



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BUSHWICK LEADERS' HIGH SCHOOL FOR ACADEMIC EXCELLENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K556

PRINCIPAL: CATHERINE REILLY **EMAIL:** CREILLY@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
CATHERINE REILLY	*Principal or Designee	
CHARLES SULLIVAN	*UFT Chapter Leader or Designee	
LUZ RODRIGUEZ	*PA/PTA President or Designated Co-President	
ANGELICA TIRADO	DC 37 Representative, if applicable	
CHARLOTTI LEONARDO	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
CHRISTOPHER MORGAN	STUDENT	
STEPHANIE SERRANO	Member/UFT	
CHERYL GILL	Member/UFT AND SLT CHAIR	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 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 #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will meet our effective AMO goal for the ELA regents for cohort N, as determined by the NYSED.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As per the 2011-2012 NYSED Differentiated Accountability report, Bushwick Leaders' High School for Academic Excellence is a first year School In Need of Improvement school. We did not make or Effective AMO for the 2010-2011 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Prior to the start of the school year, and at various times throughout the year, teachers have been asked to provide administration with ways we can best support them in their work with getting students to move towards academic excellence, and more specifically, to pass the ELA Regents Exam.

The research based instructional strategies we are using to achieve this goal include the use of the following:

- Charlotte Danielson's Framework for Teaching to support consistent best practices in all classrooms
- Sheltered Instructional Observation Protocol to support the instruction of our ELL students in all classes
- Universal Design for Learning to support the varied learning styles and needs of all students, especially students with IEP's, into all classes

We have also brought the New York City Writing Project into our school to support the integration of reading and responding to nonfiction text in all classes. The NYCWP comes to our school once a week and works directly with students and teachers. The NYCWP also conducts workshops for teachers on the development of rubrics and on writing curriculum that supports literacy and writing in all classes, as well as the CCS.

To better align instructional practices and assessments with the Common Core Standards and with the rigorous expectations of state assessments, we have used grade team meetings, which take place three times per week. During this time, teachers examine student work, the task assigned and the methods of assessments being used. This is also done within departments.

Students in cohort N, who have not yet passed the ELA regents exam have been placed in an AIS ELA class, that is small and has a focused curriculum. We are also offering after school classes to support struggling students.

In January of 2012, all students in cohort N who have not taken or who have not yet passed the ELA regents exam, will take the exam and those who do not pass, will continue in the AIS ELA class.

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.

Bushwick Leaders' High School for Academic Excellence will use our school's Advisory program to support this initiative. As per the PIP, we will do the following:

- communicate with parents, through our advisory program on a regular basis, so that no child is left behind;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Attendance at hiring fairs.
 - Web based recruitment for job openings (including the Department of Education's New Teacher Finder and independent online employment sites).
 - Outreach to local universities career offices.
 - Emphasis on teacher collaboration, grade level teams, curriculum development support, leadership opportunities, creation of elective classes.
 - Staff participation in school based decision making process.
 - Identification of independent and Department of Education-sponsored professional development opportunities.

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.

In addition to the support provided to us by our CFN Network, we will utilize the services of the Good Shepherd Program, which is currently housed in our school. Good Shepherd is a program that is funded by JPMorgan Chase and which supports our school community in two ways. During the school day, GS provides our students and families with on site counseling services as well as a full time student program director and a full time student outreach director. As part of their after school services, GS provides a safe place for students as part of our after school program. The program runs five days per week, from 3 – 6, with varied recreational activities, as well as group counseling and a homework/study hall.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

AIS and reduced class size	Title 1, TLFSF, C4E
PM School Support	Title 1, Title 111, TLFSF
NYC Writing Project	Title 1
SIOP PD	Title 111
OTPS	Title 1, Title 111, TLFSF

ANNUAL GOAL #2 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 #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will meet the safe harbor AMO goal for the Math regents for cohort N, as determined by the NYSED.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As per the 2011-2012 NYSED Differentiated Accountability report, Bushwick Leaders' High School for Academic Excellence is a first year School In Need of Improvement school. We did not make or Effective AMO for the 2010-2011 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Prior to the start of the school year, and at various times throughout the year, teachers have been asked to provide administration with ways we can best support them in their work with getting students to move towards academic excellence, and more specifically, to pass the Math Regents Exam.

The research based instructional strategies we are using to achieve this goal include the use of the following:

- **Charlotte Danielson's Framework for Teaching to support consistent best practices in all classrooms**
- **Sheltered Instructional Observation Protocol to support the instruction of our ELL students in all classes**
- **Universal Design for Learning to support the varied learning styles and needs of all students, especially students with IEP's, into all classes**

We have also brought the New York City Writing Project into our school to support the integration of reading and responding to nonfiction text in all classes. The NYCWP comes to our school once a week and works directly with students and teachers. The NYCWP also conducts workshops for teachers on the development of rubrics and on writing curriculum that supports literacy and writing in all classes, as well as the CCS.

To better align instructional practices and assessments with the Common Core Standards and with the rigorous expectations of state assessments, we have used grade team meetings, which take place three times per week. During this time, teachers examine student work, the task assigned and the methods of assessments being used. This is also done within departments.

Students in cohort N, who have not yet passed the Math regents exam have been placed in a Math class designed to support their academic needs. We are also offering after school and Saturday classes to support struggling students. Additionally, we have hired a teacher with dual certification in Special Education and Math. She provides instructional to all of our Special Education students as well as to students who have not yet passed the Integrated Algebra Exam.

In January of 2012, all students in cohort N who have not taken or who have not yet passed the Math regents exam, will take the exam and those who do not pass, will continue in a Math class to support their academic needs.

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.

Bushwick Leaders' High School for Academic Excellence will use our school's Advisory program to support this initiative. As per the PIP, we will do the following:

- communicate with parents, through our advisory program on a regular basis, so that no child is left behind;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Attendance at hiring fairs.
 - Web based recruitment for job openings (including the Department of Education's New Teacher Finder and independent online employment sites).
 - Outreach to local universities career offices.
 - Emphasis on teacher collaboration, grade level teams, curriculum development support, leadership opportunities, creation of elective classes.
 - Staff participation in school based decision making process.
 - Identification of independent and Department of Education-sponsored professional development opportunities.

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.

In addition to the support provided to us by our CFN Network, we will utilize the services of the Good Shepherd Program, which is currently housed in our school. Good Shepherd is a program that is funded by JPMorgan Chase and which supports our school community in two ways. During the school day, GS provides our students and families with on site counseling services as well as a full time student program director and a full time student outreach director. As part of their after school services, GS provides a safe place for students as part of our after school program. The program runs five days per week, from 3 – 6, with varied recreational activities, as well as group counseling and a homework/study hall.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

AIS and reduced class size	Title 1, TLFSF, C4E
PM School Support	Title 1, Title 111, TLFSF
NYC Writing Project	Title 1
SIOP PD	Title 111
OTPS	Title 1, Title 111, TLFSF

ANNUAL GOAL #3 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 #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve teacher effectiveness by creating a common understanding of instructional practices that are aligned with how our students learn best.

- **Principals and APs will conduct a minimum of 6 formative observations for each teacher using selected components of a research-based rubric to provide meaningful feedback on the instructional practices that are aligned with how our students learn best.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Research has established the frequency of teacher observations directly effects student achievement**
- **We have 7 first year teachers this school year and several teachers who still do not have tenure. It was determined that to best support them, frequent classroom visits are necessary.**
- **At a staff development session in June of 2011 and again in August and September, it was agreed that our teachers would prefer frequent classroom visits that is aligned to a research-based rubric, such as Danielson's Framework for Teaching, which we are now using.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **PD on research based Framework for Teaching prior to the beginning of the school year for teachers.**
- **All teachers did a self evaluation using Danielson's Framework for Teaching, to determine their strengths and weaknesses and set 2 goals.**
- **Professional development committee (which consists of the Principal, and several teachers) develops and implements a coherent PD plan for teachers that integrates the selected components of a research-based rubric.**
- **Principal and AP's set up and follows a schedule for teacher observations and feedback using a research-based rubric ongoing throughout the year.**
- **Principal and AP's provide each teachers with a mid-year report that outlines the areas of focus, course pass rates, observations complete,**

professional contributions, overall commendations, overall recommendations, and Next steps by January, 2012.

- Common Planning Time is used to provide professional development and study groups to support teachers based on goals.

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.

Bushwick Leaders' High School for Academic Excellence will use our school's Advisory program to support this initiative. As per the PIP, we will do the following:

- communicate with parents, through our advisory program on a regular basis, so that no child is left behind;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Attendance at hiring fairs.
 - Web based recruitment for job openings (including the Department of Education's New Teacher Finder and independent online employment sites).
 - Outreach to local universities career offices.
 - Emphasis on teacher collaboration, grade level teams, curriculum development support, leadership opportunities, creation of elective classes.
 - Staff participation in school based decision making process.
 - Identification of independent and Department of Education-sponsored professional development opportunities.

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.

We will use our Title 1, Title 111, and Tax Levy money to support professional development sessions, as well as time for teachers to meet after school and on weekends.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**TLFSF
Title 1**

Title 111

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will develop a Common Core -aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Teachers submitted curriculum maps in September of 2011.**
- **Through one on one meetings with teachers, it was determined that teachers needed support or writing curriculum aligned to the Common Core Standards.**
- **Evaluation of each curriculum map indicated a need to support teachers in the writing units of study aligned to CCS.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.**
- **Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.**
- **Teachers meet weekly in grade teams to assess student work and plan lessons that demand evidence to support a claim.**
- **Teachers meet bi-weekly in grade teams to develop a rubric to assess the use of evidence to support a claim.**

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.

Bushwick Leaders' High School for Academic Excellence will use our school's Advisory program to support this initiative. As per the PIP, we will do the following:

- **communicate with parents, through our advisory program on a regular basis, so that no child is left behind;**
- **conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to**

help their children at home;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **Attendance at hiring fairs.**
 - **Web based recruitment for job openings (including the Department of Education's New Teacher Finder and independent online employment sites).**
 - **Outreach to local universities career offices.**
 - **Emphasis on teacher collaboration, grade level teams, curriculum development support, leadership opportunities, creation of elective classes.**
 - **Staff participation in school based decision making process.**
 - **Identification of independent and Department of Education-sponsored professional development opportunities.**

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.

We will use our Title 1, Title 111, and Tax Levy money to support professional development sessions, as well as time for teachers to meet after school and on weekends

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TLFSF

Title 1

Title 111

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	104	104			104	N/A	6	3
10	120	42	72		119	N/A	6	4
11	57	74	40	80	106	N/A	15	5
12	39	53	68	82	118	N/A	10	2

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	All 9 th and 10 th Grade Students receive double periods of English. 12 th grade students who have not passed the ELA exam receive small class instruction by a highly qualified teacher.
Mathematics	All 9 th grade students receive double periods of Mathematics. 10 th , 11 th , and 12 th grade students are programmed for preparation courses and credit recovery.
Science	10 th , 11 th , and 12 th grade students are programmed for preparation courses and credit recovery.
Social Studies	10 th , 11 th , and 12 th grade students are programmed for preparation courses and credit recovery.
At-risk Services provided by the Guidance Counselor	CBO referrals, ACS referrals, Student/Parent Orientations, Notice of Academic Failure letters, Individual meetings, Advisory (group) meetings, School wide PBIS committee member, PPT member, Related Service Provider; Individual & group. PTA member, teacher consultations, Promotion-in-doubt letters & meetings before, during and after the school day.
At-risk Services provided by the School Psychologist	Provides assessments and other special education related services during the school day.
At-risk Services provided by the Social Worker	Service provided by Good Shepherds Individual & Group sessions, PPT committee member

At-risk Health-related Services

Intervention provided by Nurse during the school day. AED & CPR trained staff: Gerard Henry, AP, Ana Toro, AP, Kevin Santos, Crisis Intervention Teacher, Marlene Pacheco, Guidance, Joshua Vasquez, Dean, Brunilda Cardona, Health Aide, Woodley Francis, Physical Ed Teacher, Tanya Pacheco, Paraprofessional, Joseph Spiteri, Special Education teacher, Kayann Dell, Data Specialist,

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- communicating with parents, through our advisory program on a regular basis, so that no child is left behind:

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 32k556 **School Name:** Bushwick Leaders' High School for Academic Excellence

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

- 1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.**

HS ELA: All Hisp ED – Bushwick Leaders' High School for Academic Excellence failed to make our Effective AMO target for the 2010-2011 school year within the subgroup of Hispanic. We have a large percentage of English Language Learners who are also SIFE students and who come to our school as beginning ELL's. Many of our students also come from homes where Spanish is the dominant language.

HS Math: All Hisp ED – Bushwick Leaders' High School for Academic Excellence failed to Effective AMO target for the 2010-2011 school year within the subgroup of Hispanic. We have a large percentage of ELL's who are also SIFE students and who come to our school as beginning ELL's. Many of our students also come from homes where Spanish is the dominant language.

HS Grad: All - Bushwick Leaders' High School for Academic Excellence failed to make our Effective AMO targets for Math and ELA. We also failed to make our graduation target set by the NYSED. We had a large percentage of students who failed to pass the required 5 regents exams. When we investigated, we found that in addition not passing ELA and Math, we had a large group of students who failed to pass the Global Regents and US History Regents exam. In examining the reason for students not passing these exams, we noted that many of our ELL's and students with low ELA scores had the greatest difficulties. The issue was identified as literacy. Additionally, we have a large percentage of English Language Learners who are also SIFE students and who come to our school as beginning ELL's. Many of our students also come from homes where Spanish is the dominant language.

- 2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.**

ELA Regents Data

Prior to the start of the school year, and at various times throughout the year, teachers have been asked to provide administration with ways we can best support them in their work with getting students to move towards academic excellence, and more specifically, to pass the ELA Regents Exam and Math Regents Exam.

The research based instructional strategies we are using to achieve this goal include the use of the following:

- Charlotte Danielson's Framework for Teaching to support consistent best practices in all classrooms
- Sheltered Instructional Observation Protocol to support the instruction of our ELL students in all classes
- Universal Design for Learning to support the varied learning styles and needs of all students, especially students with IEP's, into all classes

We have also brought the New York City Writing Project into our school to support the integration of reading and responding to nonfiction text in all classes. The NYCWP comes to our school once a week and works directly with students and teachers. The NYCWP also conducts workshops for teachers on the development of rubrics and on writing curriculum that supports literacy and writing in all classes, as well as the CCS.

To better align instructional practices and assessments with the Common Core Standards and with the rigorous expectations of state assessments, we have used grade team meetings, which take place three times per week. During

this time, teachers examine student work, the task assigned and the methods of assessments being used. This is also done within departments.

Students in cohort N, who have not yet passed the ELA regents exam have been placed in an AIS ELA class, that is small and has a focused curriculum. We are also offering after school classes to support struggling students.

In January of 2012, all students in cohort N who have not taken or who have not yet passed the ELA regents exam, will take the exam and those who do not pass, will continue in the AIS ELA class.

Similarly, in Math, we have created a pull out Math tutorial for 12th graders who have not yet passed the Integrated Math Regents. These students are also receiving after school and Saturday Math regents prep class, as well as after school tutoring to help students to pass the Math Regents Exam. We will continue to offer these supports for students.

In regards to meeting the requirements for graduation, we have put in place the following strategies:

- One on one meetings with the principal and guidance for all current students in cohort N. These meetings were first held in early October, with parent meetings required for any student who is not on track as per the graduation tracker. A graduation plan, including credit recovery and regents prep has been put in place for all students not on track to graduate.
- Advisory teachers to continue to track progress of all cohort N students.
- Weekly monitoring of attendance and early identification of students who appear to be absent more than usual. Parent meetings and interventions early.
- Meeting with parent to explain the graduation requirements and what they can do as parents to support students in the 9th, 10th and 11th grade.
- Meeting time for teachers in all content areas to create academically rigorous units of study rooted in the Common Core Standards.
- PD on how to develop units of study around the Common Core Standards.
- Integration of the SIOP model of instruction to support ELL's.
- Ongoing SIOP PD for all teachers.
- Use Danielson's Framework for teaching to assist teachers in setting professional goals and in guiding PD practices to support struggling students.
- Ongoing PD around Danielson Framework for Teaching.
- Use of Achieve 3000 to support SIFE students and ELL's.
- PD for teachers using Achieve 3000
- Use data to effectively plan and outline the diverse needs of students.
- Differentiated Planning and Programming

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10% will be used to support PD in the following areas:

Sheltered Instruction Observation Protocol for SIFE and ELL's
Common Core Standards Curriculum Writing
Danielson's Framework for Teaching for the development of instructional practices
Achieve 3000 PD to support SIFE and ELL's.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Content area teachers on each grade team continue to have common planning time built in to the instructional day. During this time teams of teachers plan together, look at student work, exam tasks and rubrics, and establish common practices for student success. During this time, administrators sometimes meet with teachers to provide assistance, guidance and training. Teachers also use this time to plan inter-visitations so they may become peer mentors and have an honest conversation around best practices and quality instruction. This practice will continue.

Department teams, which have always met once a month, will now be given opportunities to meet to exam curriculum maps and to help each other in the writing of curriculum rooted in the common core standards. During both of these meeting times, teachers will use data provided in ARIS and in Datacation, to examine the needs of students and to plan effectively to meet the diverse needs of students.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - The School Leadership Team has already been notified of our SINI status and reason for our SINI status.
 - At our January PTA meeting, the principal will discuss SINI status, what it means and what we are doing to correct the problems. There will be opportunities for parents to ask questions.
 - In January we will send a letter home to parents in English and in Spanish. The letter will explain what it means to be a first year SINI school, why we are a SINI school, and what we are doing to rectify the situation.
 - Our teachers will discuss our SINI status with our students in advisory. Students will be told what it means to be a SINI school, why we are a SINI school, and what we are doing as a school community to resolve the issues.
 - The conversations around our SINI status will be transparent and ongoing.

**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 Terri Byam	District 32	Borough Brooklyn	School Number 556
School Name Bushwick Leaders' High School			

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

Principal Catherine Reilly	Assistant Principal Gerard Henry
Coach	Coach type here
ESL Teacher Christopher Kelly	Guidance Counselor Marlene Pacheco
Teacher/Subject Area Kayann Dell/Mathematics	Parent Luz Rodriguez
Teacher/Subject Area Stephanie Serrano/Social Studi	Parent Coordinator Yvette Gonzalez
Related Service Provider Kevin Santos	Other Jonathan Cantalino/Science
Network Leader Terri Byam	Other CherylAnn Gil/ELA Teacher

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

D. School Demographics

Total number of students in school	517	Total Number of ELLs	94	ELLs as share of total student population (%)	18.18%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When students come for first-time enrollment at Bushwick Leaders', the parents are given an informal oral interview, as well as the Home Language Identification Survey in their native language by a pedagogue (usually Mr. Kelly, Certified ESL teacher and ESL Coordinator and/or and by a certified English As Second language pedagogue-Ms. Moreno). Once this is filled out, if the student is determined to be eligible for LAB-R testing, the student is administered the LAB-R, within 10 days of admittance. The LAB-R and LABR Spanish are given by certified ESL teachers. Eligibility is also checked in ATS before administering the LAB-R. If the student passes the LAB-R, the parent is informed that the student is not entitled to ESL services. If the student does not pass the LAB-R, the student is administered the LAB-R in Spanish in which is determined if student's fluency in his/her native language. After this procedure, the parent is asked to come in for a parent orientation. When possible, we conduct parent orientations with more than one parent; if this is not possible, they are given individual meetings. At the parent orientation, parents and students are given the Academic Language and Literacy Diagnostic (ALLD) this is to determine whether or not the incoming students are SIFE. The parents are also shown the NYC Department of Education's Parent Orientation Video and are given the opportunity to ask questions to an ESL pedagogue about the various programs. When finished, parents are given the Parent Option Letter; the letter is read and discussed and the parents are asked to indicate their program preferences and sign the letter. All information and documents are available in the native language. At this point, students are in an ELL program and will be administered the NYSESLAT in the spring. To determine NYSESLAT eligibility, we use a variety of reports, including the RLER and class lists from ATS. The NYSESLAT is administered by Mr. Kelly, Ms. Moreno, and Mr. Bit-Shamay, all certified ESL teachers. Attendance sheets are given to each teacher for each component of the exam to insure that all students are tested on all four parts. These results are then used to determine their levels of English for the following year; they are placed in the required classes according to New York State mandates. They are also offered additional support and extended time for class exams and New York State Regents Exams. Additionally to the formal meetings with parents we offer informal oral interviews when they come in for the intake interview. This informal interview is to determine how long student has been in an English speaking country, the grade the student has finished from his/her former school and other pertaining information that can help us to better assist the student and parents. This interview is done by pedagogues (an Assistant Principal, a certified ESL teacher), and with the parent coordinator to ensure that parents are provided with all resources that the family may need. We have parent orientations by grades, this is usually done at the end month of August and/or beginning of September where we invite parents and students by grade level and these orientation is done in English to the English speaking parents and students and in Spanish for the Spanish speaking parents. When we receive a parent that speaks another language other than English/Spanish we get material that has been translated by the Office of English Language Learners and give to them in their native language; such as the Home Language Survey, eligibility letters, letters of continuation, and etc. are given to the parents in their native language.

2. To insure that parents are fully aware of their program choices, they are shown the Parent Orientation Video and given an explanation of program choices; the certified ESL teacher and Coordinator Mr. Kelly and/or Ms. Moreno, and the Administrator supervising ESL, Mr. Henry hold meetings individually or in small groups and show the video and explain the programs available in the NYC DOE video. These videos are available in the native language. They are also (in their native language) given information as to what is required of the school if their program of choice is not currently available and what they can do to change schools if there is not a sufficient number of students to implement their program of choice at Bushwick Leaders' High School. Agendas, attendance and

copies of all letters given to parents are compiled in the ESL office and Assistant Principal office. Each time a new student comes in the Pupil Accounting Secretary informs the ESL coordinator, Mr. Kelly and the Assistant Principal supervisor of ESL department, immediately and they follow through the intake interview to ensure the above steps are followed.

3. At parent orientation, each parent is given the Entitlement Letter and the Program Selection Form, in their native language. After watching the parent orientation video, parents are given the opportunity to ask a pedagogue questions in English or their native language regarding the programs. Once all questions have been answered, the parent have the opportunity to make the selection for the Program. The Program Selection Forms after completed and signed by the parent, are kept on file at the school.

4. Once a student has been identified as an ELL student, he/she is immediately put into the class for the mandated number of minutes per week. In some instances, students are given more ESL services than mandated through push-in classes or extra ESL classes at the request of the parents. Each year, parents are sent home letters in English and their native languages to explain the options available to them. There is also ongoing communication by phone (in English and Spanish) and parents are asked to sign letters of continuation and send them back to the school with the students. Additionally, room 219 is now set up as an ESL parent center, where parents can come with concerns and questions, and meetings with school staff can be held.

5. As indicated by the parent survey and program selection forms, 100% of our students' parents have opted for ESL as their program of choice this year. Three (3) parents were given the survey and all of them requested ESL as their first choice for program placement.

6. We offer free-standing ESL services aligned with our parents' choices on the program selection forms.

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 checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										5	5	5	4	19
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	5	5	5	4	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	21
SIFE	34	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	35

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	32	11	1	28	14	5	34	7	14	94
Total	32	11	1	28	14	5	34	7	14	94

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	17	16	38	93
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	0	22	17	17	38	94								

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?

1a. Instruction is delivered primarily via the free-standing (pull-out) model. Students are scheduled as mandated by New York State for the appropriate number of classes per day.

1b. Students are grouped in heterogeneous groups by grade level and by ungraded, homogenous groups by proficiency level. This grouping allows teachers to concentrate on needs that are specific to a grade level (e.g. 10th grade Global Studies) and needs that are specific to a proficiency level (e.g. subject-verb agreement).

2. All of our ESL teachers are certified to teach ESL. Each teacher teaches a heterogeneous group or a homogenous, ungraded group. Our ESL department consists of 3 certified teachers; two teach 4 periods ESL per day and one teaches 2 periods ESL per day.

2a. Beginner students are given 705 minutes of ESL instruction per week, more than is mandated by New York State; intermediate students are given 470 minutes per week ESL instruction; advanced students are given 235 minutes of ESL instruction, as well as 235 minutes of ELA instruction. All ESL classes are taught by certified ESL teachers.

3. Content area instruction is delivered to ESL students in English with ESL supports. Last year, a group of teachers was trained in Sheltered Instruction Operational Protocol strategies via an online course. These strategies were then turn-keyed to the entire staff at professional development throughout the year. All teachers in the school are expected to use lesson plans that incorporate a content objective, a language objective, and other components of SIOP methodologies. Additionally, we hope to again use SIFE grant funds to have ESL teachers push in to content-area classes with heavy concentrations of ELLs.

4. Spanish-speaking students who are newly enrolled are given the LAB-R in Spanish by a pedagogue who is fluent in Spanish. Students who can read and write in Spanish are offered Native Language Arts classes, taught by a certified Spanish teacher who continuously

A. Programming and Scheduling Information

evaluates their native language using various assessments. There have not been any new students who do not speak Spanish to this point, but if the case should arise, we plan on evaluating their transcripts, administering the ALLD, and if possible, having someone give them an assessment in their native language.

5a. We have a large population (35 students) who are SIFE students at this school. To meet their needs, we offer after-school tutoring in the content-areas, 705 minutes of ESL instruction per week (beginning students), and adapted materials. Content-area teachers also meet regularly with ESL teachers to discuss strategies and activities that will enable SIFE students to be engaged in lessons and make progress, both in language and content. Additionally, we have again applied for our annual SIFE grant. This \$50,000 grant enables us to offer additional supports, buy materials in native language for content areas(e.g. visual learning materials for science), and offer more tutoring to the students, as well as use Achieve3000 (a web-based program) to assess and build on literacy.

5b. Newcomers are offered ESL for 705 minutes per week, with one class period per day focusing on Language Arts. Teachers use adapted texts and SIOP methodologies to ensure that students are gaining language skills and language arts skills simultaneously. Newcomers are also offered tutoring and given extra support in their content classes via SIOP strategies.

5c. ELLs receiving service for 4-6 years are given different options, depending on how their language skills have progressed. Students who have moved up to the advanced level are given 235 minutes of ESL, as well as 235 minutes of ELA per week. Students who have not progressed to the advanced level are given 470 or 705 minutes of ESL per week. They are also offered the same supports and tutoring as newcomers and SIFE students.

5d. Long-term ELLs are also given the number of minutes per week according to their proficiency levels. On top of this, they are once again included in our SIFE/LTELL grant, which enables us to offer extra supports, as well as the use of Achieve3000 to improve literacy. Additionally, the NYSESLAT modality report is used to determine strengths and weaknesses in English language so that teachers can plan accordingly to meet their language needs.

6. To better support ELLs and SWDs, there are a variety of materials available to aid in language development. Teachers are expected to use SIOP strategies in their classrooms, including, but not limited to visuals, PowerPoints, content/language objectives, supports in L1, multiple modalities, graphic organizers, and writing prompts. Additionally, there are adapted texts available and we hope to use SIFE grant money to buy additional adapted texts for Science and Social Studies.

7. As with all of our Special Education students, Special Education ELLs are given options that allow them the least restrictive environment. They are offered flexible scheduling and can be placed in general education classes in certain subject areas, as per their IEPs. They are given additional accommodations as per page 9 of IEPs, and if designated by the IEP, they are given paraprofessionals (bilingual). We have 5 bilingual paraprofessionals in the school; 4 of them are working with ESL/SPED students.

Courses Taught in Languages Other than English ⓘ

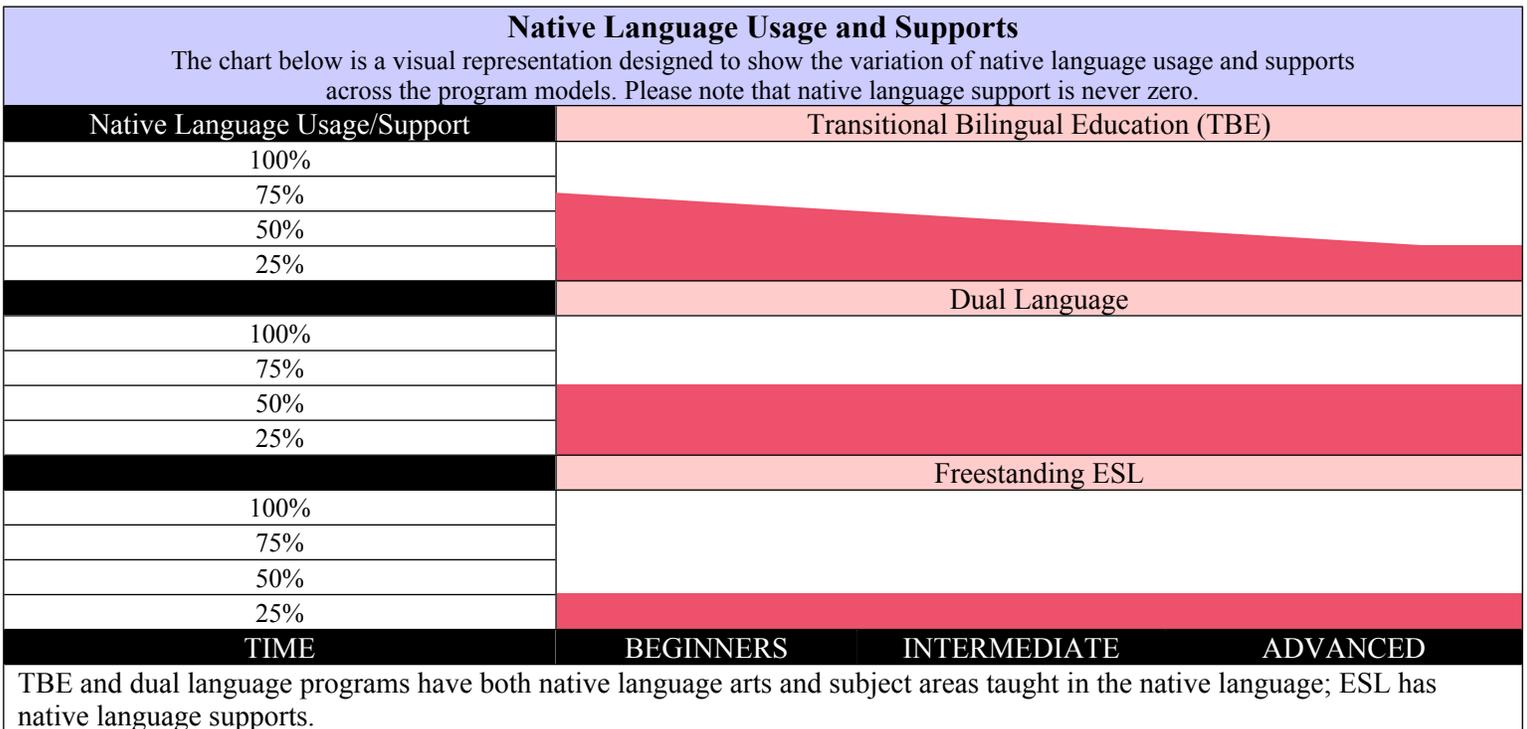
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.
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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. A variety of targeted intervention programs are used for ELLs in all content areas.

-Achieve3000 – literacy for SIFE and LTELLs

-After-school tutoring in Social Studies, Science, and Math (Spanish-speaking teachers present to assist content teachers)

-Visual Learning web-based program for Science (Spanish and English)

-Bilingual glossaries and dictionaries available in all subject areas

-PBIS – attendance – all levels

-Riverdeep – math – all levels

-Good Shepherd Services – After-school programs

9. ELLs who have reached proficiency on the NYSESLAT continue to receive support in our school. They are permitted to attend all after-school programs that other ESL students attend and they are given ELL accommodations on class exams, as well as New York State exams. This support continues for two full years after the student has reached proficiency on the NYSESLAT.

10. To improve on last year, we will continue to develop our teachers in SIOP methodology in their classrooms. School-wide, we have begun implementing these methods; we will continue to conduct professional development in SIOP to further strengthen teaching practices and better engage ELLs. Also, we will continue to use Achieve3000 to help our SIFE/LTELL students. We have set up training with a representative from the company so that our teachers can maximize the results of this program.

11. Due to the fact that teachers who have been trained in QTEL have changed schools or professions, we have changed our focus to SIOP methodologies for our professional development. We had planned to train our new teachers as well as to continue training those that have received training in SIOP methodology and other staff development that is deemed needed including and not limited to Differentiated instruction in all content area.

12. This will be our second year working with Good Shepherd Services. They work with students during lunch and after school, offering activities that give students something to do in the after-school hours. These activities include dance, sports, and arts. This program runs until 6pm on Monday-Thursday and until 4:30 on Friday. This allows ELLs the opportunity to go to tutoring or Achieve3000 and still be able to participate in Good Shepherd activities. Additionally, ELLs are permitted to play on school teams (e.g. basketball and volleyball) through our partnership with EBC Bushwick High School. Aside from extra-curricular programs, ELLs are offered access to counseling and outreach in both English and Spanish.

13. We are aware of the potential for technology to aid in language development and acquisition. Teachers are offered projectors so that they can use PowerPoint and other software to more easily incorporate visuals and other ELL-friendly components into their teaching. Additionally, we have a computer lab that is open after school for students to work on projects and/or essays. Achieve3000 is also available for student use to increase literacy across content areas.

14. In all content areas, there are measures taken to give native language support to ELLs. Though not all teachers speak other languages, bilingual glossaries are available in the subject areas, as well as bilingual dictionaries. Moreover, teachers meet with ESL teachers to find materials in the native language when possible. Flexible grouping is also used in the classes so that students can get clarification in L1 from other students in their groups.

15. All required services and resources correspond to ELLs ages and grade levels. How???

16. Newly enrolled ELLs are offered orientation based on their grade level. This is done within the month of August. Information is available in English and Spanish, as well as other languages when necessary and sessions are conducted in English and Spanish. The purpose of the orientation is to allow the student to gain familiarity with the school, teachers, and what will be expected of them socially and academically.

17. ELLs are offered native language arts classes, as well as AP Spanish Language and AP Spanish Literature to ensure that they are building on their skills in both languages.

B. Programming and Scheduling Information--Continued

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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. Our school has an active parent coordinator who assist the executive members of the PTA to hold monthly PTA meetings. ELL parent participation is high in these meetings and they are conducted in English and in Spanish. The PTA meeting have great participation of teachers as well. Additionally, we hold meet and greet nights by grade level and offer ESL classes for parents. We also hold one extra parent-teacher night per semester with translation services available for teachers to speak with parents of ELLs. The school invites bilingual staff members to translate to Spanish speaking parents during these conferences.

2. Through the SIFE grant, we have been offering parent ESL and computer classes. This will be our third year offering these classes and we will be expanding the program to include a weeknight class. Additionally, we seek out help from other agencies to help with issues, such as immigration and education. All of these services are available to parents, regardless of whether or not they speak English. The parent classes are taught by Mr. Kelly, who speaks Spanish and all outside agencies, if needed, are offered the help of a staff member to translate.

3. We evaluate the needs of the parents through feedback at PTA meetings and one-on-one conferences. We also use the school surveys to evaluate parents' needs. All correspondence is sent home in English and Spanish and the school phone messenger calls and speaks in the parents' preferred languages. Additionally, teachers are given the option of using a translation hotline during parent-teacher conferences.

4. Our parental involvement activities address the two most pressing needs indicated by parents: language and employment. We work with them to help them learn English and we teach them computer skills, such as Microsoft Office, resume-making, and other skills to help them find employment or better their employment situations. Meet and greet nights are done in English and Spanish; all teachers are given the option to use the translation hotline for parent-teacher conferences, and there are translators circulating the school during both parent-teacher night (paraprofessionals, school aids, etc.). Additionally, we hold an annual hispanic heritage celebration and put on a show for parents' and students' enjoyment.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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. In an effort to assist teachers, administrators, and support staff in addressing the needs of ELLs, the following professional development opportunities have been provided and will continue to be provided from September of 2011 through June of 2012. These are available to teachers, paraprofessionals, guidance counselors, and other school staff.

- Continue implementation of SIOP program, building on what we did last year
- Encourage staff to register for graduate courses in differentiated instruction and ESL methodology
- Continue to train teachers, administrators, and guidance counselors in technology and web-based programs for ELLs
- Continue to provide teachers, administrators, guidance counselors, psychologists, and other staff with professional literature to build awareness as to the needs of ELLs and best practices to address those needs.
- Continue to train teachers and administrators in Common Core Standards and how they apply to ELLs
- Continue to work with the NYC writing project
- Build a list of web resources for teachers of ELLs, guidance staff, and administrators

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- Build a list of web resources for teachers of ELLs, guidance staff, and administrators

2. Aside from being invited to student orientations, teachers have been trained in PBIS (Positive Behavior Intervention & Supports) so that they can work with their advisories to establish norms as to what is expected socially and academically in high school.

3. Throughout the year, the entire staff is trained in ELL strategies, as it is one of the central focuses of our school and our professional development programs. This is done in department meetings, grade-team meetings, after school, and on DOE-designated professional development days.

E. Parental Involvement

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										9	4	1	7	21
Intermediate(I)										10	8	15	18	51
Advanced (A)										2	5	1	12	20
Total	0	0	0	0	0	0	0	0	0	21	17	17	37	92

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	2	0	5
	I										7	2	7	15
	A										4	8	8	7
	P										11	4	3	11
READING/ WRITING	B										7	3	1	4
	I										10	7	15	17
	A										3	4	0	13
	P										5	2	2	4

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

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

1. To assess early literacy skills, we use Achieve3000, a web-based program with assessment built-in. Students are assessed after reading 40 articles to monitor progress in reading levels. Also, we regularly administer acuity exams to monitor student progress throughout the year. Teachers use data from acuity administrations to inform their instruction. Aside from English literacy skills, we use the Spanish LAB-R to evaluate all Spanish-speaking new admits in their native language literacy. 100 percent of new admits identified as eligible for the LAB-R have been administered the exam and placed appropriately. Also, 100 percent of new ELLs have been administered the LAB-R.

Additional Information

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

Paste additional information here

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	95	0	9	0
Integrated Algebra	64	31	6	3
Geometry	30	0	0	0
Algebra 2/Trigonometry	8	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	5	0	0	0
Earth Science	0	0	0	0
Living Environment	76	38	9	2
Physics	0	0	0	0
Global History and	87	32	0	2

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	53	16	4	2
Foreign Language	0	26	0	25
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

1. To assess early literacy skills, we use Achieve3000, a web-based program with assessment built-in. Students are assessed after reading 40 articles to monitor progress in reading levels. Also, we regularly administer acuity exams to monitor student progress throughout the year. Teachers use data from acuity administrations to inform their instruction. Aside from English literacy skills, we use the Spanish LAB-R to evaluate all Spanish-speaking new admits in their native language literacy. 100 percent of new admits identified as eligible for the LAB-R have been administered the exam and placed appropriately. Also, 100 percent of new ELLs have been administered the LAB-R in Spanish (they are all Spanish-speaking) and this has been used in conjunction with the ALLD and the informal interview to determine if the students are SIFE. At this point, none of the new ELLs admitted this year are SIFE students.

2. Across proficiency levels, data shows that students are the least proficient in the areas of reading and writing. As students progress from beginning to advanced, speaking and listening are the areas in which they are more proficient, while reading and writing consistently score lower.

3. These patterns affect instructional decisions in that we, as a school, are working to incorporate literacy into the content-area classes. Every teacher is expected to make language and literacy a priority in their classroom so that the content is accessible to the students and they are able gain academic language proficiency.

4a. Students in ESL classes demonstrate that they are more proficient in speaking and listening with each passing year while they show less growth in reading and writing. Students who are beginners test higher on Regents Exams if they take them in their native language while

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 32K556 **School Name:** Bushwick Leaders' High School

Cluster: 404 **Network:** Byam

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

Part A: Needs Assessment Findings

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

Home language survey and emergency blue cards are used to assess our school's written translation and oral interpretation needs. Parents of new students and entering 9th grade students are interviewed in their native language or through translation if the native language. All of our incoming students this year have indicated English or Spanish as their preferred language. This has been entered on the BIOS screen at admission and communication is done in the preferred language. The school as a whole consists of 54% Spanish, 45% English, and less than one percent of Bengali, Haitian Creole, and Wolof (1 student each). All of the parents of these students speak English fluently, as indicated in the parent interviews done at admission. However, correspondence with these parents is also available in their native languages.

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

All stakeholders of our school community are informed of our needs for translation or interpretation during interviews, meetings, parent-teacher conferences, PTA meetings, and other school activities. Additionally, school staff is made aware via e-mail and through announcements, of the phone number to call to have translation done during parent conferences. The vast majority of students and parents who need translation are Spanish-speaking. Translation is normally done in house by school aids, paraprofessionals, and other school staff. However, the translation phone number is available as well.

Part B: Strategies and Activities

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

- a. Written translation of all documents mailed or backpacked to the home.
- b. Written translation of all documents for admission
- c. Create school letters, forms, and documents that are in Spanish and are easily accessible to all school personnel.
- d. Assistant Principal and ESL coordinator will work with technology specialist to make sure translated documents are available on the school website.

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.

- a. Oral translation at all school-related functions and at open school through school aids, paraprofessionals, parent volunteers, and other school staff.
- b. Bilingual staff members present at PTA meetings and conferences for the purpose of translation.
- c. Auto-dialer is set up in English and Spanish; soon will be available in more languages.

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>.

- a. Information regarding parents in need of translation and oral interpretation assistance is maintained in ATS and on the student emergency cards.
- b. All monolingual (English-speaking) school staff are required to have a translator for interactions with parents whose dominant language is not English; this can be done in-house or via the translation phone number.
- c. Written translation for documents in mailed and/or backpacked home.
- d. Oral translation at all school-related functions and at Open School night and afternoon.

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: Bushwick Leaders' High School	DBN: 32K556
Cluster Leader: Byam	Network Leader: Byam
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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:

Part C: Professional Development

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

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

Begin description here:

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:

Part E: Budget

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

Allocation Amount: \$12012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$12012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> • Per session • Per diem 	<p>\$9163.00</p>	<p>45 teacher per session hours for Saturday Program/ 3 hrs per week x 15 weeks</p> <p>30 teacher per session hours for After School Program/2 hrs per week x 15 weeks</p> <p>Total Teacher Per Session:</p> <p>75 hours</p> <p>\$7761</p> <p>amount includes fringe benefits</p> <p>75 supervisor per session hours</p> <p>PD for Seven (7) teachers Per session 2 hours 2 weeks</p> <p>\$1402</p> <p>7 teachers that work directly or indirectly in the Title III program</p> <p>TOTAL: \$9,163</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>At no cost to Title III</p>	<p>Professional Development</p> <p>To pay Vendor- PEARSON Training for seven teachers SIOP –</p> <p>At no cost to Title III</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>\$2500</p>	<p>Binders, notebooks, construction paper, pens, loose leaf, folders, and certificates for students and parents and instructional supplies such as Pocket Spanish/English dictionaries</p> <p>Research articles: Supporting ESL students will be translated by a bilingual person at no cost to the</p>

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

Allocation Amount: \$12012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		program. Translated hand outs during workshop meetings .
Educational Software (Object Code 199)	Not applicable	
Travel	\$350	General supplies for professional development. We plan to purchase the following additional books for 2011 to 2012 school year new teachers (10 Books - 99 Ideas and Activities for teaching English Learners; and some money to reimburse teachers and staff from professional development activity.
Other		
TOTAL	\$12,012.00	\$12,012.00