiences with the staff as a whole at a recent PD.

#### **Strategies to increase parental involvement**

1. Consultation with and development of school goals with the School Leadership Team
2. Presentation at PA Meetings by the Principal and administrators regularly throughout the school year.
3. Monthly BSSJ Families newsletter.
4. Updated School Website
5. Six Parent/Teacher Conferences a year.
6. School-wide Community Walk

Additionally the PIP states that the school will:

1. Provide parents and guardians with the information they need about all programs, and to actively involve them in planning, reviewing, implementing, and improving Title 1 Programs.
2. Provide performance profiles and individual student assessment results and other pertinent individual and school district information.
3. Provide ongoing communication between the school and the parents and guardians through parent-teacher conferences, progress reports, letters, access to the staff, and opportunities to participate in and observe school activities.
4. Assure parents and guardians that they may participate in appropriate staff development activities.

And that parents of our students will:

1. Become involved in/with the comprehensive education plan.
2. Become involved in the School Leadership Team.
3. Attend Parent Association Meetings
4. Attend Parent Teacher Conference(s)
5. Work with their children on school- work.
6. Monitor their children's school attendance, homework, grades, and non-school activities.
7. Share responsibility for improving for student achievement.
8. Communicate with the school about their children's educational needs, and about their own needs as parents and guardians of high school students.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Any teacher that is not Highly Qualified under the NCLB definition will be provided with support in achieving that designation. Teachers will attend professional development through ISA and CFN 404 around developing performance tasks provided in the fall. Information from this workshop will be shared with full staff during professional development to support the development of all staff.

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

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

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

NA

**Budget and resources alignment**

Funding sources will include Fair Student Funding, Title I, Title III and other miscellaneous sources. Funding will support two Assistant Principals, teacher leaders in facilitation roles on grade teams, and per session for professional development meeting time. Funding and coverage will be provided for staff to attend performance task workshops and time will be allotted at professional development days to share ideas and information with other staff members.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

To increase the course passing rate by at least 3% for students with special needs. In the 2010-2011 school year the end of year rate was 65%. A 3% increase will be 68%.

#### **Comprehensive needs assessment**

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

An analysis of the Report Card data and scholarship reports revealed a deficiency in credit accumulation amongst SWD as compared to other students. Additional resources consulted in developing this goal in sum or part include:

Annual School Report Card, Progress Reports, Quality Review self-assessment and Quality Review findings, DY0 Periodic Assessment, Learning Environment Survey, consultation with the SLT, consultation with the principal's cabinet (all department heads), school-wide scholarship reports, ATS report data analysis, teacher grades and scholarship reports, grade/department/advisory teams, consultation with the campus Building Councils, student portfolios, item analysis of Regents exams, Unit/Teacher made exams, writing samples, Parent/Community feedback, ISA Sustainability Survey, the BSSJ Staff Collective, and end of year administrative data review/needs assessment retreat.

#### **Instructional strategies/activities**

1. Additional full time Special Education teacher will be hired.
2. SWD will be provided with programs offering least restrictive environment.
3. Learning Lab will be created and staffed for interventions.
4. Protocols developed for referring students to Learning Lab.
5. Teachers will utilize data from interim assessments to plan instruction for all students, including SWD.
6. PD will be provided to special education teachers on writing IEPs.
7. PD will be provided for all teachers on reading and utilizing IEPs.
8. Teachers will distribute progress reports to students and families every marking period. Weekly grade-team meeting will be utilized to monitor progress and identify at-risk students early.
9. Advisory meetings weekly will be utilized to construct and facilitate interventions for at-risk students (including the Learning Lab).
10. A special education consultant will be hired to work with teachers weekly on differentiation and planning.
11. Will utilize iLearnNYC software programs such as Achieve 300 and Aventa Learning, which engages students in challenging content at various performance levels.
12. Cores skills will be assessed periodically and subgroups of SWD will be analyzed to identify trends and design interventions.

The school hired an additional special education teacher to support our SWD. At the beginning of the school year space was acquired for the creation of a Learning Lab tailored specifically to supporting SWD. Students can be referred to the lab during class time for small group or individual instruction and during third period on Tuesdays and Thursdays. Meeting time was allotted during the school day to discuss the ways the advisory program can continue to support SWD. Interim assessments have been implemented to more quickly identify students in need of interventions and monitor progress in core skills.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Consultation with and development of school goals with the School Leadership Team
  2. Presentation at PA Meetings by the Principal and administrators regularly throughout the school year.
  3. Monthly BSSJ Families newsletter.
  4. Updated School Website
  5. Six Parent/Teacher Conferences a year.
  6. School-wide Community Walk

Additionally the PIP states that the school will:

1. Provide parents and guardians with the information they need about all programs, and to actively involve them in planning, reviewing, implementing, and improving Title 1 Programs.
2. Provide performance profiles and individual student assessment results and other pertinent individual and school district information.
3. Provide ongoing communication between the school and the parents and guardians through parent-teacher conferences, progress reports, letters, access to the staff, and opportunities to participate in and observe school activities.
4. Assure parents and guardians that they may participate in appropriate staff development activities.

And that parents of our students will:

1. Become involved in/with the comprehensive education plan.
2. Become involved in the School Leadership Team.
3. Attend Parent Association Meetings
4. Attend Parent Teacher Conference(s)
5. Work with their children on school- work.
6. Monitor their children's school attendance, homework, grades, and non-school activities.
7. Share responsibility for improving for student achievement.
8. Communicate with the school about their children's educational needs, and about their own needs as parents and guardians of high school students.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Any teacher that is not Highly Qualified under the NCLB definition will be provided with support in achieving that designation. All teachers at BSSJ are state certified. Teachers attend professional development workshops and retreats regularly to continue developing their craft. All teachers also benefit from ongoing, on-site professional development conducted through grade teams, department teams, and advisory teams. Ninety percent of the teaching staff has taken on some leadership role as a team facilitator, inquiry team member, mentor, and/or COSA and student government coordinator.

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

**Service and program coordination**

BSSJ will be participating in the Breakfast in the Classroom program designed to provide students with nutritious food and a positive start to the day to support their work in class throughout the day.

**Budget and resources alignment**

Funding sources will include Fair Student Funding, Title I, Title III and other miscellaneous sources. Funding will support two Assistant Principals, teacher leaders in facilitation roles on grade teams, and per session for professional development meeting time.

## **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

To increase the number of students scoring 65 or higher on the Global history Regents exam by at least 5%. In the 2010-2011 school cohort had a 38% passing rate. A 5% percent increase would be 43% and equate to 45 students passing.

### **Comprehensive needs assessment**

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

ATS data revealed a significant dip in students passing the Global History Regents in 10<sup>th</sup> grade with only a 38% passing rate. This need led to the development of this goal. Additional resources consulted in developing this goal in sum or part include:

Annual School Report Card, Progress Reports, Quality Review self-assessment and Quality Review findings, DY0 Periodic Assessment, Learning Environment Survey, consultation with the SLT, consultation with the principal's cabinet (all department heads), school-wide scholarship reports, ATS report data analysis, teacher grades and scholarship reports, grade/department/advisory teams, consultation with the campus Building Councils, student portfolios, item analysis of Regents exams, Unit/Teacher made exams, writing samples, Parent/Community feedback, ISA Sustainability Survey, the BSSJ Staff Collective, and end of year administrative data review/needs assessment retreat.

### **Instructional strategies/activities**

1. Implementation of BSSJ core skill periodic assessment in all social studies classes.
2. Social Studies department retreat provided by Leadership Academy.
3. Teachers will attend professional development during summer – Facing History.
4. Implementation of new thematic curriculum in global studies – Facing History.
5. Professional Development provided by ISA at Winter Institute.
6. Department lesson studies to support the development of differentiated lesson planning.
7. Creation of a Saturday social studies academy for struggling students identified by Social Studies department in all grades.
8. Professional development and implementation of reading and writing strategies in all social studies classes.
9. Use Castle Learning portal for test preparation.
10. Use iLearnNYC content (e.g., Discovery NBC, Gale) to infuse rich media resources into instruction to support achievement in Global History.

Implementation of this plan began prior to this year with the SS department head and another teacher attending Facing History workshops. The SS curriculum was rewritten to include thematic units of study and infused core skills from the CCS and an assessment of the Regents exam in 10<sup>th</sup> grade. The SS department has also participated in inquiry work around the core skills and will continue further cycles as the year progresses. To support this work and similar work in other departments an SBO vote was conducted and early release dates were added to the school calendar to provide additional time for departments to meet and work around these initiatives. Additionally after school sessions will be provided to augment student skills needed for the Global History exam.

**Strategies to increase parental involvement**

1. Consultation with and development of school goals with the School Leadership Team
2. Presentation at PA Meetings by the Principal and administrators regularly throughout the school year.
3. Monthly BSSJ Families newsletter.
4. Updated School Website
5. Six Parent/Teacher Conferences a year.
6. School-wide Community Walk

Additionally the PIP states that the school will:

1. Provide parents and guardians with the information they need about all programs, and to actively involve them in planning, reviewing, implementing, and improving Title 1 Programs.
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3. Provide ongoing communication between the school and the parents and guardians through parent-teacher conferences, progress reports, letters, access to the staff, and opportunities to participate in and observe school activities.
4. Assure parents and guardians that they may participate in appropriate staff development activities.

And that parents of our students will:

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2. Become involved in the School Leadership Team.
3. Attend Parent Association Meetings
4. Attend Parent Teacher Conferences
5. Work with their children on school- work.
6. Monitor their children's school attendance, homework, grades, and non-school activities.
7. Share responsibility for improving for student achievement.
8. Communicate with the school about their children's educational needs, and about their own needs as parents and guardians of high school students.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Any teacher that is not Highly Qualified under the NCLB definition will be provided with support in achieving that designation. All teachers at BSSJ are state certified. Teachers attend professional development workshops and retreats regularly to continue developing their craft. All teachers also benefit from ongoing, on-site professional development conducted through grade teams, department teams, and advisory teams. Ninety percent of the teaching staff has taken on some leadership role as a team facilitator, inquiry team member, mentor, and/or COSA and student government coordinator.

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

**Service and program coordination**

BSSJ will be participating in the Breakfast in the Classroom program designed to provide students with nutritious food and a positive start to the day to support their work in class throughout the day.

**Budget and resources alignment**

Funding sources will include Fair Student Funding, Title I, Title III and other miscellaneous sources. Funding will support two Assistant Principals, teacher leaders in facilitation roles on grade teams, and per session for professional development meeting time.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>6</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>7</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>8</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>9</b>  | 121                                | 121                                |                                    |                                    | 121   |  | 121                                    |  |
| <b>10</b> | 124                                | 124                                | 124                                | 124                                | 124   |  | 124                                    |  |
| <b>11</b> | 29                                 | 12                                 | 32                                 | 93                                 | 93  | 5  | 93                                     |  |
| <b>12</b> | 30                                 | 37                                 | 29                                 | 47                                 | 107   |  | 107                                    |  |

| Name of Academic Intervention Services (AIS) | Description   |
|--|---|
| <b>ELA</b>                                   | <ul style="list-style-type: none"> <li>• 100 minute block instruction in ELA for all ninth graders during the school day.</li> <li>• Increase classroom period to 50 minutes of instruction during the school day</li> <li>• Differentiated instruction to support the multiple learners during the school day</li> <li>• Inquiry and project-based instruction during the school day</li> <li>• Saturday School – 120 minutes of instruction for students behind in credits and struggling learners.</li> <li>• Team teaching in classrooms.</li> <li>• Small group support for special needs students on Saturdays</li> <li>• Additional tutoring for struggling eleventh and twelfth graders on Tuesdays and Thursdays.</li> <li>• Small group Title III support in ESL provided to ELLs on Saturdays</li> <li>• A Learning Lab that includes technology, resources and space for supporting struggling students will be created and staffed.</li> <li>• Research based literacy interventions will be provided for all students.</li> <li>• Sustained Silent Reading program will be in place for all 9<sup>th</sup> grade students.</li> <li>• Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction.</li> <li>• Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</li> </ul> |
| <b>Mathematics</b>                           | <ul style="list-style-type: none"> <li>• Two 50 minute periods of math for all ninth and tenth graders.</li> <li>• Increase classroom period to 50 minutes of instruction, during the school day</li> <li>• Differentiated instruction to support multiple learning styles during the school day</li> <li>• Inquiry and project-based instruction during the school day</li> <li>• Saturday School – 120 minutes of instruction.</li> <li>• Small group tutoring after school every Wednesday for tenth graders</li> <li>• Math class with team teaching for struggling 11<sup>th</sup> and 12<sup>th</sup> graders</li> <li>• Additional period for struggling 11<sup>th</sup> graders</li> <li>• Additional tutoring for struggling eleventh and twelfth graders on Tuesdays and Thursdays.</li> <li>• Small group support for special needs students on Saturdays</li> <li>• A Learning Lab that includes technology, resources and space for supporting struggling students will be created and staffed.</li> <li>• Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction.</li> </ul>  |

|                              |   |
|------------------------------|---|
|                              | <ul style="list-style-type: none"> <li>• Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</li> </ul>   |
| <p><b>Science</b></p>        | <ul style="list-style-type: none"> <li>• Increase classroom period to 50 minutes of instruction during the school day</li> <li>• Differentiated instruction to support multiple learning styles during the school day</li> <li>• Inquiry and project-based instruction during the school day</li> <li>• Small group tutoring for ninth graders once a week after school</li> <li>• Small group tutoring after school every Wednesday for tenth graders</li> <li>• A Learning Lab that includes technology, resources and space for supporting struggling students will be created and staffed.</li> <li>• Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction.</li> <li>• Students will participate in field trips and other learning experiences outside the building including but not limited to: the Bodies exhibit, The Museum of Natural History, etc.</li> <li>• A Technical Science elective will be created.</li> <li>• Bushwick Farm will be made available to classes for labs and study.</li> <li>• Social Justice Science course will be provided for all 11<sup>th</sup> grade students.</li> <li>• Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</li> </ul> |
| <p><b>Social Studies</b></p> | <ul style="list-style-type: none"> <li>• Increase classroom period to 50 minutes of instruction during the school day</li> <li>• Differentiated instruction to support multiple learning styles during the school day</li> <li>• Inquiry and project-based instruction during the school day</li> <li>• Small group tutoring for ninth graders once a week after school</li> <li>• Small group tutoring after school every Wednesday for tenth graders</li> <li>• One-on-one support from inquiry team members for twelfth graders who failed Global and/or U.S. History Regents exams</li> <li>• A Learning Lab that includes technology, resources and space for supporting struggling students will be created and staffed.</li> <li>• Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction.</li> <li>• Social Justice Week will provide presentations and workshops around critical aspects of social justice history.</li> <li>• Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</li> </ul>  |

|  |   |
|--|---|
| <p><b>At-risk Services provided by the Guidance Counselor</b></p>  | <ul style="list-style-type: none"> <li>• Thorough distributed counseling model. Counselors train advisors to form relationships with students during advisory classes in order to ensure all students are closely monitored for signs of social and emotional issues.</li> <li>• All at-risk ninth, tenth, and eleventh graders will meet with a counselor once per week during the day and/or after school</li> <li>• Mandated students with special needs will meet with counselor(s) as per IEP mandates</li> <li>• All ninth, tenth, and eleventh graders will have at least one meeting with a counselor per term during regular school hours</li> </ul> |
| <p><b>At-risk Services provided by the School Psychologist</b></p> | <ul style="list-style-type: none"> <li>• Two-day itinerant psychologist will meet with mandated IEP students as per their IEP counseling schedule</li> <li>• At-risk and highly emotional students will meet with psychologist as per referral from administration</li> </ul>   |
| <p><b>At-risk Services provided by the Social Worker</b></p>       | <ul style="list-style-type: none"> <li>• Twenty five most at-risk and highly emotional students assigned to a social worker for individual and group counseling once per week.</li> <li>• At risk students meet once or twice per week during school day with lead social worker</li> <li>• At-risk students meet with lead social worker once per week or by referral after school</li> </ul>  |
| <p><b>At-risk Health-related Services</b></p>                      | <ul style="list-style-type: none"> <li>• DOH health provider provides health-related services once per week on Fridays.</li> <li>• School health aide provider provides health related services to at-risk students</li> </ul>  |

**PARENT INVOLVEMENT POLICY (PIP)**

**THE SCHOOL AGREES TO:**

1. Convene an annual meeting to inform parents and guardians of the Title 1 Program and their right to be involved, and to offer a flexible number of additional meetings at various times for parents and guardians.
2. Provide up to date information on the provisions of the “No Child Left Behind (NCLB) Act” of 2001.
3. Provide parents and guardians with the information they need about all programs, and to actively involve them in planning, reviewing, implementing, and improving Title 1 Programs.
4. Provide performance profiles and individual student assessment results and other pertinent individual and school district information.
5. Provide ongoing communication between the school and the parents and guardians through parent-teacher conferences, progress reports, letters, access to the staff, and opportunities to participate in and observe school activities.
6. Assure parents and guardians that they may participate in appropriate staff development activities.

**PARENT/GUARDIAN/CARE-GIVER AGREES TO:**

1. Become involved in/with the comprehensive education plan.
2. Become involved in the School Leadership Team.
3. Attend Parent Association Meetings
4. Attend Parent Teacher Conference(s)
5. Work with their children on school- work.
6. Monitor their children’s school attendance, homework, grades, and non-school activities.
7. Share responsibility for improving for student achievement.
8. Communicate with the school about their children’s educational needs, and about their own needs as parents and guardians of high school students.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

|   |                    |                         |                          |
|---|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader <b>Groll/Byam</b>       | District <b>32</b> | Borough <b>Brooklyn</b> | School Number <b>549</b> |
| School Name <b>Bushwick School for Social Justice</b> |                    |                         |                          |

### B. Language Allocation Policy Team Composition [?](#)

|   |  |
|---|--|
| Principal <b>Mark Rush</b>                      | Assistant Principal <b>Ana Marsh</b>       |
| Coach   | Coach                                      |
| ESL Teacher <b>Sabrina Swamy</b>                | Guidance Counselor <b>Dinorka Ogando</b>   |
| Teacher/Subject Area <b>Patrick Roberts/ESL</b> | Parent <b>Olga Alvarado</b>                |
| Teacher/Subject Area <b>Anna Rajeh/English</b>  | Parent Coordinator <b>Frances Carrasco</b> |
| Related Service Provider <b>Abraham Sabbagh</b> | Other                                      |
| Network Leader <b>Terry Byam</b>                | Other                                      |

### C. 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   | <b>2</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>1</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | <b>445</b> | Total Number of ELLs | <b>82</b> | ELLs as share of total student population (%) | <b>18.43%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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

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

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

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

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

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

Freestanding ESL:

5 (2008-2009) 6 (2009-2010) 7 (2010-2011)-so far

Bilingual :

0 (2008-2009) 0 (2009-2010) 0 (2010-2011)

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

|  |                                      |                          |                               |
|--|--------------------------------------|--------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |

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. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Push-In</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Total</b>   | 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                    | 82 | Newcomers (ELLs receiving service 0-3 years) | 38 | Special Education             | 20 |
| SIFE                        | 26 | ELLs receiving service 4-6 years             | 20 | Long-Term (completed 6 years) | 24 |

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               | 38   | 5                 | 3                | 20   | 11                | 6                                  | 24   | 6                 | 11    | 82 |
| Total             | 38   | 5                 | 3                | 20   | 11                | 6                                  | 24   | 6                 | 11    | 82 |

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        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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 |    |
|  | EL | EP | EL    | EP |
| Spanish  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Chinese  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Russian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Korean   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Haitian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| French   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Other  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 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   |    |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
|              | EL<br>L | EP |
| <b>TOTAL</b> | 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  |
| <b>TOTAL</b> | 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      |   |   |   |   |   |   |   |   |   | 19 | 24 | 23 | 14 | 80    |
| Chinese      |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   |   |   |   |    |    | 1  |    | 1     |
| Haitian      |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| French       |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Other        |   |   |   |   |   |   |   |   |   | 1  |    |    |    | 1     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 24 | 24 | 14 | 82    |

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### 1. Current English Language Learners Instructional Programs

- a) BSSJ implements a Freestanding English as a Second Language (ESL) Program as well as a push-in model. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.
- To amplify the literacy and academic skills of ELLs who participate in the program.
  - To incorporate recognized and research-based ESL instructional strategies across content subject areas.
  - To give students the skills to perform at city-and state grade level in all subject areas.

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

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

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

## A. Programming and Scheduling Information

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

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, text representation and metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Beyond explicit ESL, collaboration between teachers ensures consideration for the language needs of ELLs. Some aspects of this policy include:
  - \* Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
  - \* Math teachers devote extra class time rewording difficult word problems, and require students to make verbal explanations of the problems they work on to support them in class work and test comprehension.
  - \* Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, computer visuals and illustrations to increase comprehension.
  - \* Content materials are offered in English as well as in Language spoken to the student when available.

4) Every ELL is provided a copy of Regent's and other examinations when available, in their own language. Although, many choose to take it in English, they have the Native Language version to refer to or they can use that version by itself. Also, they are provided the state approved and provided glossaries in assessments where it is allowed.

5a ) To better serve our SIFE ELL population, our certified ESL teacher provides 2 hours of targeted instruction for students with low proficiency both in English and their native language focusing on strengthening vocabulary and overall literacy skills to support what they are learning in both their ESL and content area classes.

b) All our ELL students are scheduled to take NYSESLAT every year until they reach proficiency or they graduate. Our newcomers also receive targeted additional instruction on Saturdays by a certified ESL teacher. They are also scheduled to work with the Rosetta Stone program two times a week supervised by a certified ESL teachers in addition to all of the above services.

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

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

6) Through our work on developing our school as a Professional Learning Community, grade teams as well as Department teams have been working on refining the curriculum to allow for more alignment both vertically and horizontally (across grades and across grade level). The ESL teachers are an intricate part of this work and they are contributing to the curriculum of the other Departments as well as their grade teams, while working on aligning and developing a flowing curriculum for ELL students as they progress in their acquisition of English. They also work closely with their teams in helping them develop assessments that are appropriate for ELL's to monitor their progress in language acquisition as well as in content areas. Since the teachers also push-in to content areas, they are knowledgeable of

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE)   |              |          |
|-------------------------------|--|--------------|----------|
| 100%                          | 7) Although we have three English/ESL classes that are specifically for ELL students, the students are in an inclusive environment the rest of the day. In some of these classes is where the ESL teacher pushes-in or ICT to support them in their content areas. Also, our teachers are continuously working on curriculum that supports them in their needs, both in a content and English/ESL class. Teachers also use software like Achieve 3000 and Rosetta Stone to e |              |          |
| 75%                           |  |              |          |
| 50%                           |  |              |          |
| 25%                           |  |              |          |
|                               | Dual Language  |              |          |
| 100%                          |  |              |          |
| 75%                           |  |              |          |
| 50%                           |  |              |          |
| 25%                           |  |              |          |
|                               | Freestanding ESL   |              |          |
| 100%                          |  |              |          |
| 75%                           |  |              |          |
| 50%                           |  |              |          |
| 25%                           |  |              |          |
| TIME                          | BEGINNERS  | INTERMEDIATE | ADVANCED |

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

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

8. During the school day: We utilize a push in into Global and Math, co-teaching in ELA, and ESL stand alone model across all grades to provide ELL services during the school day. Our ESL teachers push into content area classes and co-teach with the general education teachers one to two periods a day. Beginner and Intermediate students also receive a double period a day of stand alone ESL class. These classes include small group instruction focusing on writing, reading listening and speaking interventions, all in English with access to native language materials for support.

Extended day program: Our beginning and intermediate ELL's have a 9th period Rosetta Stone class two days a week where they are focusing and strengthening their speaking and listening. All our students are also able to participate in one day a week tutoring by content teachers to assist them with any work that they may need support with. Furthermore, we have SES (Supplemental Educational Services) where they receive tutoring either at home or at school two days a week in any content area they are struggling with. All ELL's are scheduled for Saturday school classes where they work on strengthening their English Language skills as well as their content area skills. The teacher focuses instruction through content in order to support the work they do during their content area classes.

9. Our higher level ELL's and our Former ELL's receive testing modifications. They continue to receive support in their content classes through the push-in model and continue to receive tutoring services.

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11. Our ELL Department Head will focus more time on leading the ELL Instructional Team and pushing in to classrooms and will delegate all ELL compliance work to the ELL Assistant Principal. We identified this as a need based on feedback from our School Quality Review and ELL data results (from the NYSESLAT. Acuity, Performance Series, Regents exams, and course pass rates).

12. ELL students in each grade receive services in a general education setting with Heterogeneous classes. In addition, all beginner ELL's are enrolled in a two period ESL stand alone class and a double period of Math in the 10th grade that provides ELL's extra support each day. All students including ELL's, are invited through advisory notices and announcements, to attend the many lunchtime and after school activities we offer, including tutoring, clubs, PSAL sports activity, and any other student activity available.

All ELLs are invited to participate in our Saturday school program (explained previously). The ESL teacher teaching ELLs is partly funded by Title III allocations supplemented by FSF. We also have Rosetta Stone program afterschool supervised by our ESL teachers that is also partly funded by Title III supplemented by FSF.

13. We have an intermediate ELL curriculum as well as supplemental resources for all EL teachers. This year we have purchased a cart with laptops for the use of ELL's during their classes for research, Rosetta Stone, and other help and assistance that the teachers may determine will help students. They also have a projector and screen which is used for presentations of certain work in the classes.

14. In our model, ELL students' native language material is used to supplement and help students have a better understanding of content areas and strengthen their skills both in their language as well as in English. They use dual language glossaries, dictionaries and textbooks

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

**Beginning**

**Intermediate**

**Advanced**

**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)?

N/A

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

**D. Professional Development and Support for School Staff**

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

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

- \* Scaffolding Across the Curriculum; strategies & Implementation (multi-session study group)
- \* Differentiated Instruction
- \* Preparing ELLs to meet city & state standards to gain a clear understanding of the NYSESLAT/Regents
- \* Push-in & Team Teaching Strategies Implementation (multi-session study group)
- \* Teaching science to ELL students (study group)
- \* Interactive Learning and the ELL Student
- \* Writing Strategies for ELLs: Regents Strategies & DBQs
- \* Curriculum and assessment development
- \* Achieve 3000 and it's use with the ELL population

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

• School Staff (including Administrators, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, related service providers and all other school personnel that works with ELL population) participate in schools Professional Development program, and the focus is on:

- => The literacy needs of our ELL population within the prescription of the America's Choice program.
- => Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments.
- => Technology sessions instruct content area teachers in how to use online resources to make instruction more comprehensible.

• Support Personnel: Workshops taken by teachers on our ESL and content area staff have included:

- => Scaffolding in the content areas.
- => Native language literacy development.
- => Differentiation in the ESL classroom.
- => ESL in the mathematics classroom.

• Our ELL teachers also attend a variety of off-site professional development to promote collaboration between content area and language teachers, as well as to learn about assessment, curriculum alignment and others.

2) We provide professional development on ELLs provided by the ESL teacher and Administrative Team during our Professional Development days at the beginning of the school year as well as the professional development time after January Regents. In addition, since every teacher is part of a teacher team, which is a strong aspect of our school, they get continuous support throughout the year as well. All staff participate in these professional development workshops. Furthermore, our guidance counselors who have attended and continue to attend outside training on working with ELLs provide information and guidance to teachers and other staff on helping ELLs

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

## Native Language Usage and Supports

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

| Native Language Usage/Support                      | Transitional Bilingual Education (TBE) |
|--|--|
| parents? 100%                                      |  |
| 3. How do you evaluate the needs of the pa 75%     |  |
| 4. How do your parental involvement activ 50%      |  |
| 1) All parents and fam 25% of BSSJ students, inclu |  |

## E. Parental Involvement

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

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

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

Parents of ELLs are invited to school trips, which adds to their culture experience. Our guidance counselor interview parents to assess their interests in contributing to our school community.

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

2) The school partners with organizations like Make The Road New York that provides ESL and GED classes as well as provide other types of legal and advocacy help for all of our parents and families. We also work with VOLS which provide free legal assistance to families, including immigration and housing issues, which often affects our ESL population in particular. Furthermore, we work with Park Slope Mental Health Center which provides services to students and at times extends to family support when needed. We also work with Brooklyn College which provides additional college support and assistance to all of our students and provides workshops for parents to help them understand the process for the road to college. All these agencies provide interpreters for families when needed or our school assists in getting interpretation services if the agencies are not able to provide it.

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

4) All of our services and activities are stated in #1 and #2. Therefore, every service is geared to address the needs of ELL and all other parents as they arise.

## B. Programming and Scheduling Information--Continued

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13. We have an intermediate ELL curriculum as well as supplemental resources for all EL teachers. This year we have purchased a cart with laptops for the use of ELL's during their classes for research, Rosetta Stone, and other help and assistance that the teachers may determine will help students. They also have a projector and screen which is used for presentations of certain work in the classes.

14. In our model, ELL students' native language material is used to supplement and help students have a better understanding of content areas and strengthen their skills both in their language as well as in English. They use dual language glossaries, dictionaries and textbooks

## B. Programming and Scheduling Information--Continued

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

8. During the school day: We utilize a push in into Global and Math, co-teaching in ELA, and ESL stand alone model across all grades to provide ELL services during the school day. Our ESL teachers push into content area classes and co-teach with the general education teachers one to two periods a day. Beginner and Intermediate students also receive a double period a day of stand alone ESL class. These classes include small group instruction focusing on writing, reading listening and speaking interventions, all in English with access to native language materials for support.

Extended day program: Our beginning and intermediate ELL's have a 9th period Rosetta Stone class two days a week where they are focusing and strengthening their speaking and listening. All our students are also able to participate in one day a week tutoring by content teachers to assist them with any work that they may need support with. Furthermore, we have SES (Supplemental Educational Services) where they receive tutoring either at home or at school two days a week in any content area they are struggling with. All ELL's are scheduled for Saturday school classes where they work on strengthening their English Language skills as well as their content area skills. The teacher focuses instruction through content in order to support the work they do during their content area classes.

9. Our higher level ELL's and our Former ELL's receive testing modifications. They continue to receive support in their content classes through the push-in model and continue to receive tutoring services.

10. We are exploring the possibility of expanding our 9th period program to include all LTE's. In this additional time each day, additional support will be provided with a focus on the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). We are also committed to purchasing more instructional materials and technology to support all of our ELL's.

11. Our ELL Department Head will focus more time on leading the ELL Instructional Team and pushing in to classrooms and will delegate all ELL compliance work to the ELL Assistant Principal. We identified this as a need based on feedback from our School Quality Review and ELL data results (from the NYSESLAT. Acuity, Performance Series, Regents exams, and course pass rates).

12. ELL students in each grade receive services in a general education setting with Heterogeneous classes. In addition, all beginner ELL's are enrolled in a two period ESL stand alone class and a double period of Math in the 10th grade that provides ELL's extra support each day. All students including ELL's, are invited through advisory notices and announcements, to attend the many lunchtime and after school activities we offer, including tutoring, clubs, PSAL sports activity, and any other student activity available.

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14. In our model, ELL students' native language material is used to supplement and help students have a better understanding of content areas and strengthen their skills both in their language as well as in English. They use dual language glossaries, dictionaries and textbooks when appropriate.

### 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)?

N/A

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1) At BSSJ we currently use our own assessment tools to assess early literacy skills. ESL teachers create basic assessments around the four language skills to determine students' level in English. What we have found is that even those students who are not registered as SIFE are very often deficient in basic literacy skills in their native language. This helps us target the after school and Saturday programs to service students better. It also helps ESL teachers develop strategies to share with other teachers to implement and support students in content areas. ESL teachers continue to evaluate student's progress using rubrics and numeric grades.

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

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

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N/A

## D. Professional Development and Support for School Staff

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

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

- \* Scaffolding Across the Curriculum; strategies & Implementation (multi-session study group)
- \* Differentiated Instruction
- \* Preparing ELLs to meet city & state standards to gain a clear understanding of the NYSESLAT/Regents
- \* Push-in & Team Teaching Strategies Implementation (multi-session study group)
- \* Teaching science to ELL students (study group)
- \* Interactive Learning and the ELL Student
- \* Writing Strategies for ELLs: Regents Strategies & DBQs
- \* Curriculum and assessment development
- \* Achieve 3000 and it's use with the ELL population

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

- School Staff (including Administrators, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, related service providers and all other school personnel that works with ELL population) participate in schools Professional Development program, and the focus is on:

- => The literacy needs of our ELL population within the prescription of the America's Choice program.
- => Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments.
- => Technology sessions instruct content area teachers in how to use online resources to make instruction more comprehensible.

- Support Personnel: Workshops taken by teachers on our ESL and content area staff have included:

- => Scaffolding in the content areas.
- => Native language literacy development.
- => Differentiation in the ESL classroom.
- => ESL in the mathematics classroom.

- Our ELL teachers also attend a variety of off-site professional development to promote collaboration between content area and language teachers, as well as to learn about assessment, curriculum alignment and others.

2) We provide professional development on ELLs provided by the ESL teacher and Administrative Team during our Professional Development days at the beginning of the school year as well as the professional development time after January Regents. In addition, since every teacher is part of a teacher team, which is a strong aspect of our school, they get continuous support throughout the year as well. All staff participate in these professional development workshops. Furthermore, our guidance counselors who have attended and continue to attend outside training on working with ELLs provide information and guidance to teachers and other staff on helping ELLs with their transition into our educational system in addressing the specific needs of these students.

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

## E. Parental Involvement

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

1) All parents and families of BSSJ students, including ELLs, are provided with opportunities to participate in the Parents Association, the

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

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

Parents of ELLs are invited to school trips, which adds to their culture experience. Our guidance counselor interview parents to assess their interests in contributing to our school community.

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

2) The school partners with organizations like Make The Road New York that provides ESL and GED classes as well as provide other types of legal and advocacy help for all of our parents and families. We also work with VOLS which provide free legal assistance to families, including immigration and housing issues, which often affects our ESL population in particular. Furthermore, we work with Park Slope Mental Health Center which provides services to students and at times extends to family support when needed. We also work with Brooklyn College which provides additional college support and assistance to all of our students and provides workshops for parents to help them understand the process for the road to college. All these agencies provide interpreters for families when needed or our school assists in getting interpretation services if the agencies are not able to provide it.

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

4) All of our services and activities are stated in #1 and #2. Therefore, every service is geared to address the needs of ELL and all other parents as they arise.

### 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)   |   |   |   |   |   |   |   |   |   | 9  | 7  | 6  | 0  | 22    |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   | 6  | 9  | 7  | 7  | 29    |
| Advanced (A)  |   |   |   |   |   |   |   |   |   | 3  | 5  | 6  | 7  | 21    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 21 | 19 | 14 | 72    |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   |   |   |   |   |   | 4  | 5  | 0  |
|                            | I                 |   |   |   |   |   |   |   |   |   |   | 3  | 5  | 1  |
|                            | A                 |   |   |   |   |   |   |   |   |   |   | 2  | 10 | 5  |
|                            | P                 |   |   |   |   |   |   |   |   |   |   | 7  | 7  | 7  |
| READING/ WRITING           | B                 |   |   |   |   |   |   |   |   |   |   | 7  | 3  | 0  |
|                            | I                 |   |   |   |   |   |   |   |   |   |   | 5  | 14 | 5  |
|                            | A                 |   |   |   |   |   |   |   |   |   |   | 4  | 6  | 7  |
|                            | P                 |   |   |   |   |   |   |   |   |   |   | 0  | 4  | 2  |

| 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     |

| NYS Math                  |         |    |         |    |         |    |         |    |       |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                     | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                           | English | NL | English | NL | English | NL | English | NL |       |
| 7                         |         |    |         |    |         |    |         |    | 0     |
| 8                         |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual<br>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<br>Bilingual<br>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           |                            | 0               |                             |                 |
| Integrated Algebra              |                            | 25              |                             |                 |
| Geometry                        |                            | 13              |                             |                 |
| Algebra 2/Trigonometry          |                            | 0               |                             |                 |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            | 0               |                             |                 |
| Chemistry                       |                            | 0               |                             |                 |
| Earth Science                   |                            | 20              |                             |                 |
| Living Environment              |                            | 19              |                             |                 |
| Physics                         |                            | 0               |                             |                 |
| Global History and<br>Geography |                            | 28              |                             |                 |
| US History and<br>Government    |                            | 17              |                             |                 |
| Foreign Language                |                            | 15              |                             | 15              |
| Other                           |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| NYSAA ELA                       |                            |                 |                             |                 |
| NYSAA Mathematics               |                            |                 |                             |                 |
| NYSAA Social Studies            |                            |                 |                             |                 |
| NYSAA Science                   |                            |                 |                             |                 |

| Native Language Tests  |  |
|--|--|
| # of ELLs scoring at each quartile<br>(based on percentiles) | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |
|  |  |

|                            | Q1<br>1-25 percentile | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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?
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- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
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N/A

## Part VI: LAP Assurances

| <b>School Name: <u>Bushwick School for Social Jus</u></b>                                |                      | <b>School DBN: <u>32K549</u></b> |                        |
|--|----------------------|----------------------------------|------------------------|
| <b>Signatures of LAP team members certify that the information provided is accurate.</b> |                      |                                  |                        |
| <b>Name (PRINT)</b>  | <b>Title</b>         | <b>Signature</b>                 | <b>Date (mm/dd/yy)</b> |
| Mark Rush  | Principal            |                                  | 11/30/11               |
| Ana Marsh  | Assistant Principal  |                                  | 11/30/11               |
| Frances Carrasco   | Parent Coordinator   |                                  | 11/30/11               |
| Sabrina Swamy  | ESL Teacher          |                                  | 11/30/11               |
| Olga Alvarez   | Parent               |                                  | 11/30/11               |
| Patrick Roberts  | Teacher/Subject Area |                                  | 11/30/11               |
| Anna Rajeh   | Teacher/Subject Area |                                  | 11/30/11               |
|  | Coach                |                                  |                        |
|  | Coach                |                                  |                        |
| Dinorka Ogando   | Guidance Counselor   |                                  | 11/30/11               |
| Terry C. Byam  | Network Leader       |                                  | 11/30/11               |
|  | Other                |                                  |                        |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 32K549      **School Name:** BUSHWICK SCHOOL FOR SOCIAL JUSTICE

**Cluster:** GROLL      **Network:** 404

**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**

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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.

Through the assessment of our needs we have determined that approximately 70% of our student body speaks Spanish in addition to or instead of English in their homes. Of these it is estimated 60% need translation both oral and written. These numbers are based on the data from ATS, anecdotal and qualitative assessment of the needs of families through parent teacher nights, parent meetings and communication via phone and email. These numbers are inexact as not 100% of our families attend these meetings or communicate with the school through these channels on a regular basis.

In addition to these families we have one family whose primary language is Urdu, and another one family whose is Arabic. However, both families communicate in English with school staff.

These needs have been determined through our Parent Coordinator's interactions with parents from the school community, Parent-Teacher Association meetings, and Parent Orientation feedback forms, learning surveys, and through feedback obtained at workshops for parents of ELLs.

These findings have been shared with our school community at professional development in the beginning of the year. Additionally anecdotal and updated information about contact and communication is shared in grade level teams on a weekly basis as counselors and social workers in close contact with our families attend these meetings and share this information. Furthermore, faculty have requested continued translation of key documents as appropriate for parent-teacher meetings to ensure that parents have the capacity to make informed decisions regarding their students.

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.

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

The availability of resources to meet these needs is communicated to the parent community through regular parent meetings, regular SLT meetings. Staff are made aware of translation needs for our families and are made aware of the supports available for translation of documents and interpretation during meeting through beginning of the year's professional development, reminders oral and written prior to conferences and informal reminders and notifications and daily morning meetings.

## **Part B: Strategies and Activities**

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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.

Written translation of all school documents is made available to all families requiring these supports. This includes but is not limited to information about registration and selection; standards and performance; conduct and discipline; safety and health; placement in any special education, English Language Learner or non-standard academic program; and transfers and discharges. If a translation is not readily available the school will contact the DOE translation services to request assistance. Translation is primarily provided by in-house school staff and parent volunteers.

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

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

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

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

Parents are made aware of the resources for locating the Parent's Bill of Rights online in all translated languages.

Signs are posted near the school entrance to alert parents to the availability of language services in necessary languages.

A record of the primary language of each parents is kept in ATS and on emergency contact cards.

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

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information   |                             |
|--|-----------------------------|
| Name of School: IS349  | DBN: 32K349                 |
| Cluster Leader: Christopher Groll  | Network Leader: Ada Orlando |
| This school is (check one):    ✱conceptually consolidated (skip part E below)<br>●NOT conceptually consolidated (must complete part E below) |                             |

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: IS349's Title III Program English Language Learners will be provided with supplemental instruction during after school program NETA and CAAP Program. These programs will target ELLs who scored at the beginning, intermediate and advance levels on the NYSESLAT test at the beginning of the year and scored below 640 on ELA and /or Math Assessments as reflected on the 2010-2011 assessments.

NETA-Newcomers Empowered to Advance Program-consists on a program to develop and enhance students' performance on their language development, focusing in each language modality (Listening, Speak, Writing and Reading) Two certified license teachers will provide supplemental instruction to them during the months of January thru May. The sessions will be scheduled on Saturday during Saturday Academy from 8:30am-12:30pm for the total of 20 sessions. There will be two classes with heterogeneous groupings to service students who are recently admitted from other countries (code 58).

Instructional material will be purchased for this program and will consist of the Longman Building Bridges which is a flexible language development program that accelerates students' academic achievement through scaffolding, sustaining instruction and language development. This program has a phonic component and uses a wide range of strategies to acquire academic language.

CAAP-Content Academic Acceleration Program-CAAP consist of a program that develops and enhances students' performance on academic content areas, such as Mathematics, Science and Social Studies. A total of two certified license teachers will provide supplemental instruction to ELLs in the Transitional Bilingual Education and ELL's. The sessions will be scheduled on Saturdays, starting in January thru June corresponding to the NYC Assessment schedule from 8:30am thru 12:30pm. The classes will consists of one Science, one Math, and one ELA/ESL (Achieve 3000). In addition, we will facilitate the newcomers' preparation for the NYSESLAT.

We will use the supplemental programs for the Perfection Learning Company, Review, Practice and mastery of the New York Learning Standards for each subject area. Consumable material will be purchased to facilitate and enhance instruction.

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### Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: IS349 is committed to provide school based professional development in collaboration with network support, to build the capacity of the school, to improve all academic areas of the target population. The newly hired literacy coach will work together with staff to ensure and equitable curriculum for all our ELL's. The Literacy coach will offer staff development for our teachers using ESL methodologies. During these professional development sessions teachers will learn how to implement scaffolding strategies into our teaching. The literacy coach will meet with teachers and will address individual issues. As part of our work at IS 349, teachers of ELLs students participated in the Quality Teaching for English Language Learners by West Ed where they learned to integrate instructional tasks to support language development. In addition, a team composed of a Science and ESL teacher were part of the SIOP institute. During this time teachers were able to learn other instructional tasks and the importance of having a language objective within the lesson to amplify the academic and linguistic learning of ELL's.

Nevertheless, we are constantly seeking opportunities to grow as a community of professionals who will continue to be equipped with the most recent researched information.

### Part D: Parental Engagement Activities

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

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

Begin description here: IS349 will work extensively with parents of ELL's who are in need to learn English as a Second Language. This support will be provided to them through ESL classes during Saturdays at no cost to Title III. They also will be invited to different workshops to support them in social and educational issues, such as immigration, Native Language Literacy skills, Computer Skills and NYC School initiatives, including assistance in the completion of the High School application process. IS349 provides an additional orientation for parents of new commers from January thru April regarding all school related programs and activities.

PET-Parent Empowerment Team-Title III Parent ESL and NLA Classes-IS349 will provide classes for parents during Saturdays to help them build literacy skills in both languages and content areas. These classes will take place during Saturdays from 9:00am thru 12:00pm by certified teachers. The instructional material for this program will be the same as the one used in the NETA program because these parent are going to be a target group in order to accelerate the students' academic progress by engaging the parents in developing the second language as well.

### Part E: Budget

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

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 |   |