



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BUSHWICK COMMUNITY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K564

PRINCIPAL: LLERMI GONZALEZ EMAIL: LGONZAL20@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

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
Llermi Gonzalez	*Principal or Designee	
Keri Watkins	*UFT Chapter Leader or Designee	
Marisol Bermudez	*PA/PTA President or Designated Co-President	
Alice Herdigein	DC 37 Representative, if applicable	
Desmond Fleming Sydney Rodriguez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Dapheney St. Fleur	CBO Representative, if applicable	
Donald Vanterpool	Member/	
Lervan Atticot	Member/	
Angela Valencia	Member/	
Gricell Lasalle-Hernandez	Member/	
Sophie Williams	Member/	
Ray Matthews	Member/	
Hilda Salazar	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

By June 2013, 66% of students taking the ELA Regents exam will score at level three or four.

This will be a 5% point increase from the 2011-2012 school year.

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 a transfer school, all of our students come to us after previously unsuccessful experiences at other high schools, and for the vast majority of them, those struggles can be linked to lagging literacy skills. Of the students currently enrolled at BCHS, 87% had 8th grade ELA scores at level 1 or 2. Of the 200 new students we enrolled this semester, only 28% have passed the ELA Regents exam despite having an average age of over 18 years old. Our students have a history of low performance on ELA exams, and if we are going to be able to get them back on track academically, it is vital that we address this key academic need.

Looking at our ELA Regents exam performance, the ELA department and administrators have identified the need to focus on the paragraph writing tasks. The item-analysis of the June 2012 ELA Regents results shows that only 53% of students were receiving a full score on at least one of the paragraph tasks. Additionally, 30% of students were scoring below a level 3 on the critical lens task which points to that as an additional area needing focus in ELA instruction.

The need for a school goal around literacy goes beyond the scope of ELA performance measures. The literacy skills of our students have proven to be a particularly high-leverage focus area our school across the board. Academic success and Regents exam performance hinge on students' abilities to read and write at increasing levels of complexity. Indeed, when disaggregating our Regents exam performance in all subject areas, student performance is significantly correlated to their 8th grade ELA scores. Literacy is a key issue for the success of our students, and especially with the increasing implementation of the Common Core State Standards, the need for us to focus on these skills will only gain in importance over time.

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) key personnel 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.

A. ELA Programming to meet the needs of students who need to pass the regents exam: Students entering BCHS take an Introductory Level course during their first semester. This is often in addition to BCHS seminar. Instruction in these courses is highly differentiated, aligned from course to course, and standards based. Students are also exposed to key elements of the ELA Regents exam including the two required paragraphs and the critical lens essay.

In their second semester, students are placed into their next class based on their progress and assessment results. The English Department discusses each student's progress to determine the most appropriate course. Typically, students who have done well are placed in the Regents Level courses. Students who failed to acquire the necessary skills are placed into an alternative Introductory Level class. This enables students to work on acquiring necessary skills, but exposes them to a new set of texts and a new teacher. English 5/6 is a double period course and offers focused preparation for the ELA Regents exam. It focuses heavily on critical reading of literature and essay writing. In these courses students take the predictive assessments several times per semester that use the ELA writing rubric to assess learning. The entire BCHS ELA course sequence includes the following courses:

1. BCHS Seminar: For all incoming students; re-engaging disengaged students who have been out of or disconnected from school before transferring to BCHS.
2. Empower 3000: For identified struggling BCHS readers.
3. English 1/2: Double period Integrated Collaborative Teaching reading and writing course (Teaching Basic Writing Skills Curriculum).
4. English 2: Single period, Introductory Level Reading and Writing Course.
5. English 3: First level reading and writing course (Introductory Level but leads into the Regents Level courses).
6. English 4: Intermediate Level Course with a focus on non-fiction.
7. English 5/6: Double period course focused on Regents preparation.
8. English 7: Post-regents, high interest course developed to increase student appreciation of speaking and listening.
9. English 8: CUNY Prep: Post-Regents/College Prep Course.

All of these courses are guided by the BCHS Alignment. The BCHS alignment was designed to guide students from beginning writing skills, to Regents skills to college readiness reading and writing skills. In the introductory courses, teachers and students focus on increasing student mastery of grammar, spelling, vocabulary, syntax, mechanics and usage. These introductory courses also teach students to develop writing voice and teach students to analyze, interpret evaluate and appreciate a wide range of texts. Once students exhibit mastery in these introductory level courses, they move on to Regents level courses, where students practice more sophisticated skills such as analyzing text according to literary terms, critical lens essay writing, comparative essays and note taking from oral presentations. College Prep Level courses offer the greatest variety for students. These courses focus on advanced skills, seminar style discussions, public speaking, defending and constructing arguments, deeper analysis of texts and research papers.

B. Common Core State Standards Aligned Assessments: In ELA classes, students complete formative assessments during the course of the semester that test their ability to define key vocabulary terms that are important to success on the ELA Regents exam (ex. literary elements, test instruction words, etc.) and their ability to correctly complete grammar tasks. In addition to using these tasks which are important steps necessary for scaffolding student learning up toward more complex Regents exam tasks, students also complete written tasks aligned to the paragraph writing and critical lens essay portions of the ELA Regents exam. These tasks are assessed with the ELA Regents exam rubric in order to provide a predictive measure and to provide students with specific feedback on areas needing improvement. Teachers are also developing 2 common-core aligned tasks that are more rigorous and focus on students defending their position using textual evidence. These tasks are used in conjunction with the regents tasks students have to complete to ensure that students practice regents-based tasks, and to

help students improve their writing by helping the reader understand their thought process through their writing. In addition, students are given a mock regents exam twice a year where item analyses of student results is conducted and tutoring/interventions are adapted to target students' areas of deficiency.

- C. Daily Department Meetings:** ELA teachers meet regularly to collaborate. Members of the department exchange and discuss lesson plans, share classroom management strategies, and have worked on developing a common grading policy. They have also focused on improving Regents scores, developing argumentative writing tasks in alignment with the Common Core, and completing inquiry work with struggling students. For Regents scores, the emphasis has been on the two paragraphs required by the exam. The department examines student work from ELA courses and establishes norms and procedures for instruction in these areas. With regard to argumentative writing, they've been giving assignments, grading them collectively, and developing a rubric to see used school-wide. They've also each selected at least 10 struggling students from their classes, looked closely at what they are able to achieve and what they are not able to achieve, and collaborated on strategies to help them move to the next level in terms of proficiency with writing. Much of these strategies are derived from the work of Judith Hochman, which ELA teachers were trained on in the summer of 2010. In addition, English teachers engage in error analysis of the January and June Regents exams to identify consistent areas of difficulty, gaps in the curriculum and ways to spiral content and skills. Departmental discussions of the error analysis from prior Regents exams inform instructional decisions for the following semesters.
- D. Reading Culturally Relevant/Responsive Material:** We have found that many of our students have been turned off from reading in the past when they were exposed to authors that have not engaged them. Often times, the curriculum of their former schools did not reflect their lives and culture. By focusing on works that they can relate to, we deepen their appreciation for literature by allowing them to find themselves in the story and the story in themselves. Practically, students like culturally relevant texts better. They see that reading as something that does indeed have to do with them. They see that good books are about the lives of African Americans and Latinos and it shows them they are important authors worth reading that come from their background. Studies have shown that when students are more interested in the books that they read, they are more likely to authentically engage with what they are reading. We are turning non-readers into avid readers with this strategy. In addition, the focus on relevant text has allowed students to remember the text read in class and be able to complete the critical lens essay so important in passing the regents. This has alleviated the struggle for students to remember short stories or pieces of literature that they could use in completing their regents essay.
- E. Empower 3000 Reading Program:** At BCHS we believe that improving literacy is a critical path to preparing students for college, career and the challenge of the Common Core. As such, this spring we will launch the Empower 3000 reading program, a research-based, on-line program that shows respect for the older struggling reader by presenting age-appropriate materials that engage them at all reading levels. By setting appropriate reading levels, differentiating non-fiction text based on each student's unique academic profile, and continually assessing and increasing the complexity of text, the program solutions steadily increase students' ability to read, comprehend, apply and communicate information derived from complex text—prerequisites for success in school and beyond graduation.

F. ELA Writing Rubric: ELA teachers and students use a common writing rubric. The use of a common and standardized rubric allows for students to develop writing skills from course to course with a deeper understanding of the criteria necessary for success on the Regents and in their writing overall. They can track and monitor their progress based on 5 components of writing. They are: Content, Organization, Development, Language Use and GPS (Grammar, Punctuation and Spelling). The rubric is a combination of the categories assessed by the Regents as well as the categories created by the department after the analysis of student work. The standardized rubric is used to assess student essays, formal writing assignments, the midterms, finals and predictive assessments. The ELA writing rubric is also used in non-ELA courses.

G. The BCHS Literacy Plan: The BCHS Literacy Plan was developed to identify the role of the non-English teacher when it comes to developing our students' ability to comprehend what they read and articulate their ideas through writing. The fundamental belief driving the plan is that all teachers must work to develop our students' literacy skills and reading and writing should be incorporated into all subject areas. When planning content instruction, teachers need to incorporate reading and writing skills into their lessons. The plan is as a guide for all teachers; providing them with guidelines and strategies to better support and incorporate high standards of literacy into their instruction. It describes ways to approach both reading and writing in the classroom. It is designed to help teachers emphasize these skills with their students. By implementing the specific instructional strategies outlined in the plan, our approach to literacy instruction will become more clear and consistent throughout the school. This consistency will improve our students' skills as readers and writers.

H. Direct Vocabulary Instruction: Teachers of all English courses implement direct vocabulary instruction in English courses. In this model, the teacher provides a description, explanation or example of the new term. Students then restate the explanation of the new term in their own words. They create a nonlinguistic representation of the term. Students periodically do activities that help them add to their knowledge of vocabulary terms. They use flash cards as a study tool. They are asked to discuss terms with one another and participate in games/activities that allow them to practice using the terms. They students see the words posted in the room and make use of the word wall to study vocabulary. Teachers will use incentives to encourage students to use the vocabulary terms.

I. Sustained Silent Reading: In BCHS seminar as well as in other ELA classes, students choose their own books to read. Teachers act as guides to help students select appropriately leveled books and encourage them to move on to more sophisticated and advanced books as they become ready. This fosters a school-wide culture of literacy. Students share their reviews of books.

J. ELA Tutoring: Students identified by teachers as needing specific assistance are assigned to come to our B-CATCH tutoring sessions on a

weekly basis. These sessions are part of the daily schedule on Wednesdays, and teachers are available to provide individualize support to students on writing assignments and skills in need of improvement. All BCHS ELA Teachers are compensated with per-session funds to work with students one-on- one or in small groups on ELA skills. Tutoring occurs after school. Per session is given when tutoring occurs outside of the mandated UFT contracted day.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Bushwick Community High School strives to:

- Foster a caring and effective partnership between parents and school staff to ensure that parents can effectively support and monitor their child’s progress
- Share information about school and parent related programs, meetings, and other activities in a format, and in languages that parents can understand;
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- Develop Café TLC- a 21st Century Literacy and Technology Center

The Literacy Center will be a hub of independent learning and exploration at BCHS and will drive the continued integration of technology and literacy in all of the academic courses offered to our students. The Literacy Center will support our students’ independent and collaborative learning, researching and thinking. The Literacy center will also serve as a base for parent learning, and will provide workshops, ESL, job-readiness, and GED programming. These supportive services will be offered after school, on Saturdays, and during the summer. This center will provide for an increased number of parents receiving support and educational programming.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
FSF is used to provide students with Achieve 3000 licenses. In addition, funding has been provided for ELA teachers to provide students with after-school tutoring and additional regents-based courses.

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.

By June 2013, 69% of students taking the Integrated Algebra Regents will score at level three or four..

This will be a 5% point increase from the 2011-2012 school year.

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.

Similar to the situation with ELA performance, our school was cited for math Regents performance as part of our identification as a FKAT school. Again, we must include the caveat about how the metric applied to our school in that process mathematically distorts our actual math performance, yet that is a problem being addressed in a separate realm.

Our students' math skills are certainly an important area of focus as we facilitate their academic transformation and progress toward graduation. Similar to ELA, our students come to us with a history of lagging math skills. On their 8th grade math exam, 82% of our currently enrolled students had a level 1 or 2 score. Also, of the 200 students entering our school this semester, only 34% of them have passed a math Regents exam despite having been in high school for multiple years prior to coming to BCHS. When looking at the data around math Regents performance at our school, we do have evidence that many things are working for us. On our NYC Progress Report, we scored a 64% passing percentage in math. This tells us that as part of our needs assessment, we need to improve the practices we have in place.

Our goal is to push our math performance ever higher though, and to do that we can narrow in on targeted strategies for improvement. Disaggregating the results from the Integrated Algebra Regents exam in the 2011/12 school shows certain trends that can guide our efforts. For instance, students below 90% attendance had an 80% pass rate while students above 90% attendance had an 88% pass rate. Also, special education students showed a slightly lower passing rate of 75% compared to 82% for students without an IEP. The math department also identified areas of focus based on item-analysis from the June 2012 Regents exam. There is evidence of students needing further review in the topic of set theory as well as further practice with problems that pose multiple tasks within the same question.

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) key personnel 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.

A. Aligned and Lengthened Math Curriculum: All BCHS math courses are aligned to the NY state standards and taught over three semesters as opposed to two semesters because at BCHS, most students come to our school below grade level in Mathematics. In fact, many of them have never passed a math class in their high school careers. The aligned and lengthened math curriculum allows for teachers to go deeper into the subject matter for greater student achievement and understanding. Students are administered an entrance exam/diagnostic to assess where each student is for greater differentiated instruction, to set goals and determine the next step for each student. Students who are identified as particularly low level are assigned to an intro level problem solving course that provides support and scaffolding around basic math skills.

During the course of the semester, students are assessed bi-weekly. Instruction is informed by the results of these assessments. An exit exam is administered to each student at the end of the semester to make sure that all learning goals were met and the student is ready for the next level of math. Instruction strategies include free response, the use of rubrics, require students to check ALL work and awarding partial credit for answers to encourage students to attempt all problems even if they are not sure how to answer. Students are also encouraged to earn a score of 75 or higher on the Math Regents in all math courses to avoid taking remedial exams once they enter college.

B. Daily Department Meetings: The Math Department meets during common planning time in order to support each other on curriculum and lesson development, review assessment data and develop strategies in response, and complete a process of inquiry work around analyzing work from a target group of students. This analysis informs the department's Regents preparation efforts, support of struggling students, and implementation of Common Core-aligned tasks. In Math classes, students complete periodic assessments at set points during the semester which are made to mirror the Integrated Algebra Regents exam. These assessments draw from prior Integrated Algebra multiple choice and free response questions and measure student progress on a body of topics which progresses along with the curriculum during the semester and eventually builds to a predictive exam that covers all topics of the Integrated Algebra curriculum. Students are administered the periodic assessments at the beginning, middle and end the semester in order to provide a baseline, interim progress data, and final predictive measure for teachers to use in making instructional decisions for individuals and the class. Teachers also analyze the results of the periodic assessments to identify skills with lagging student growth and Regents exam topics in need of further review before the exam. Based on results from formative assessments through the semester as well as planned time in the curriculum to strategically review related content from earlier, math teachers regularly "spiral" back to previous topics. Spiraling math curriculum allows for students to revisit previously taught, key content areas with increased sophistication as they progress through the curriculum. Through spiraling, students practice the basic formulas and operations that are often the foundation for more difficult problems and concepts. In addition, Math teachers engage in error analysis of the January and June Regents exam to identify consistent areas of difficulty, gaps in the curriculum and ways to spiral content and skills. Patterns and trends found in the error analysis of prior Regents results inform instructional decisions for the coming semester.

C. Curriculum Team Teaching in M2: BCHS has maintained Integrated Co-teaching in Math 2, which prepares students with Disabilities and mainstream students for the math regents. Students with IEPs and general education students benefit from working with two teachers. Our special education teacher has learned math curricula to the point where our students cannot identify which teacher is for academic support and which

teacher is their content area teacher. Both teachers instruct, support and work with each student. Math 2 is also offered a little later in the day to buffer student lateness.

- D. Math Tutoring:** Students identified by teachers as needing specific assistance are assigned to come to our B-CATCH tutoring sessions on a weekly basis. These sessions are part of the daily schedule on Wednesdays and teachers are available to provide individualize support to students. Additionally, teachers of mathematics will receive per session for tutoring after school through the SES program. Per session is also allotted for teachers to align curriculum, develop lesson plans, analyze data and develop strategies for benchmark progress. Students who have not met learning goals are targeted and identified for math tutoring.
- E. Graphing calculators:** TI-84 Graphing calculators- TI-84 graphing calculators are used to support the teaching of algebra. These calculators are used in the Integrated Algebra courses to assist students with speed, as students are able to graph, compute and create table values quickly. Without technology, it is significantly more difficult for students who have few skills and little understanding of fractions and integers to study algebra in a meaningful way. With the calculators they have the opportunity to study rich mathematics and to improve manipulative skills. Studies have shown that students scored significantly higher on a test on solving linear equations with the use of these calculators. The calculators may also have an impact on students' attitudes toward math problems. Graphing calculator technology is recommended by national standards in mathematics and will assist them in many of the problems in the regents that require a calculator or where students are able to use it to assist them in checking their solutions to math problems.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Bushwick Community High School strives to:

- Utilize Title 1 Parental Involvement funds to expand our Parent Resource center in order to create a lending library for parents.
- Conduct parent workshops with topics that may include: understanding educational accountability, grade-level curriculum and assessment expectations; and technology training to build parents' capacity to help their children at home.

BCHS will provide parents with class progress and mock regents item analyses for their child. Parents will also be provided with information on ways to support their child during the test preparation process (ex. sleep habits, study skills, test taking strategies). This may include workshops on study skills, test preparation, and presentations by community based organizations offering tutoring or supplemental education services. BCBS also pledges to provide materials (ex. calculators, Regents prep books, and tutoring services) to Title 1 and students in temporary housing, if they are unable to purchase them.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
FSF is used to provide funding for ELA teachers to provide students with after-school tutoring and additional regents-based courses.

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.

By June 2013, the 6-7 year graduation rate will increase by 5%. This will bring this graduation rate from 20.7% to 25.7%. This is based on the students in our progress report cohort, rather than those that are on track to graduation.

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.

Our number one goal for our students is for all of them to graduate with a high school diploma and advance to post-secondary success. In striving for that goal, there are several important considerations:

In order to avoid the distorting factors of cohorts based on 9th grade entry, our graduation goal is centered on the cohort of students identified as seniors based on their credits and Regents status at the beginning of the year. Our efforts to maximize the graduation rate of our seniors is informed by patterns and trends evident in our analyses of BCHS seniors and their outcomes. Attendance, as related to credit accumulation and Regents passing rates is an unsurprising factor in for those who graduate and who do not. BCHS students who graduated last year had an average attendance rate of 84% vs. 72% for students who did not graduate. Additionally, those who eventually graduated by June began the year having already passed 2.5 Regents exams on average, while those who did not began the year with close to 1 Regents exam passed on average. There is a similar trend when disaggregating for 8th grade ELA scores showing eventual graduates averaging a score of 2.8 and non-graduates averaging 2.1. These trends highlight the need for academic and specifically literacy support for our seniors in order to successfully facilitate their graduation, in addition to more focused attendance outreach.

Another thread of the BCHS senior experience which has proven to make a difference is our efforts around the college process. There is evidence, also supported by data beyond our school, that students having engaged in post-secondary planning and completed applications to colleges have higher rates of graduation. Among our graduates last year 98% had completed a college application. Additionally, seniors who are placed in leadership roles have a higher rate of success as demonstrated by the experience of our College Summit peer leaders last year, 75% of whom graduated by June. In order to improve our graduation rate, there is a need to increase student involvement in the college process and a need to teach them how to be autonomous and advocates for their future.

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) key personnel 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.

A. Senior Certification and Academic Counseling: Guidance Counselors at BCHS work with seniors on an individual basis to identify their specific academic needs, strategize for the completion of graduation requirements in the year, and to resolve any obstacles arising from any personal and/or academic issues. Guidance begins its work with seniors in September with the Senior Certification process where they analyze student transcripts to detail the exact credit and Regents exam needs of students. This is the basis of an individual meeting with each senior where students discuss and receive an explanation of their graduation requirements in writing. Seniors sign this letter to acknowledge their understanding of the requirements and their commitment to fulfilling them. Once certified as a student in the senior cohort, students are assigned a staff mentor whose responsibility is to check-in with students every day and to provide needed mentoring. Guidance follows up to review student progress toward the graduation needs outlined through the Senior Certification process at least four times per year, with students encountering more challenges receiving more frequent counseling. During counseling sessions with seniors, guidance counselors revisit the graduation needs of each student, review course credit and Regents data, provide information about summer and evening classes, give other updates on graduation status.

Current status overviews occur twice each semester at BCHS. On these days, seniors receive a breakdown of their transcript data as well as a goal sheet during their 4th period class. They review their transcript data in a guided lesson led by their teacher where they identify the number of credits they've earned and attempted, as well as their specific credit and Regents needs in each subject area. This is crucial at a transfer school, where sometimes students experience a "disconnect" in understanding earned and versus attempted credits, and are often unclear about their graduation timeframe. On this day, they are updated on their progress towards graduation, positive or negative. Current status overview day keeps students aware of and active participants in their progress towards graduation. The guided lesson around the data concludes with students setting specific goals related to their credit accumulation, attendance and Regents exam passing, as well as post-secondary goals. This way, they can articulate not only the long term goal (graduation), but the shorter goals necessary to reach that long term goal. In addition, we have several cohort meetings to target students in different cohorts so that we as a community plan expected student graduation dates based on their recent credit data and establish goals for students that are achievable and measurable. The goal is to keep graduation in mind as soon as students enter the school and begin a process where students can self-monitor their progress towards graduation.

B. Structured College Process through Partnerships: Central to our mission at BCHS is the conviction that college is an expectation and should be encouraged for *all* of our students. All members of BCHS staff are involved in the process of post-secondary planning and underscoring its importance for our students through their class activities and assignments. Teachers are expected to ask students to produce college level work. To bring a strong and structured focus to this process, BCHS has partnered with College Summit. College Summit is a national nonprofit organization that works with schools and districts to strengthen college-going culture and increase college enrollment rates, so that all students graduate career and college-ready. College Summit is a systematic approach to facilitating all students' progress through the college process. All seniors at BCHS will take part in this approach through a College Summit course taught by college advisors specially trained in the program where they are exposed to all aspects of college life, from living on campus, to academic expectations, to the variety of social pressures (both positive and negative) faced by college students. Students in the class also utilize an online program that facilitates and tracks their completion of the multiple steps in the college process. The goals are to keep seniors on-track during the deadline-driven senior year, provide lesson and experiences that bring light to the college process and have every student college bound and ready for the transition

that occurs right after they graduate. The strategy underlying the program is to use the college process as a motivator for students to graduate. A key aspect of our college-going culture is peer leadership. In the summer, College Summit trains student leaders to help build a student-led college-going culture at BCHS. Our college advisor staff selects 20% of the rising senior class to attend a four-day workshop on a nearby college campus. At this workshop, students get a head start on college applications by learning how to effectively write a personal statement, meet one-on-one with a college advisor, learn the basics of financial aid and gain concrete skills in self-advocacy. Armed with real experience, these students then return to BCHS and spread their knowledge and excitement to their peers. Once trained in leadership and facilitation skills, peer leaders help to implement the College Summit curriculum by facilitating small groups, serving as mentors or coaches for other students, and planning events at BCHS. Peer Leaders are selected to move the process along, because it is College Summit's and BCHS's belief that the most convincing voice for our young people are the voices of other young people. Peer leaders are not necessarily the most academically successful student showing that college really can be for a full range of students. They have an impact on improving our graduation rate by leading workshops for students on the college process, voicing student concerns, and leading credit checks and mentoring sessions for students in the same cohort.

Additionally in this school year, BCHS is partnering with the CUNY At Home in College program which provides additional supports around ensuring that seniors will proceed smoothly into a successful college experience. This program provides specific guidance on completing the CUNY application, which is historically the top college destination of our graduates. As part of this process, the program provides application fee waivers for 50 of our seniors, which eliminates a tough obstacle for many of our students in completing the process. CUNY At Home in College also provides funding and support for seniors to complete college visits where they can get a motivating and informative experience on a college campus. Additionally, teachers will receive professional development and curricular support from CUNY At Home in College to provide instruction at BCHS that will prepare students specifically for the CUNY placement exams. Passing these exams means students will not need to take remedial courses, which research shows puts them on track for greater college success.

C. Learning to Work at BCHS: The BCHS Learning to Work (LTW) department is funded by our partner St. Nicholas, a community-based organization. As students at BCHS are considerably older than the average high school graduate, BCHS, through LTW, seeks to provide our students with work experiences that respect three main factors; their older age, their desire to work and academic schedule. Through LTW, students at BCHS do not have to choose between work and finishing high school. The BCHS LTW department is housed within BCHS and is a completely integrated part of the BCHS school community. LTW staff work side-by-side with BCHS DOE employees daily and support a variety of initiatives here at BCHS. They are an integral part of our senior and college process in many ways. First and foremost, they provide our seniors with internships in real-world job sites, showing them the skills and competencies necessary to succeed after graduation in the academic and career world. Giving seniors experiences that extend beyond their last year in high school is crucial in getting them to see and conceive of themselves as high school graduates. As a department, they are focused on providing educational reinforcement, college and career assistance, especially for our seniors. LTW staff are integral to the college process by helping to facilitate the College Summit curriculum and leading college visits for seniors. The LTW program is also designed to provide students with an environment that empowers them to develop strengths and skills, explore opportunities, and grow as lifelong learners. Through LTW, BCHS seniors build positive work habits, increase knowledge of specific career fields,

gain leadership experience, skills development; and yield a portfolio of work readiness with milestones such as mock interviews, cover letters, resumes, and thank you letters.

D. Senior Attendance Incentives: BCHS offer incentives for seniors to stay on track with attendance and credit accumulation goals and milestones. Senior incentives include College Kick Off parties, prom, senior trips, and award ceremony and equipment/supplies for graduation. These events are planned and promoted in advance to build motivation, solidify the identity of the senior cohort and celebrate their achievement through the year.

E. Ilearn: This year we are going to provide students with the opportunity to earn credits at a faster rate by offering credits in a blended learning environment. Students will have the opportunity to take courses during the day and after-school that are not offered under our regular day schedule, but that they need to graduate. These courses will be provided by a teacher-facilitator that is paired with a teacher of record to provide students with the support to complete online learning courses. Students will have more access to courses they need to graduate during the day and during our P.M. and Saturday after-school programs. The courses are based on a mastery level, rather than seat time. As a result, students will be able to complete courses at their own rate, with the direction and support of two teachers who will provide students with the support they need to master course content.

F. Creating Additional Credit Earning Opportunities: Beyond the regular school day, BCHS will develop and provide opportunities for students to earn credits through additional programs during the 2012/2013 school year. Through the Fall 2012 semester, BCHS teachers are paid per session to offer Saturday school opportunities to students for earning Physical Education credits. Starting in the Spring of 2013 we will continue to offer Saturday School and reinstate our PM School offerings through per session paid to teachers and partnerships with organizations that offer after school courses. Also in the Spring, we will build off of preliminary work done by a committee of teachers last year to explore non-traditional credit earning opportunities. Targeted groups of students will be evaluated in terms of areas where they are lagging in credits and units where they did not demonstrate proficiency in courses they have previously failed. Students will be scheduled to take online courses through ILearn during the day, during P.M. School and Saturdays. This platform will give students access to all the courses they need and they will be assigned to take courses based on the recommendation of the cohort staff that the student belongs to. Additionally, throughout the Spring 2013 semester, we will work closely with our current CBO partner, St. Nicholas Alliance, to develop sites where students can complete service learning for credit opportunities. This work will be supported by a credit accumulation team of teachers and guidance counselors who will keep track of the targeted groups of students, the development of instructional materials and resources for the ILearn program, and ensuring the alignment of online courses with Common core standards. In addition, the school has purchased an online assessment program, Castle Learning, which will serve as the platform for some of the assessments in the credit earning programs and the school has budgeted for new computer resources and software as the programs ramp up.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Bushwick Community High School strives to:

- Provide assistance to parents in understanding graduation requirements and programs that support their child in graduating. Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title 1 Parent Involvement Policy and School-Parent Compact;
- Communicate with parents about course expectations and how they relate to rigorous academic standards.
- 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 ongoing credit checks and status updates to parents requesting information about their child's credit accumulation and pending graduation date;
- Provide parents with information about career and technical program options and their alignment with professional and industry standards for students seeking alternative post-secondary pathways;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Ilearn licenses were purchases using FSF. We are coordinating professional development activities and after-school programs, including our college summit program using FSF.

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.

Taking all the students actively enrolled in the school on Jan. 8, 2013 (314 students), their overall course passing rate for 2011/12 was 48.8%. By the end of the 2012/13 school year, the course pass rate for these students will have increased by at least 10% over their course passing rate in the 2011/12 school year (From 48.8% to 58.8%).

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.

While graduation is the ultimate goal for our students, credit accumulation is the most important means to that end. Our students arrive to us with an unsuccessful high school history, but can transform and achieve academic success when they get back on track with passing classes. Earning credits and maintaining a steady rate of credit accumulation builds the momentum that our students need to maintain their enrollment and persevere in the efforts necessary to complete their diploma requirements.

Credit accumulation problems underlie the vast majority of our students' prior academic struggles. Analyzing student data over the past 3 years from the time of their admission to our school, students enter our school at an average age of 18.1 years old and 15.5 credits earned, which is only the equivalent of early sophomore year. Their overall course passing rate stands at 36% at their prior high schools, with their last two years before coming to BCHS only passing 26% of their courses taken. Our students have a history of failing classes and not accumulating credits, and confronting that academic past is a very important need for us to address.

Additionally, continuing into a student's time at our school, we consistently find evidence of credit accumulation being a decisive factor in students' success. Our highest rates of students with a negative discharge come with students who entered our school with less than 11 credits. Looking to graduation rates, the pattern around prior credits is stark as students entering our school with 20 credits or less graduate at a 20% rate and students entering our school with more than 20 credits graduate at a 63% rate. Surveys and exit interviews with students point clearly to the feeling of "hopelessness" students feel when faced with the prospect of spending multiple years in school to finish their credit requirements. Students who overcome that statistical trend though do so by achieving a higher rate of credit accumulation, which is a result of increased teacher scholarship, which builds momentum and reduces the "hopelessness" factor.

On the NYC Progress Report, our measures around credit accumulation linger in the 35-45% range compared to our peer schools, with our lowest rates coming in the category of students with 0-11 credits and rising through the other credit categories. These results highlight the importance of this as an area of focus and echo the need to focus credit accumulation efforts on students entering our school with lower amounts of credits. Other trends that inform our efforts in this area are the fact that credit accumulation rates are tightly correlated with attendance rates at our school. In the 2011/12 school year, students who had less than 80% attendance earned an average of 5.6 credits while students with 80% attendance and above earned an average of 11.5 credits.

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) key personnel 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.

A. Focus on Struggling Students: BCHS has put into place several strategies to identify and address our students who struggle in various steps on their way to earning credits and graduating. As a part of our school-wide focus on inquiry, departments have each chosen students who need additional help with their reading and writing, and teachers are analyzing their work and progress. This analysis is then the basis of instructional strategies to respond to their particular areas of struggle and to help students develop stronger literacy skills. Recognizing the strong connection between attendance and credit accumulation, we have implemented a streamlined approach to monitor and track our student's attendance with the ability to intervene before attendance becomes a serious problem. The BCHS attendance team is made up of staff members who each have a caseload of students to track daily attendance. Members of the group make phone calls and have meetings with students who are absent and the group meets weekly to discuss patterns, plan school wide attendance improvement programs and to share best practices.

We have also created a focus group of students who had particularly low attendance in the prior school year as well as a history of low credit accumulation. This aligns with the group of students who have historically had the lowest academic outcomes at our school, but our targeted interventions with the group are designed to reverse that trend. One BCHS staff member is assigned the task of calling each student in the morning, tracking their attendance during the day, calling and meeting with absent students individually, and working through a monthly process of goal-setting and feedback based on each student's attendance data. Finally, based on our end of term scholarship report and report card data, we have identified students who have failed 3 or more classes. The Guidance and Social Work departments formally meet with individuals on the list to support them in improving their course passing rate.

B. Consistent Feedback on Progress: In order to facilitate greater student success in all their courses, BCHS has taken steps to increase the consistency of how students receive feedback on their progress across their courses. Using Skedula as a tool, we have set a uniform set of grading categories and departments have worked during common planning time to establish a standard grading policy for all their courses. This is communicated to students and forms the basis for feedback so that students have a clear, consistent understanding of what is expected of them. This work will continue toward creating uniform rubrics that will further increase the coherence of feedback that students receive on their academic work and progress. All teachers enter their grades in the on-line Skedula grade book which is centrally configured to reflect the uniform grading policies established by departments. Then BCHS students are able to use the PupilPath program to access a clear, consistent report on their progress in all courses, which is derived from the Skedula data. In the Spring semester, we will implement a system of guided student reflection on their progress to hold them accountable to checking their progress and to facilitate the use of these resources to promote success in their all their classes.

C. Bi-Monthly Progress Reports: We are instituting the practice of giving students Skedula printed report cards every two weeks. This encourages teachers to upgrade their online grade book on a regular basis and allows administrators and departments to look at department

wide and teacher specific class data. This information is used to lead professional discussions that look at student work, analyze instructional practices, and revise assessments and curricula. In addition, the progress reports are used to provide students with regular, timely feedback and an opportunity to improve their class grade during the day, afterschool, and/or on during Saturday Academy.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Bushwick Community High School strives to:

- Staff members will conduct professional development on Skedula (or ARIS) to parents so that parents will better understand the progress of students. Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title 1 Parent Involvement Policy and School-Parent Compact;

- Encourage more parents to become trained school volunteers;

Continue to distribute a monthly parent newsletter designed to keep parents informed about the school's activities and student progress.

Engage parents to take an active role in helping the students increase their passing rate by having parents conference with students, guidance, and teachers, and help them create an action plan to improve their child's academic outcomes.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). FSF is used to provide students with ILearn, Castle Learning, and Achieve 3000 licenses. In addition, funding has been provided for teachers and the parent coordinator to lead after-school programs that are essential for student credit accumulation and parent enrichment.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Judith Hochman Teaching Basic Writing skills strategies in Writing Studio Courses • One-on-one tutoring during the day • BCHS literacy plan strategies in all content areas • After school tutoring • Collaborative Team Teaching in ELA • Academic support classes during the day • Castle Learning online assessment and student-directed Regents practice • BCHS PM school • CUNY Prep course prepares students for college level courses • We have incorporated a digital curriculum 	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.

	<p>through Connected Foundations (Dig It)</p> <ul style="list-style-type: none"> • We are developing common core assessments/tasks to increase rigor in the curricula • Development and introduction of a blended learning instructional program • We will be forming inquiry teams to improve paragraph writing. • We have purchased the Empower 3000 literary program 		
Mathematics	<ul style="list-style-type: none"> • Foundational math course provided during the day • Goemeter sketchpad during class time • After school tutoring • Tutoring before and during the school day • Collaborative team teaching in Integrated Algebra 2 • Castle Learning online assessment and student-directed Regents practice • BCHS PM school • Academic support classes during the day 	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.

	<ul style="list-style-type: none"> • Regents prep courses provided during the day as electives for all • Collaborative team teaching in Math • Regents prep courses provided during the day as electives for all • Collaborative team teaching in Math 		
Science	<ul style="list-style-type: none"> • Tier II and III vocabulary instruction • Tutoring before, during and after the school day • BCHS literacy plan strategies in all content areas • Performance task assessments focusing on key skills • Castle Learning online assessment and student-directed Regents practice • BCHS PM school 	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.
Social Studies	<ul style="list-style-type: none"> • Tutoring before and during the school day • Tutoring before and during the school day • BCHS literacy plan strategies in all content areas • Performance task 	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.

	<p>assessments focusing on key skills</p> <ul style="list-style-type: none"> • Castle Learning online assessment and student-directed Regents practice • BCHS PM school • Use of Examgen Wizard to build and customize assessments for individual students • Use of Smartboard clickers to collect classroom data (Senteo) • Freshprep-Urban Arts curriculum for Regents preparation • Tier II vocabulary instruction • Each student to receive regents review books to use in school and at home 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • All cognitive testing for students with IEPs • Schedules all triennials for students with IEPs. Organizes the meeting of general education teachers, special education teachers, students and parents . • Affective evaluation for students with IEPs 	<p>All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.</p>	<p>All services are provided during the day, unless indicated by the activity description.</p>

	<ul style="list-style-type: none"> • write goals and makes recommendations for students with IEPs 		
	<ul style="list-style-type: none"> • We have two social workers who tackle issues such as childcare, court cases, health and housing that may prevent a student from coming to school and being academically successful. We have onsite HIV testing, blood drives and a representative from the Department of Health here every Wednesday to talk to students about sexual health. For our parents we offer workshops on sending their child to college, paying for college, computer literacy and job hunting. For our students who are parenting (and for students who are engaging in behavior that will make them parents) we have purchased Reality Works. The Reality Works system 		

	<p>provides life-like babies for students to carry and take care of to simulate realities and stresses of parenting.</p> <ul style="list-style-type: none"> • Parenting group weekly counseling for at least 30 students • Referrals to outside services for 10 students per month 		
	<ul style="list-style-type: none"> • HIV Testing • STD Testing • Pregnancy testing • Medical referrals for: <ul style="list-style-type: none"> Options Counseling, Health Insurance Processing, Dental/Vision, Psychiatric, Mental health Services, Asthma, Pediatric referrals, etc. • WIC • Day Care 		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

We provide all of our teaching staff with professional development and support centered around the Danielson Model of instruction. Staff receive consistent feedback on their progress and additional PD opportunities to enrich different components of the teaching rubric. We provide all teachers with the support they need, whether its instructional or organizational, to support their teaching practice.

We have a hiring committee that puts new teachers through a rigorous hiring process that includes group interviews and modeling lessons. Students and staff are involved in the hiring of new staff. In addition, all new teachers have to attend professional development in various areas that are required in order to help our students progress in our school environment.

In order to ensure we have HQT we will assist any teachers who are working outside of their license to obtain appropriate credentials through coursework. We will also utilize our network as a resource for offering support along with our individualized PD plan to assist all teachers in acquiring the necessary pedagogical skills needed to be considered HQT.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Debra Maldonado Alexis Penzell	District 32	Borough Brooklyn	School Number 564
School Name Bushwick Community High School			

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

Principal Angelo Marra	Assistant Principal Maximo Catala
Coach Keri Watkins	Coach N/A
ESL Teacher Rachel Mattison	Guidance Counselor Millie Lopez-Martir
Teacher/Subject Area Melissa Oliver/English	Parent Joey Torres
Teacher/Subject Area N/A	Parent Coordinator Magaly Vasconez
Related Service Provider N/A	Other N/A
Network Leader Alexis Penzell	Other N/A

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	382	Total Number of ELLs	18	ELLs as share of total student population (%)	4.71%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

This is the 8th year of Bushwick Community High School (BCHS). BCHS is a transfer high school and serves a population of “over-age/under-credit” 17-21 year olds, many who have a previous history of dropping out and/or academic failure or attendance concerns. We have a total number of 18 ELL students, comprising 3% of the student population. All of these students enter BCHS as tenth graders, and all students fall into the Spanish language group, with the exception of one, who speaks French.

As in previous years, parents and students continue to indicate a desire to have access to the best support possible for our ELL population. Parents and students express their desire for the continued, additional supports necessary to earn the required credits and pass the Regents exams in order to obtain a high school diploma before our ELLs “age out” or are no longer eligible for a diploma within the system. BCHS has no SIFE or first time entering the country students due to our transfer school status. BCHS has 1 ELL student who also has an IEP. He receives those services as well. The BCHS 2010 RLAT report indicates that of our ELL students, eight (8) took all sections of the NYSESLAT in May 2011. Five students scored at the intermediate (I) level, and two students scored at the advanced (A) level. As a whole, students scored higher on the speaking and listening sections of the exam, and lower on the reading and writing sections. This is typical of all students entering BCHS. Reading and writing are the areas that students tend to struggle with the most and typically enter our school at Level 1.

For this reason, emphasis is being placed on reading and writing instruction, in particular while efforts are being made to maintain and enhance the speaking and listening skills of our ELLs. Support is being provided in both classroom instruction and in individual tutoring for students. In addition, all teachers are receiving ongoing professional development to improve their skills and strategies for teaching ELL students. This year there has been a focused emphasis on informational text and argumentative writing.

At BCHS, most of our students are 18 years of age or older. Parents/students are given the parent program choice through the survey for program selection. We make every attempt to notify the parents of our ELL students, but when these attempts fail we consult with the student if he/or she is over 18 years of age. We explain the importance of the ESL program and discuss the option of the three program choices, making it clear that if we do not have the program they seek they are eligible for programs such as dual language or transitional ESL at another school. All of our students/parents have chosen ESL at BCHS through the appropriate process. For the most part, they have chosen our program because they have become familiar with the supports available at BCHS to earn the credits and pass the Regents exams in order to obtain a high school diploma before they are no longer eligible for a diploma within the system.

To ensure that parents and students are aware of their options, we mail letters home in both English and the home language (Spanish/French). We mail the letters at least two additional times if there is no response. Our Parent Coordinator also makes an attempt to reach the parents of our ELL students. We give the student the letter to take home for parents to review. Once the letter is signed we place it on file in our Part 154 Binder. The ESL program offered at our school is aligned with parent requests.

Overall, many students are either just passing the content Regents exams or failing them. Some are falling just short of passing. For this

reason steps are being taken to give our students extra support in the content areas. These supports include:

- preparation for math exams;
- additional support in classes via the literacy coach;
- ICT Math for all Special Ed/ELL students
- Saturday Classes and/or PM School for additional credit accumulation
- one-on-one academic push-in support;
- daily after-school tutoring;
- additional support given to ELLs in Science, Social Studies and English through the Academic Intervention Team.

Advance Level students are scheduled for ESL classes on a daily basis as per Part 154 schedule (One Unit of time); while the same principle applies to Intermediate Level students (two Units of time per day as per Part 154 schedule). While this “pull out” model is preferred, the program caters for a “push in” component as well. Typically, this is determined collaboratively with the two teachers of ESL, the Assistant Principal, and the specific content area teacher whose opinion it is that an ELL student may benefit more from “push in” support. In either case, our ESL program emphasizes and provides instruction in English using ESL strategies and methodology. In addition, each content area teacher is made aware—through professional development and ongoing collaboration with the ESL teacher--of ESL students in their classes and the needs of these students. Also arising out of these collaborative sessions, teachers are provided with instructional strategies and suggestions necessary to support English Language Learners. For example, content area teachers ensure testing accommodation for our ELLs and students with IEPs.

ELLs are identified at intake by reviewing transcripts, checking CAP, and during the student interview. Every student at BCHS is interviewed during the intake process to ensure proper placement in the delivery of necessary services. This work is collaborative and conducted by the Principal, Assistant Principal, Lead Teacher, UFT Coordinator, and an academic support teacher. As a team, we also look at the NYSESLAT results to determine student placement and needs. At intake our students also take the Scantron performance series assessment to determine literacy and numeracy levels. Our ELLs are priority in terms of programming and class placement. At student intake, all parents are required to come up for parent orientation. During the parent orientation, parents fill out the forms with the assistance of BCHS bilingual staff. Parents are made aware of our free standing program at intake.

On a school-wide level, the classroom environment supports our ESL students. BCHS employs a personalized model of support to students whereby every student receives attendance outreach, disciplinary or counseling sessions as needed with Deans, parents, administrators and/or Guidance and Social Work staff. Interventions and strategies school-wide or in the classroom include but are not limited to:

- the workshop model/planned-focused instructional support;
- extra time provided for both work and review (for both students with IEPs and ELLs);
- mandated and non-mandated counseling (academic, social/emotional, college and career)
- utilizing instructional strategies and methods other than lectures to incorporate visuals, demonstrations, and modeling/differentiated;
- additional time and opportunities provided for students to utilize learning methods that will aid in better comprehension of the materials (questioning, summarizing, clarifying) extra support from the teacher;
- the use of word walls/ vocabulary reinforcement strategies;
- rubrics/varied and self-directed formal and informal on-going assessment;
- providing a print-rich environment/media rich and technology rich environment that aids in the understanding of the content;
- a clear and culturally relevant curriculum that is connected to real-life situations;
- infusion of higher-order thinking questions, critical, analytical and independent thinking is encouraged and supported.

Some of our ELL students fail in school for a variety of reasons. We feel strongly that the majority of our low passing rate with our ELL students is directly linked to student attendance. But we have not stopped the inquiry at the issue of attendance. We have been collecting the data on whether or not their academic difficulties can be directly attributed to unintended and rooted deficiencies our learning environment, which is symptomatic in many schools. We realize that unless these students receive appropriate intervention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time. Improving the academic performance of students who are from non-English backgrounds (particularly Spanish in our setting) requires a focus on the prevention of failure and on early intervention for our apparently struggling English Language Learners. We are determined to develop an educational environment that is conducive to their academic success. We are developing the use of instructional strategies known to

be effective with these students. We are dedicated to this end because ultimately such an environment would not only be a benefit to our ELL students, but our entire student population.

This year we have employed our most aggressive attendance improvement strategies to date. Every student who is absent receives a daily phone call home from a BCHS staff member. Our Learning-to-Work Grant in partnership with the Office of Multiple Pathways to Graduation and St. Nicholas Neighborhood Preservation Corp provides paid internship placement and college and career exploration to all students. College Summit Program and all juniors and seniors participate in this extensive college process. From the multitude of research available to us at Bushwick Community High School, we are coming to the understanding that:

- Teachers must share a common philosophy and knowledge base relative to the effective education of students learning English
- We must celebrate and recognize of the importance of the students' native language (We have already developed this understanding with our focus on the uplifting of home culture)
- Parents of students learning English must be viewed as capable advocates for their children and as valuable resources in school improvement efforts collaborative school and community relationships. By being involved with the families and communities of English learners, educators come to a broader understanding of the personal needs our students.
- Students must have access to high-quality instruction designed to help them meet high expectations. Teachers should employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts. Students learning English must have opportunities to learn advanced skills in comprehension, reasoning, and composition and have access to curricula and instruction that integrate basic skill development with higher order thinking and problem solving

We also recognize that the two other areas in which our ELLs need help with, are reading and writing. Our ESL teacher has been trained through the Teaching Basic Writing Skills curriculum of Judith Hochman. The curriculum focuses on sentence structure, paragraph development, outlining and essay writing. We will focus on the following standards for our students:

- Applying self-monitoring and self-correcting strategies for language production. Using the process of prewriting, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts. Conveying information and ideas through spoken and written language, using conventions and features of
- American English by addressing appropriate grammar, vocabulary, pronunciation, and intonation. As well as written language features which include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, and paragraphing. We will engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, research groups, and interest groups. We will consult print and non-print resources (e.g., audio/visual media, family) in the native language when needed.

The ESL Program offered at our school is aligned with parent requests.

Description of Strategies Used in Mathematics and Science

- Reinforcing math skills through games
- Ecological approach/generating data from real life experiences to use in class
- Problem solving instruction and task analysis strategies
- Use of native language support
- Teacher "think-alouds"
- Graphic organizers such as semantic mapping, Venn diagramming and concept mapping in word problems
- Explicit vocabulary building and random, recurrent assessments
- Adjusted speech
- Daily re-looping of previously learned material
- A response journal
- Pre-teaching vocabulary
- Summarizing what was learned at end of each lesson (e.g., a journal summary)
- Using pre-reading strategies in content areas
- Teaching Greek and Latin prefixes and suffixes
- Using response cards during instruction to answer teacher questions
- Specific informal assessments based on curriculum (Curriculum-Based Probe)
- Using pictures to demonstrate steps
- Use of technology and Media (Ipods, Video Cameras and film-making equipment/software, TI 84 Graphing Calculators, Smartboards with Senteo Handheld Interactives)

- Use of simplified texts

Description of Strategies Used in English and Social Studies

- Create a Welcoming Language-Rich Environment with Opportunities for Immediate Success
 - Labeling classrooms
 - Showing respect for the cultures of our ELL students by introducing their home countries and cultures to the class as a whole.
- If possible, learning Spanish, our students' native language
 - Praise ELL students for what they can do. Creating frequent opportunities for success even if it is simple task
 - Speaking slowly and clearly in simple sentences at first, but never distort language.
- Building on ELL Students' Prior Knowledge and Teaching Essential Vocabulary
 - Use organizational activities such as semantic mapping, KWL, timelines, and other strategies to determine where the students stand in relation to the content of the upcoming lesson.
 - Whenever possible provide ELL students with a list of essential vocabulary a day or two before the introduction of a new lesson so that the students can use a simplified English or bilingual dictionary to learn the meanings and familiarize themselves with the words. This approach also helps students identify prior knowledge about the topic from their native languages.
 - Use oral pre-reading activities and allow time for discussion and questioning before assigning academic reading assignments to ensure that ELL students have the background information and linguistic skills necessary to accomplish the assignment.
- Explain cultural assumptions and use culturally relevant material whenever possible.
 - Textual information often relies on cultural assumptions and information that ELL students will most likely not have. It is necessary to provide and interpret explanations wherever needed.
 - Personalized and culturally relevant examples should be included where appropriate.
 - When teaching a unit on the American Civil War, for example, start the class by looking at the concept of conflict in general and have ELL students give examples from their own backgrounds or countries.
- Use a variety of visual aides and teach to all learning styles.
 - ESL students benefit greatly from visual clues to help them get meaning from "context reduced" material.
 - Visual clues may include facial expressions, gestures, pictures, charts, graphs, maps, etc.
 - Teaching to various learning styles, important to all learners, is crucial for ELLs.
 - Graphic organizers are particularly helpful in allowing ELL students to plot complex material visually.
- Lighten the Linguistic Load by simplifying grammatical structures and paraphrasing. To lighten the linguistic load:
 - Limit sentences to one concept.
 - Use the active voice, not the passive voice.
 - Use concrete examples and contextualize.
 - Use the subject-verb-object pattern for most sentences.
 - Write a summary of the lesson in a simpler form of English.
 - Simplify the vocabulary, retaining key concepts and essential technical vocabulary.
 - Use repetition. When giving directions to beginners use the same structures every day. For example don't say, "Open your book to page 39," one day and switch to, "Turn to page 39," the next.
- While teaching content, classroom teachers help students increase their English proficiency by:
 - modeling the pronunciation of difficult words in the lesson;
 - emphasizing word meanings and idiomatic expressions;
 - emphasizing base grammatical structures that are necessary to understand and discuss the content area material;
 - creating a classroom climate where students feel comfortable making mistakes and taking risks.
- Teach interdisciplinary thematic units whenever possible
 - Thematic units across disciplines help ELL students make connections and achieve a deeper understanding of concepts. They also serve to reinforce new vocabulary.
- Design curricular units for depth rather than breadth
 - In both social studies and science curricula the emphasis is too often on "covering material" instead of clearly understanding concepts in depth. Spending more time on truly learning fewer concepts enhances the chances of success for ELLs.
- Actively teaching study skills and metacognitive tools
 - Students need to realize that textbooks are organized differently than literature books or basal readers. Students need to be aware that textbooks are written to inform, not entertain.
 - Point out the most common patterns of textbooks:
Cause/effect, compare/contrast, time order, simple listing, descriptive and problem/solution.

- Encourage students to use available text features: captions, glossary, index, study questions, table of contents, footnotes, marginal notes, use of bold type and italics, etc.
- Categorizing and providing them with a short list of words pertinent to the lesson and let them categorize the words. For Social Studies the categories could be people, places, things and events. Set students up with buddies to help get started.
- Create an outline of the topic for the ESL students using simple grammar. Cutting up the outline and putting it back together increases familiarity with the topic and helps in learning sequence
- Continually have students reflect on how to find meaning in textbooks and other reading materials. Teach skills such as skimming, summarizing, and looking for main ideas.
- Use Hands-on Activities.
- Experiential activities are of great importance to students not proficient in the language of instruction. ESL students can be actively involved.
- Present information both verbally and visually.
- Include experimentation, measurement, construction, graphing, chart and mapmaking, etc.
- Modify the ESL Students' Assignments, Assessment and Testing
- Continually monitoring our students' progress. Formal and informal assessments are necessary to see whether students show comprehension of the material being taught.
- Vary the levels of the questions being asked according to the students' current level of speech production.
- Provide as many opportunities as possible for ELL students to demonstrate their skills and knowledge in different ways including drawings, keyword outlines, graphs, etc.
- Use of Cooperative Learning.
- Studies have shown that ESL students benefit greatly from cooperative learning experiences.
- ELL students work more efficiently with a buddy or in a small group.
- Include ESL students in heterogeneous group work even if their comprehension is very limited. RESEARCH HAS SHOWN...THEY ARE GETTING SOMETHING.

Strategies for All Disciplines: School Wide effort

- Developing reading skills. Giving language learners many opportunities to read and write in meaningful contexts. Draw on effective strategies for increasing literacy skills. Integrating technology to support writing instruction and motivate students to use written language to communicate.
- Working from strengths. Building on what students already know. Drawing on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages.
- Connect with students' families and culture. Use culturally congruent teaching methods. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise of community members. Give ELL students opportunities to teach others about their first language and home culture.
- Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Give students opportunities to talk about shared learning experiences. Hands-on, experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling.
- Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

Program Description: Attendance Improvement for ELLS

When looking at the data for ELL students at Bushwick Community High School, it is clear that attendance is clearly linked to the success/academic failures of our ELL students. This is an ongoing challenge for our entire school community and not just our ELL population. We have taken several measures to get our students to school daily. The data shows that if ELL students come to school on a regular basis, they have a greater chance of achieving academic success. To improve student attendance and increase student achievement is our main focus for our ELL students.

We have implemented many steps to keep track of our absent ELL students.

The steps include:

1. Creating a system by which students' attendance is more effectively monitored and tracked. This includes collecting (Data Collection Data System) accurate data, analyzing it and using it immediately.

2. Ensuring that the system is consistent in keeping students, family members and staff aware of student's attendance.
3. Ensuring that there are clear interventions and consequences for students who have poor attendance.
4. Celebrating attendance improvement and providing rewards, incentives and recognition of those students.
5. A full time Attendance Teacher to help with all attendance duties.

At BCHS, we use the concept of levels of increasing intervention in order to systemize our approach to attendance. We have the goal of reaching our students early, to break and repair the cycle of poor attendance. The use of levels also gives us a way to monitor students' progress, or lack there of. This model is currently designed so that we do not have to rely solely on the attendance teacher or other staff members in order for it to work. We have delegated some responsibilities to our Attendance Committee members such as regular daily phone calls and home visits to the homes of late and/or absent students. We also utilize the phone blast system. This is done, on a daily basis, to notify the parents of absent students, school-wide events and important information.

The Attendance Committee meets every Wednesday to thoroughly discuss absent students, strategies, outcomes etc. Our ELL and Special Education students are considered and discussed first. This is done to ensure the accuracy of the lists. At this time, guidance and social workers also check the list to make the staff aware of those students who should not be included in regular intervention process.

We have also created a reward system for students who have improved their attendance. For example when a student's percentage goes up, they will also move up in level and be recognized for this improvement. The list of perfect attendance and most improved attendance will be posted and updated on a regular basis. Students with exemplary attendance will also be recognized at assemblies and other incentive activities.

In accordance with our philosophy and mission, each student will receive individual and personal attention with regards to their academic success.

We have several strategies for when a ELL student re-enters the program after a long term absence:

- First, students must attend a re-admit meeting in which a staff committee will evaluate the student's previous performance. The committee will lay out our expectations as a school upon their return.
- They will be welcomed back and recognized upon entering the building again.
- Teachers will make an effort to re-familiarize the student of our culture, and make them feel welcome.
- They will be presented with make up work. While the opportunity for making up work missed due to absence is at the discretion of the teacher, at Bushwick Community High School, we believe in second chances. Students will be made aware that they are responsible for meeting with the teachers outside of class to conference and submit the make up work.
- They will also be assigned to a responsible buddy in each class to assist them in their "catch up."
- They will be made aware that they are in the running for receiving the most improved attendance award if their efforts continue.
- Returning ELL students will be recognized and congratulated every day for their continued effort.
- They will be encouraged to join after school programs such as tutoring, parties, special events, trips and leadership meetings (incentive activities).

- Positive phone calls will be made after three weeks of consistent good attendance to reinforce their changed attendance habits at home. These phone calls will be made by the teachers.

- In one-on-one conferences with the ESL teacher, students will articulate why they have been consistently absent and develop a plan for changing those patterns.

In summary, the BCHS ESL Program provides individualized attention and an on-going, regular commitment to ensuring the academic, personal, social and emotional support that is vital to every student's success.

Bushwick Community High School (32K564)
Language Allocation Plan (LAP) 2010-2011

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In											14		4	18
Total	0	0	0	0	0	0	0	0	0	0	14	0	4	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	1
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	18

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. [①](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL							18		1	18
Total	0	0	0	0	0	0	18	0	1	18

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
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											13		4	17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	14	0	4	18

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?

The 2011 spring NYSESLAT scores showed that the ELLs scored lowest on the reading and writing sections. As a whole, students scored higher on the Speaking and Listening sections. This is typical of long term ELLs. For this reason, emphasis is being placed on reading and writing instruction, in particular while efforts are being made to maintain and enhance the speaking and listening skills of our ELLs. Support is being provided in both classroom instruction and in individual tutoring for students. In addition, all teachers are receiving ongoing professional development to improve their skills and strategies for teaching ELL students. This year there has been a focused emphasis on informational text and argumentative writing.

We use the RLAT reports to place students into the appropriate number of classes. When the RLAT report is unavailable we use scantron performance series to help place students in classes. A diagnostic is given early in the year to assess where each student is in terms of listening, reading, writing, and speaking. Because we are a transfer school, BCHS does not and has not any SIFE students. While we do not and have not had any newcomers, they would receive the mandated services and number of periods required by law.

Overall, many students are either just passing the content Regents exams or failing them. Some are falling just short of passing. For this reason steps are being taken to give our students extra support in the content areas. These supports include:

- preparation for math exams;
- additional support in classes via the literacy coach;
- ICT Math for all Special Ed/ELL students
- Saturday Classes and/or PM School for additional credit accumulation
- one-on-one academic push-in support;
- daily push-in ESL instruction in Global History 1 and 2
- additional support given to ELLs in Science, Social Studies and English through the Teacher Effectiveness Team.

Advance Level students are scheduled for ESL classes on a daily basis as per Part 154 schedule (One Unit of time); while the same principle applies to Intermediate Level students (two Units of time per day as per Part 154 schedule). While this “pull out” model is

A. Programming and Scheduling Information

preferred, the program caters for a “push in” component as well. Typically, this is determined collaboratively with the two teachers of ESL, the Assistant Principal, and the specific content area teacher whose opinion it is that an ELL student may benefit more from “push in” support. In either case, our ESL program emphasizes and provides instruction in English using ESL strategies and methodology. In addition, each content area teacher is made aware—through professional development and ongoing collaboration with the ESL teacher--of ESL students in their classes and the needs of these students. Also arising out of these collaborative sessions, teachers are provided with instructional strategies and suggestions necessary to support English Language Learners. For example, content area teachers ensure testing accommodation for our ELLs and students with IEPs.

On a school-wide level, the classroom environment supports our ESL students. BCHS employs a personalized model of support to students whereby every student receives attendance outreach, disciplinary or counseling sessions as needed with Deans, parents, administrators and/or Guidance and Social Work staff. Interventions and strategies school-wide or in the classroom include but are not limited to:

- the workshop model/planned-focused instructional support;
- extra time provided for both work and review (for both students with IEPs and ELLs);
- mandated and non-mandated counseling (academic, social/emotional, college and career)
- utilizing instructional strategies and methods other than lectures to incorporate visuals, demonstrations, and modeling/differentiated;
- additional time and opportunities provided for students to utilize learning methods that will aid in better comprehension of the materials (questioning, summarizing, clarifying) extra support from the teacher;
- the use of word walls/ vocabulary reinforcement strategies;
- rubrics/varied and self-directed formal and informal on-going assessment;
- providing a print-rich environment/media rich and technology rich environment that aids in the understanding of the content;
- a clear and culturally relevant curriculum that is connected to real-life situations;
- infusion of higher-order thinking questions, critical, analytical and independent thinking is encouraged and supported.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

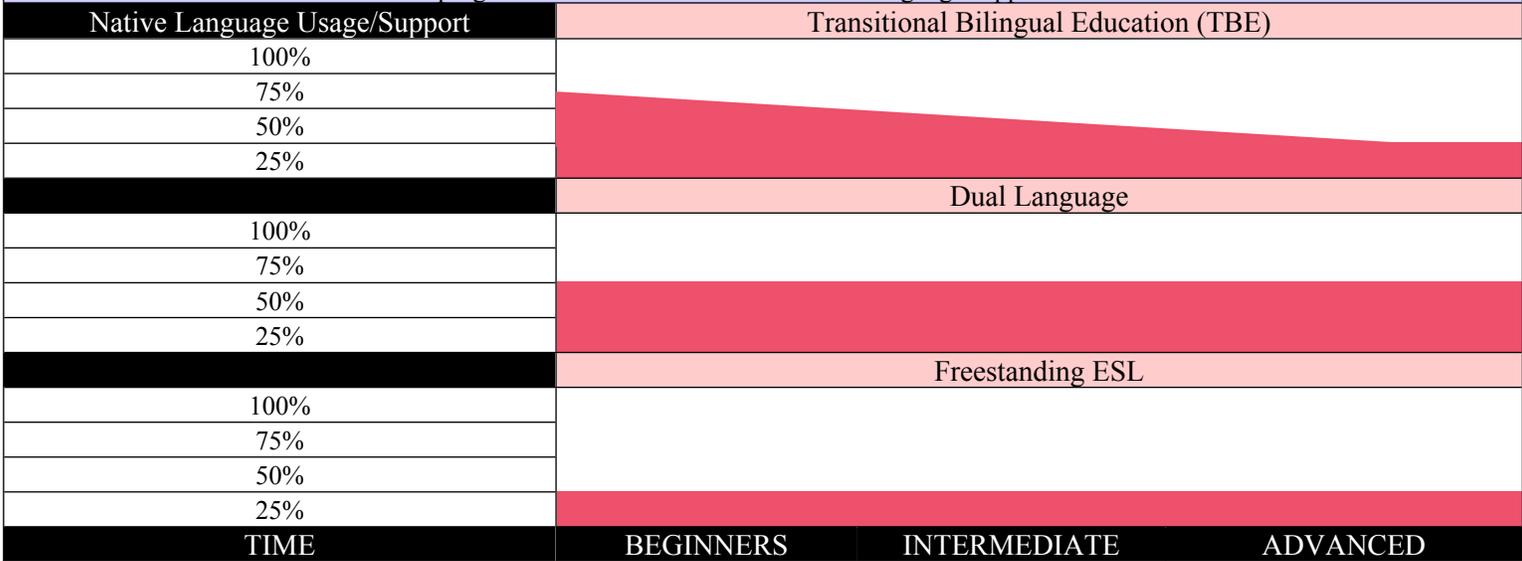
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to quOur goal is to have our students proficient in English as assessed by the NYSESLAT result yearly. For many of our students, inconsistent attendance remains to be a major issue. In fact, students have more times than not, been absent for the NYSESLAT exam in the past and this factor has contributed to their extended ELL status. NYSESLAT results from many years prior often do not reflect each student's correct literacy levels.

Because of this reality, many of our strategies include attendance strategies to have our ELLs here and present for the targeted instruction. For example; the parent of every ELL is called when they are absent. ELLs receive attendance goals, incentives for reaching goals, parent meetings when goals are not met and counseling when necessary. Our three guidance counselors and two social workers work together to provide support to ELLs to guarantee their academic success. All ELLs are interviewed at intake to identify any barriers to academic success and to put forth an extra individual academic plan in necessary. All of our counselors are fluent in English and Spanish, allowing ELLs to express themselves without barriers to communication if necessary.

To have students reach proficiency, in two years, explicit instruction is taught on reading, listening, speaking and writing. This year, we will continue the strategies outlined in the BCHS literacy plan, continue to provide professional development on differentiation and provide instruction to ELLs using the SMART board. ELLs will continue to be tutored after school by all of their content area teachers when necessary and will be eligible for PM school and Saturday school.

Description of Strategies Used in Mathematics and Science

- Reinforcing math and science skills through games
- Ecological approach/generating data from real life experiences to use in class
- Problem solving instruction and task analysis strategies
- Use of native language support
- Teacher "think-alouds"
- Graphic organizers such as semantic mapping, Venn diagramming and concept mapping in word problems
- Explicit vocabulary building and random, recurrent assessments
- Adjusted speech
- Daily re-looping of previously learned material
- A response journal
- Pre-teaching vocabulary
- Summarizing what was learned at end of each lesson (e.g., a journal summary)
- Using pre-reading strategies in content areas
- Teaching Greek and Latin prefixes and suffixes
- Using response cards during instruction to answer teacher questions
- Specific informal assessments based on curriculum (Curriculum-Based Probe)
- Using pictures to demonstrate steps

- Use of technology and Media (Ipods, Video Cameras and film-making equipment/software, TI 84 Graphing Calculators, Smartboards with Senteo Handheld Interactives)
 - Use of simplified texts
- Description of Strategies Used in English and Social Studies
- Create a Welcoming Language-Rich Environment with Opportunities for Immediate Success
 - Labeling classrooms
 - Showing respect for the cultures of our ELL students by introducing their home countries and cultures to the class as a whole. If possible, learning Spanish, our students' native language
 - Praise ELL students for what they can do. Creating frequent opportunities for success even if it is simple task
 - Speaking slowly and clearly in simple sentences at first, but never distort language.
 - Building on ELL Students' Prior Knowledge and Teaching Essential Vocabulary
 - Use organizational activities such as semantic mapping, KWL, timelines, and other strategies to determine where the students stand in relation to the content of the upcoming lesson.
 - Whenever possible provide ELL students with a list of essential vocabulary a day or two before the introduction of a new lesson so that the students can use a simplified English or bilingual dictionary to learn the meanings and familiarize themselves with the words. This approach also helps students identify prior knowledge about the topic from their native languages.
 - Use oral pre-reading activities and allow time for discussion and questioning before assigning academic reading assignments to ensure that ELL students have the background information and linguistic skills necessary to accomplish the assignment.
 - Explain cultural assumptions and use culturally relevant material whenever possible.
 - Textual information often relies on cultural assumptions and information that ELL students will most likely not have. It is necessary to provide and interpret explanations wherever needed.
 - Personalized and culturally relevant examples should be included where appropriate.
 - When teaching a unit on the American Civil War, for example, start the class by looking at the concept of conflict in general and have ELL students give examples from their own backgrounds or countries.
 - Use a variety of visual aides and teach to all learning styles.
 - ESL students benefit greatly from visual clues to help them get meaning from "context reduced" material.
 - Visual clues may include facial expressions, gestures, pictures, charts, graphs, maps, etc.
 - Teaching to various learning styles, important to all learners, is crucial for ELLs.
 - Graphic organizers are particularly helpful in allowing ELL students to plot complex material visually.
 - Lighten the Linguistic Load by simplifying grammatical structures and paraphrasing. To lighten the linguistic load:
 - Limit sentences to one concept.
 - Use the active voice, not the passive voice.
 - Use concrete examples and contextualize.
 - Use the subject-verb-object pattern for most sentences.
 - Write a summary of the lesson in a simpler form of English.
 - Simplify the vocabulary, retaining key concepts and essential technical vocabulary.
 - Use repetition. When giving directions to beginners use the same structures every day. For example don't say, "Open your book to page 39," one day and switch to, "Turn to page 39," the next.
 - While teaching content, classroom teachers help students increase their English proficiency by:
 - modeling the pronunciation of difficult words in the lesson;
 - emphasizing word meanings and idiomatic expressions;
 - emphasizing base grammatical structures that are necessary to understand and discuss the content area material;
 - creating a classroom climate where students feel comfortable making mistakes and taking risks.
 - Teach interdisciplinary thematic units whenever possible
 - Thematic units across disciplines help ELL students make connections and achieve a deeper understanding of concepts. They also serve to reinforce new vocabulary.
 - Design curricular units for depth rather than breadth
 - In both social studies and science curricula the emphasis is too often on "covering material" instead of clearly understanding concepts in depth. Spending more time on truly learning fewer concepts enhances the chances of success for ELLs.
 - Actively teaching study skills and metacognitive tools
 - Students need to realize that textbooks are organized differently than literature books or basal readers. Students need to be aware that textbooks are written to inform, not entertain.

- Point out the most common patterns of textbooks:
Cause/effect, compare/contrast, time order, simple listing, descriptive and problem/solution.
 - Encourage students to use available text features:
captions, glossary, index, study questions, table of contents, footnotes, marginal notes, use of bold type and italics, etc.
 - Categorizing and providing them with a short list of words pertinent to the lesson and let them categorize the words. For Social Studies the categories could be people, places, things and events. Set students up with buddies to help get started.
 - Create an outline of the topic for the ESL students using simple grammar.
Cutting up the outline and putting it back together increases familiarity with the topic and helps in learning sequence
 - Continually have students reflect on how to find meaning in textbooks and other reading materials. Teach skills such as skimming, summarizing, and looking for main ideas.
 - Use Hands-on Activities.
 - Experiential activities are of great importance to students not proficient in the language of instruction. ESL students can be actively involved.
 - Present information both verbally and visually.
 - Include experimentation, measurement, construction, graphing, chart and mapmaking, etc.
 - Modify the ESL Students' Assignments, Assessment and Testing
 - Continually monitoring our students' progress. Formal and informal assessments are necessary to see whether students show comprehension of the material being taught.
 - Vary the levels of the questions being asked according to the students' current level of speech production.
 - Provide as many opportunities as possible for ELL students to demonstrate their skills and knowledge in different ways including drawings, keyword outlines, graphs, etc.
 - Use of Cooperative Learning.
 - Studies have shown that ESL students benefit greatly from cooperative learning experiences.
 - ELL students work more efficiently with a buddy or in a small group.
 - Include ESL students in heterogeneous group work even if their comprehension is very limited.
- Strategies for All Disciplines: School Wide effort
- Developing reading skills. Giving language learners many opportunities to read and write in meaningful contexts. Draw on effective strategies for increasing literacy skills. Integrating technology to support writing instruction and motivate students to use written language to communicate. At BCHS we have Smart boards in every classroom.
 - Working from strengths. Building on what students already know. Drawing on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages.
 - Connect with students' families and culture. Use culturally congruent teaching methods. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise of community members. Give ELL students opportunities to teach others about their first language and home culture.
 - Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Give students opportunities to talk about shared learning experiences. Hands-on, experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling.
 - Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

C. Schools with Dual Language Programs

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

N/A

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.

Most content area teachers that have ELLs have been trained in the Teaching Basic Writing Skills curriculum by Judith Hochman. The training focuses on helping emerging writers develop the necessary skills to develop sophisticated sentences, paragraphs and essays.

To support teachers in the teaching of literacy to ELLs BCHS uses strategies outlined in the BCHS Literacy Plan. The BCHS Literacy Plan is a guide for all teachers to provide them with guidelines and strategies to better support and incorporate high standards of literacy into their instruction. The guide spells out ways to approach both reading and writing in the classroom. It is designed to help teachers emphasize these skills with their students. By implementing the specific instructional strategies outlined in the plan, our approach to literacy instruction will become more clear and consistent throughout the school. This consistency will improve our students' skills as readers and writers.

The goals of this plan are:

To provide teachers of ELLs and in all subject areas with clear guidelines and expectations in terms of student literacy.

To provide teachers with concrete strategies and approaches to reach these goals

After reviewing the literacy survey that was circulated to staff, we saw that teachers expressed several commonly noted problems when it came to the students' reading and writing skills.

In terms of reading, teachers said:

Students don't read the assigned material

Students skim it, but seem to miss a lot

Students fail to understand what they read

Students fail to connect the reading to their prior knowledge

Students fail to connect the reading to their personal experience

In terms of writing, teachers said:

Students repeat phrases without putting them into their own words

There is a lack of logical flow and coherence

Students fail to give evidence to support opinions

Students write in sentence fragments

Students don't explain themselves thoroughly

There are frequent grammatical mistakes

The plan provides teachers with strategies to approach these issues. It is divided up into nine chapters:

Chapter 1: How Can I Get Students to Better Understand What They Read in My Class?

Chapter 2: How Can I Interest Students in Writing?

Chapter 3: How Can I Get Students to Explain Their Ideas in Their Own Words?

Chapter 4: How Can I Use Writing to Better Teach Content?

Chapter 5: What Should I Do About Grammar and Spelling Mistakes?

Chapter 6: How Can I Teach New Vocabulary Words?

Chapter 7: How Should I Give Feedback on Student Writing?

Chapter 8: How Can I Help Students Do a Research Paper?

Chapter 9: How Can I Effectively Use Rubrics in My Classes?

Teachers choose an area to focus based on their instructional weakness and set goals towards making this instructional weakness a strength.

Teachers also receive professional development in differentiated instruction on a regular basis. Our literacy coach and UFT coordinator coordinate professional development sessions in groups and work individually with teachers to ensure differentiation for ELLs and all students.

Two times per year as a whole staff, we review the academic data of our ELLs. This is possible because only 3% of our students are ELLs. At these sessions, we look at their assessment results, attendance data and anecdotal information to determine next steps for each ELL.

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?

Because we service older students who are 17-21 years old, parental involvement is limited in many ways. Many of our parents take on a very laissez-faire approach to their children who are technically adults. In fact parental involvement remains a major challenge for our school, not just for our ELLs but for our general population. With this challenge, we persist in increasing parental involvement in the following ways:

1. A bi-yearly parental luncheon.
2. Parent workshops on computer literacy, job hunting, college and careers for their child, obtaining a G.E.D and supporting their child academically.
3. Parent incentives for involvement, parent awards, the PTA, School Leadership Team and Parent-Teacher conferences.
4. Parents are called daily if their child is absent.
5. Parents are invited up for a meeting with all of their child's teachers during case counsels.

Parents are given a needs assessment survey at the beginning of the year and at intake to identify the workshops that we will offer during the school-year. We also assess parents to see what services they are willing to offer and deliver to other parents. All of our parental activities are based on the needs assessment survey.

BCHS is partnered with several Community Based Organizations. One of the most important in the the Learning to Work program through St. Nicks which offers paid internships to ELLs and all students. This is a key program for older students who often need to work while in school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste resBCHS uses Scantron Performance series, NYSESLAT diagnostic and in class assessments to assess the literacy skills of our students. BCHS uses all of this data to set goals for each student and to inform instruction.

The LAB-R and NYSESLAT EXAM (unless administered at our school) continue to be inconsistent measures of a student's progress due to the absenteeism from their previous schools. As such our diagnostic and the Scantron and Performance Series exams are our safest data in terms of using reliable data.

Across all levels, reading and writing continues to be the greatest struggle for our students. Students fare better in speaking and listening sections of the four assessed areas. As such, literacy instruction of reading and writing is explicit and direct in all subject areas as mentioned before and addressed by the BCHS Literacy Plan.

The success of our program is determined by:

1. Students testing out of the program
2. Students showing growth in the four areas assessed, determined by the diagnostic, Scantron and in class assessments

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 infoWhen looking at the data for ELL students at Bushwick Community High School, it is clear that attendance is clearly linked to the success/academic failures of our ELL students. This is an ongoing challenge for our entire school community and not just our ELL population. We have taken several measures to get our students to school daily. The data shows that if ELL students come to school on a regular basis, they have a greater chance of achieving academic success. To improve student attendance and increase student achievement is our main focus for our ELL students.

We have implemented many steps to keep track of our absent ELL students.

The steps include:

1. Creating a system by which students' attendance is more effectively monitored and tracked. This includes collecting (Data Collection Data System) accurate data, analyzing it and using it immediately.
2. Ensuring that the system is consistent in keeping students, family members and staff aware of student's attendance.
3. Ensuring that there are clear interventions and consequences for students who have poor attendance.

4. Celebrating attendance improvement and providing rewards, incentives and recognition of those students.

5. A full time Attendance Teacher to help with all attendance duties.

At BCHS, we use the concept of levels of increasing intervention in order to systemize our approach to attendance. We have the goal of reaching our students early, to break and repair the cycle of poor attendance. The use of levels also gives us a way to monitor students' progress, or lack thereof. This model is currently designed so that we do not have to rely solely on the attendance teacher or other staff members in order for it to work. We have delegated some responsibilities to our Attendance Committee members such as regular daily phone calls and home visits to the homes of late and/or absent students. We also utilize the phone blast system. This is done, on a daily basis, to notify the parents of absent students, school-wide events and important information.

The Attendance Committee meets every Wednesday to thoroughly discuss absent students, strategies, outcomes etc. Our ELL and Special Education students are considered and discussed first. This is done to ensure the accuracy of the lists. At this time, guidance and social workers also check the list to make the staff aware of those students who should not be included in regular intervention process.

We have also created a reward system for students who have improved their attendance. For example when a student's percentage goes up, they will also move up in level and be recognized for this improvement. The list of perfect attendance and most improved attendance will be posted and updated on a regular basis. Students with exemplary attendance will also be recognized at assemblies and other incentive activities.

In accordance with our philosophy and mission, each student will receive individual and personal attention with regards to their academic success.

We have several strategies for when a ELL student re-enters the program after a long term absence:

- First, students must attend a re-admit meeting in which a staff committee will evaluate the student's previous performance. The committee will lay out our expectations as a school upon their return.
- They will be welcomed back and recognized upon entering the building again.
- Teachers will make an effort to re-familiarize the student of our culture, and make them feel welcome.
- They will be presented with make up work. While the opportunity for making up work missed due to absence is at the discretion of the teacher, at Bushwick Community High School, we believe in second chances. Students will be made aware that they are responsible for meeting with the teachers outside of class to conference and submit the make up work.
- They will also be assigned to a responsible buddy in each class to assist them in their "catch up."
- They will be made aware that they are in the running for receiving the most improved attendance award if their efforts continue.
- Returning ELL students will be recognized and congratulated every day for their continued effort.
- They will be encouraged to join after school programs such as tutoring, parties, special events, trips and leadership meetings (incentive activities).
- Positive phone calls will be made after three weeks of consistent good attendance to reinforce their changed attendance habits at home. These phone calls will be made by the teachers.
- In one-on-one conferences with the ESL teacher, students will articulate why they have been consistently absent and develop a plan for changing those patterns.

In summary, the BCHS ESL Program provides individualized attention and an on-going, regular commitment to ensuring the academic, personal, social and emotional support that is vital to every student's success.

Part VI: LAP Assurances

School Name: <u>Bushwick Community High School</u>		School DBN: <u>564</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angelo Marra	Principal		12/1/11
Maximo Catala	Assistant Principal		12/1/11
Magala Vasconez	Parent Coordinator		12/1/11
Rachel Mattison	ESL Teacher		12/1/11
	Parent		12/1/11
Dave Donsky	Teacher/Subject Area		12/1/11
Tabari Bomani	Teacher/Subject Area		12/1/11
Keri Watkins	Coach		12/1/11
	Coach		12/1/11
Millie Lopez-Martir	Guidance Counselor		12/1/11
Alexis Penzell	Network Leader		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 32K564 **School Name:** Bushwick Community High School

Cluster: 5 **Network:** CFN 563

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.

During the intake process, which all students go through, BCHS survey each student's parent/guardian about preferred language communication. This information is recored on the student's permanent record and referred to by the school when communicating with the parent.

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

Our findings indicate that we have a sizable portion of our parents speaking only Spanish and a few who speak Haitian-Creole. Our findings are communicated to the school community through the student's permanent record and our parent coordinator.

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.

All written communication to parents is provided in English and Spanish as a matter of routine. Translation is done by in-house staff who are native speakers of Spanish. Follow-up to our Haitian-Creole parents/guardians is also provided in-house by our native speakers of Haitian-Creole.

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.

We have in-house staff available at all times who speak both Spanish and Haitian-Creole. These staff members are utilized to make phone calls to parents/guardians. For Parent-Teacher Conferences, we provide in-house interpreters who accompany non-English-speaking parents/guardians to their one on one teacher conferences.

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>.

When we identify a non-English-speaking parent/guardian during our intake process, we will provide them with the parents' bill of rights translated into their native language. In addition, we have signs conspicuously posted notifying all non-English-speaking parents/guardians of interpretation services available on site.