



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BUSHWICK SCHOOL FOR SOCIAL JUSTICE

DBN (i.e. 01M001): 32K549

Principal: LUCAS COOKE

Principal Email: LCOOKE@SCHOOLS

Superintendent: TAMEKA MATHESON

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lucas Cooke	*Principal or Designee	
Angela Wineland	*UFT Chapter Leader or Designee	
Jasmine Orengo	*PA/PTA President or Designated Co-President	
Jaqueline Sierra	DC 37 Representative, if applicable	
Emmanuela Jimenez Lashanda Young	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Martina Surrency	Member/ Parent	
Elisenda Martinez	Member/ Parent	
Patrick Cooper	Member/ Administrator	
Maria De La Cruz	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014 the 4 year and 6 year graduation rate will increase by 5%. The graduation rate in 2012-13 was 55.2%. A 5% increase would raise the rate to 60.2%.

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.

Graduation rate for SY 2013 was 55.2% as reflected in the school Progress Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

In collaboration with the administrative cabinet:

1. Senior advisory team (which consist of all 12th grade teachers, guidance counselors, and the principal) will meet to check in on individual students and Senior counselor will provided updated spreadsheet weekly to principal to chronicle the progress of students weekly an Assistant Principal works directly with 12th grade team to provide support
2. Principal hosts individual meetings with off track seniors and their families.
3. Students are provided with pm school and Saturday credit recovery and time during an intercession to make up credits as well as Intervention (focused small group tutoring occurring multiple times per week) is provided to include additional support for students in preparing for Regents exams - Underclassmen experience the same interventions to keep on track from one year to the next.

B. Key personnel and other resources used to implement each strategy/activity

1. Senior grade team, Senior counselor, 12th grade AP
2. Principal
3. Guidance Counselors and Intervention Teachers – 1 per grade level

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 65% of seniors on track by midyear.
2. Principal will meet with 100% of off track students and families by 3.1.14
3. January Regents administration - target is for 75% of 12th graders to have one or less Regents exams remaining to pass.

D. Timeline for implementation and completion including start and end dates

1. 9.9.13-6.26.14
2. 9.9.14-3.1.14
3. 9.9.14-6.15.14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 12th grade team structure, paid weekly meetings after school a 12th grade appointed counselor and AP.
2. Principal will calendar and arrange all meeting using parent coordinator to assist.
3. The new rotating program with intervention – classes occur on a rotating basis meeting at different times daily with a 35 minute period of small group tutoring built in daily, Saturday and pm school, Daily intervention in the form of in all small group tutoring in all subject areas, An intercession (short, intensive period of targeted instruction throughout the month of January) created to provide immediate intervention for students not passing classes each semester.

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).

Strategies to increase parental involvement

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

1. Consultation with and development of school goals with the School Leadership Team
2. Presentation at PA Meetings by the Principal and administrators regularly throughout the school year about critical initiatives, school goals and upcoming events.
3. Monthly BSSJ Families newsletter.

4. Updated Bilingual School Website
5. Four Parent/Teacher Conferences a year.
6. Yearly School-wide Community Walk
7. Bring your Parent to School Day for all parents to attend school and observe classes
8. SLT walkthrough for the SLT to observe all classes and provide feedback 2 times per year

Additionally the PIP states that the school will:

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

And that parents of our students will:

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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 2014 increase the credit passing rate for all students within the identified sub-groups, those with an IEP and/or ELLs, by 3.0%.

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.

Students with IEPs and ELLs still struggle to pass courses. The passing rate for SY 2012-1013 was 71.69% in 12-13. A 3% increase would raise the rate to 74.69%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Instructional strategies/activities

1. Additional full time Special Education teacher will be hired – 5 total teachers, SWD will be provided with programs offering least restrictive environment. A special education consultant will be hired to work with teachers weekly on differentiation and planning during second semester
2. A tiered intervention system will be implemented providing scaffolding support to students based on performance task results by instructional grade teams. After school core support classes for ELL's. Response To Intervention during the day.
3. Core skills will be assessed periodically and subgroups of SWD will be analyzed to identify trends and design interventions and support Teachers will utilize data from interim assessments to plan instruction for all students, including SWD and ELL's and distribute progress reports to students and families every marking period. Weekly grade-team meeting will be utilized to monitor progress and identify at-risk students early. Advisory meetings weekly will be utilized to construct

and facilitate interventions for at-risk students

4. Professional Development will be provided to special education teachers on writing IEPs by administrative staff and the Literacy dept, head, PD will also be provided for all teachers on reading and utilizing IEPs by Literacy team members at instructional grade team meetings, Professional Development will be created for paraprofessionals.

2. Key personnel and other resources used to implement each strategy/activity

1. AP assigned to support IEP writing and SWD
2. 5 Special Ed teachers to support needs across all classes and grade levels and RTI teachers for each grade level
3. All grade teams will assess skills and ID subgroups
4. All staff will participate in IEP PD.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Scholarship reports each marking period and semester passing rates will be reviewed target is 75% passing all courses by 1.14
2. Same as above target.
3. 75% of SWD will increase scores on rubrics of core skills by one point or more.
4. 100% of lesson plans collected will reflect planning for SWD by 2.14

4. Timeline for implementation and completion including start and end dates

1. 9.9.14-2.9.14
2. 9.9.14-6.30.14
3. 9.9.14-6.25.14
4. 9.9.14-6.30.14

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. inercersion will be created to afford immediate credit recovery.
7. Intervention built into the school day to provide small group tutoring.

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).

Strategies to increase parental involvement

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

1. Consultation with and development of school goals with the School Leadership Team
2. Presentation at PA Meetings by the Principal and administrators regularly throughout the school year.
3. Monthly BSSJ Families newsletter.
4. Updated Bilingual School Website
5. 4 Parent/Teacher Conferences a year.
6. School-wide Community Walk
7. Parent to School Day for all parents to attend school and observe classes
8. SLT walkthrough for the SLT to observe all classes and provide feedback.
9. Parent workshops for parents of SWD and parents of ESL on the road to College.

Additionally the PIP states that the school will:

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

And that parents of our students will:

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014 will develop and sustain a Professional Learning Community that can articulate: What is it we want our students to know? How will we know when they've learned it? What will we do if they do not learn it or learn it more quickly than anticipated?

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.

This goal was identified based on the need to support all students in passing Regents exams as identified in the 2013 Progress Report and the need to support students in preparing for new Common Core exams beginning this year. Teachers need to develop effective strategies to be used across classrooms to engage students in deeper thinking, questioning, discussion and use of evidence to be increasingly college ready and able to meet the new increased expectations of these exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teacher teams will engage in the inquiry cycle in the steps described below:
 - a. Administer assessments measuring core skills to determine student strength and areas for growth
 - b. Examine student work in teams.
 - c. Review teaching strategies to improve student performance.
 - d. Employ strategies in classrooms, inter-visit classrooms to observe strategies in practice.
 - e. Reflect on effectiveness of practices.
 - f. Repeat cycle.
2. Students identified for Response-to-Intervention (RTI) meet weekly to receive targeted support in core skills.

2. Key personnel and other resources used to implement each strategy/activity

1. Departmental Teams – all members
2. Sped. Teachers.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Each department will engage in two cycles of inquiry of the course of the year.
2. 75% of students experiencing RTI will show improvement of 1 score point in skills as measured on rubrics.

4. Timeline for implementation and completion including start and end dates

1. Inquiry work will begin in the first week of school; September 2013 through 6.30.14; One inquiry cycle will be completed no later than January 31st, 2014, the second by June 10th 2014.
2. RTI – 10.10.14-6.26.14

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Early release time will be used to accommodate team meetings,; Teachers will use common planning time to arrange inter-visitations, coverage will be provided as

needed to accommodate classroom visits.

2. RTI period will be created in the school day every 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).

Strategies to increase parental involvement

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

1. Consultation with and development of school goals with the School Leadership Team
2. Presentation at PA Meetings by the Principal and administrators regularly throughout the school year
3. Monthly BSSJ Families newsletter
4. Updated Bilingual School Website
5. 4 Parent/Teacher Conferences a year
6. School-wide Community Walk
7. Parent to School Day for all parents to attend school and observe classes
8. SLT walkthrough for the SLT to observe all classes and provide feedback

Additionally the PIP states that the school will:

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

And that parents of our students will:

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

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).

Budget and Resource Alignment
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 #5
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

- Instructional Strategies/Activities**
Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
 - 2. Key personnel and other resources used to implement each strategy/activity**
1.
 - 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
 - 4. Timeline for implementation and completion including start and end dates**
1.
 - 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<ul style="list-style-type: none"> intervention provided for subgroups of students needing additional small group instruction. 120 minute block instruction in ELA for all ninth graders during the school day. Increase classroom period to 60 minutes of instruction during the school day Differentiated instruction to support multiple learners during the school day Paraprofessional team hired and trained to support students with special needs in all classes. Inquiry and project-based instruction during the school day Saturday School – 120 minutes of instruction for students behind in credits and struggling learners. Team teaching in classrooms during the school day. Small group support for special needs students on 	<ul style="list-style-type: none"> - intervention is delivered in small groups - block instruction is whole class - Saturday and pm school are small group services - differentiated instruction may be small group or one to one - paraprofessional support is one to one 	<ul style="list-style-type: none"> - intervention occurs during the school day - Saturday and pm school are on Saturdays and after school - All other services are ongoing throughout the day

	<p>Saturdays</p> <ul style="list-style-type: none"> • Small group Title III support in ESL provided to ELLs on Saturdays • A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small group and one-to-one as well as tutoring during the school day. • Research based literacy interventions will be provided for all students during the school day and after school. • Sustained Silent Reading program will be in place for all 9th grade students during the school day. <p>Ongoing:</p> <ul style="list-style-type: none"> • Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction. • Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills. 		
<p>Mathematics</p>	<ul style="list-style-type: none"> • Two 60 minute periods of math for all tenth graders during the school day. • Increase classroom period to 60 minutes of instruction, 	<ul style="list-style-type: none"> - intervention is delivered in small groups - block instruction is whole class - Saturday and pm school are small group services - differentiated instruction may be small 	<ul style="list-style-type: none"> - intervention occurs during the school day - Saturday and pm school are on Saturdays and after school - All other services are ongoing throughout the day

	<p>during the school day</p> <ul style="list-style-type: none"> • Differentiated instruction to support multiple learning styles during the school day • Paraprofessional team hired and trained to support students with special needs in all classes. • Inquiry and project-based instruction during the school day • Saturday School – 120 minutes of instruction. • Math class with team teaching for struggling 11th and 12th graders during the school day. • Additional period for struggling 11th graders during the school day. • Small group support for special needs students on Saturdays • A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small group and one-to-one as well as tutoring during the school day. <p>Ongoing:</p> <ul style="list-style-type: none"> • Core skills will be assessed using interim assessments and results will be analyzed in conjunction with department and grade teams using the inquiry cycle to augment instruction. • Castle Learning subscriptions 	<p>group or one to one</p> <p>- paraprofessional support is one to one</p>	
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	<p>will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</p>		
<p>Science</p>	<ul style="list-style-type: none"> • Increase classroom period to 60 minutes of instruction during the school day • Differentiated instruction to support multiple learning styles during the school day • Paraprofessional team hired and trained to support students with special needs in all classes. • Inquiry and project-based instruction during the school day • A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small group and one-to-one as well as tutoring during the school day. • An Advanced Biology Elective class will be offered during the school day. • Bushwick Farm will be made available to classes for labs and study both during and after school. • Social Justice Science course will be provided for all 11th grade students during the school day. • Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills during 	<ul style="list-style-type: none"> -intervention is delivered in small groups - block instruction is whole class - Saturday and pm school are small group services - differentiated instruction may be small group or one to one - paraprofessional support is one to one 	<ul style="list-style-type: none"> - intervention occurs during the school day - Saturday and pm school are on Saturdays and after school - All other services are ongoing throughout the day

	<p>and after school.</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction. • Students will participate in field trips and other learning experiences outside the building including but not limited to: the Bodies exhibit, The Museum of Natural History, etc. 		
<p>Social Studies</p>	<ul style="list-style-type: none"> • Increase classroom period to 60 minutes of instruction during the school day • Differentiated instruction to support multiple learning styles during the school day • Paraprofessional team hired and trained to support students with special needs in all classes. • Inquiry and project-based instruction during the school day • One-on-one support from inquiry team members for twelfth graders who failed Global and/or U.S. History Regents exams during the day. • A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small 	<ul style="list-style-type: none"> - intervention is delivered in small groups - block instruction is whole class - Saturday and pm school are small group services - differentiated instruction may be small group or one to one - paraprofessional support is one to one 	<ul style="list-style-type: none"> - intervention occurs during the school day - Saturday and pm school are on Saturdays and after school - All other services are ongoing throughout the day

	<p>group and one-to-one as well as tutoring during the school day.</p> <ul style="list-style-type: none"> • Social Justice Week will provide presentations and workshops around critical aspects of social justice history during the day. <p>Ongoing:</p> <ul style="list-style-type: none"> • Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction. • Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills. 		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<ul style="list-style-type: none"> • Thorough distributed counseling model. Counselors train advisors to form relationships with students during advisory classes in order to ensure all students are closely monitored for signs of social and emotional issues during the school day. • All at-risk ninth, tenth, and eleventh graders will meet with a counselor once per week during the day and/or after school. • Mandated students with special needs will meet with counselor(s) as per IEP 	<ul style="list-style-type: none"> - intervention is delivered in small groups - block instruction is whole class - Saturday and pm school are small group services - differentiated instruction may be small group or one to one - paraprofessional support is one to one 	<ul style="list-style-type: none"> - intervention occurs during the school day - Saturday and pm school are on Saturdays and after school - All other services are ongoing throughout the day

	<p>mandates during the day and after school.</p> <ul style="list-style-type: none">• All ninth, tenth, and eleventh graders will have at least one meeting with a counselor per term during regular school hours.• Two-day itinerant psychologist will meet with mandated IEP students as per their IEP counseling schedule• At-risk and highly emotional students will meet with psychologist as per referral from administration• Twenty five most at-risk and highly emotional students assigned to a social worker for individual and group counseling once per week.• At risk students meet once or twice per week during school day with lead social worker• At-risk students meet with lead social worker once per week or by referral after school• DOH health provider provides health-related services once per week on Fridays.• School health aide provider provides health related services to at-risk students		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Staff and administrators participate in ongoing professional development each week in grade team and department meetings both during the school day and after school in order to collaborate on reviewing and continuing to implement aspects of effective teaching practice as outlined in the Danielson framework as well as to incorporate increasingly rigorous instruction into curricula and lessons on a daily and weekly basis. Teachers also participate in PD outside the building through Network support and other optional PD programs. Admin attend principal and AP professional development at the network level as well. Paraprofessionals receive training both in house and through outside PD to support their work with students.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All funds are used according to regulations and requirements. We set aside in our budget appropriate funds from our Title I for our STH students. Funds are used to purchase materials, books, and supplies that students in TH need in order to help them succeed. We do not receive Violence prevention, housing, or Head Start funds. However, since many of our kids deal with violence and housing issues, we have a bank of resources that assist us in supporting families. We provide information and workshops for students during our Advisory program to educate our students on violence prevention and resources available if they or someone they know is dealing with violence prevention. We also have a zero tolerance policy for bullying and violence in our school which supports our violence prevention efforts and education.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As part of the work as a PLC BSSJ has created a regular and systematic approach to periodic formative assessment in order to answer the essential question: How will we know when they've learned it?

BSSJ has designed curriculum infusing the Common Core, essential literacy, numeracy and college skills, and content necessary for our students to succeed in college while remaining true to the social justice core of our school. The results are essential departmental and Core Skills that are taught and assessed regularly over the course of the school year.

A formal system of periodic, formative assessment designed to provide clear data on the progress of our students that drives and informs instruction is essential in monitoring these skills. These assessments are meant to measure student learning and provide critical feedback to teachers so that they can tailor instruction and intervention accordingly in a timely manner.

Teachers in all disciplines will be expected to administer assessments by four deadlines over the course of the year and use scoring rubrics to generate measurable data on student performance to share with students, families and fellow instructors and staff. These assessments will occur in specific weeks coordinated with early release dates to support grading and analysis of the results. Performance Tasks developed in departmental teams are to be used to measure essential departmental skills and content. Common departmental rubrics will be used to record students' performance and generate informative data. In addition core grade team skills must be assessed either as part of each instructor's performance task or as an independent assessment of equal strength and accuracy. School-wide rubrics are used to record student performance and generate data for Core Skills. **It is important to note that as the schedule for new mandated DOE assessments is made available adjustments will necessarily be made to our own performance task schedule.**

The assessment calendar for the 2013-14 school year is below.

Date	Activity/Assessment
By September 27 th	Initial Performance Tasks must be administered in all disciplines: <ul style="list-style-type: none">- ELA and ESL- Social Studies- Foreign Language- Science- Math- Phys. Ed- Art and Music
By November 22 nd	Second Round of Performance Tasks must be administered in all disciplines.
By March 12 th	Third Round of Performance Tasks must be administered in all disciplines.
By May 2 nd	Final Round of Performance Tasks must be administered in all

	disciplines.	
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TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Parents and families of students in The Bushwick School for Social Justice will be provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home/school partnerships, Regents informational sessions, workshops which promote an understanding of performance of standards and the promotional criteria and accessing the services of community resources.

To encourage parent involvement at the Bushwick School for Social Justice we will:

- Conduct yearly Parent's Association elections for the Executive Board
- Conduct monthly Parent's Association meetings
- Organize annual community walks
- Host four Parent – Teacher Conferences
- Provide a weekly ESL Program for parents in partnership with our CBO, Make the Road New York
- Provide the opportunity to parents for active and meaningful participation in the School Leadership Team
- Hold grade levels orientation to parents with classroom teachers, supervisors, guidance and related services providers
- Distribute all notices in English and Spanish
- Continue to work with our CBO, Make the Road New York and VOLS, Simpson Thacher & Barlett to provide ongoing legal services to our students families

SCHOOL-PARENT COMPACT

THE SCHOOL AGREES TO:

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

PARENT/GUARDIAN/CARE-GIVER AGREES TO:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 32	Borough Brooklyn	School Number 549
School Name Bushwick School for Social Justice		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lucas Cooke	Assistant Principal Ana Marsh
Coach	Coach
ESL Teacher Sabrina Swamy	Guidance Counselor Dinorka Ogando
Teacher/Subject Area Chris MacDevitt, ESL	Parent
Teacher/Subject Area Kelly Ryan, English	Parent Coordinator Frances Carrasco
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	423	Total number of ELLs	79	ELLs as share of total student population (%)	18.68%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										2	2	1	1	6
Push-In										2	2	3	3	10
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	17
SIFE	14	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	17

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	41	7	3	21	5	3	17	2	11	79
Total	41	7	3	21	5	3	17	2	11	79

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										27	15	13	22	77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
TOTAL	0	0	0	0	0	0	0	0	0	27	16	14	22	79

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English		0		0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment		8		0
Physics				
Global History and Geography		9		0
US History and Foreign Language		6		0
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As a school we use teacher generated diagnostic intake assessments. These assessments provide both content and language ability levels as they align to state and school standards. The results from these assessments help to guide modification of instruction to prepare for student learning outcomes on school, city and state assessments (i.e: Content Area Exams, Regents, NYC Assessment).
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data from the above reveals a pattern of student progress during the school year. This information helps to determine class placement, student scheduling and other supports to ensure academic progress for the individual students. The data from LAB-R is useful for correct class placement for in-coming ELL's and the NYSESLAT is helpful in that matter as well. However, we find that NYSESLAT is not a good predictor in terms of school progress or Regents passing, if used alone. We find that it has to be combined along with performance tasks and other assessments, in order to see patterns of growth and change in students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. 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?
 - a. The students initially are struggling with assessments as emergent learners in the English-only classes. As modifications are applied, including translations, based on student need, improvement on exams is noted. We notice a pattern, that shows that intermediate students remain there longer than at other levels. We believe that it is because the intermediate level is so wide, because it encompasses students at all levels in the different 4 NYSESLAT criteria. Since we have had a trend of lower level ELL's coming into higher level classes, or many are ELL's with an IEP, we find that these students often need more attempts at the Regents exams and also more time (perhaps after the 12th grade), in order to get to their goal of passing all Regents and graduation. With the increase of standards to a 65 in all tests, we also notice a trend of some ELL's taking longer to graduate because they struggle to get over the 65% mark in one of more Regent.
 - b. The school leadership and teachers meet frequently in grade and discipline teams to monitor and discuss academic progress to determine the necessity for additional support or modification. At times it is also used for placement if the periodic assessments show that the student has made progress to move to a higher level, than indicated in the NYSESLAT. We also use data to help us determine what other measures need to be put in place to support ELL's, like RTI or afterschool support, so that they can be ready to graduate on time as the standards and policies continue to change.
 - c. Periodic assessments provide useful and practical information which inform instruction. Native language is used to engage learners at the beginning levels. Much of the communication can be conducted in the native language, including progress reports and important school announcements. In addition, limited native language instruction facilitates learning in the ESL classrooms.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Awareness of student ability in native language is a key factor in planning for successful English learning. Frequent assessment of student progress helps to inform instruction and guide the learning process for individual students. Differentiation enables students to progress in the content while continuing to attain second language skills. Class placement and scheduling are largely determined by the teacher teams and take into account the second language ability of the student. Additional supports, if needed, are also provided based upon second language ability.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success in ESL program revolves around a cycle of periodic assessment on both the individual teacher and the grade team level. As students demonstrate mastery, they are promoted to a more challenging context and teacher teams discuss the best approach to the transfer from both academic and social standpoints. Results on local, city and state exams are used to help identify specific skills students need support with and enable teacher teams to address these skills in a more focussed manner. This focus helps to keep students on track for AYP as well as providing teachers with important assessment data.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon enrollment student results on standardized assessments (NYSESLAT, LAB-R) are reviewed in addition to an initial screening (HLIS) conducted by an ESL teacher, the parent coordinator, the guidance counselor and the student guardian. There is also an informal evaluations (oral interviews, classroom diagnostics) are conducted in addition to the HLIS to establish a baseline for ability in English. These evaluations serve to provide for the student the most appropriate class schedule, including additional supports as needed. All procedures are done in accordance to the ELL Policy Brief and EPIC.
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.
BSSJ prides itself on the high levels of communication with parents. During initial contact, parents are invited to Parent Association meetings designed to inform and orient parents new to the system. These meetings focus on providing information about the educational options available to their students, including an explanation of the state and city standards, the core curriculum, assessments, student expectations and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models: Transitional Bilingual Education, English as a Second Language and Dual Language. Two parent orientations will be conducted during the 2013-14 school year, one in the fall and another in the spring. Additionally, parents will be offered Saturday and monthly workshops in parents' and students' native language in collaboration with the community organization Make the Road New York. These workshops will focus on topics such as: Regents' exams, school procedures, rights and responsibilities of parents and students, the school grading policy and the citizenship and immigrant services available to parents in the community.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
The school ensures that entitlement letters and Parent Survey and Program Selection forms are returned through continual contact with the parent. Once returned, a copy of forms is held in the YDI office and original forms are kept securely in the AP office.
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.
As students are admitted and the HLIS is conducted, student support needs are determined. Once results from the HLIS and any other available data are consulted, the parents are presented with the orientation information outlining Program Options and clearly communicating the three program models. Again, these sessions are conducted in the parents' home language to ensure an informed decision on the part of the parent.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In order to administer the NYSESLAT to all ELLs each year, the official list of ELLs is consulted. After an initial planning

meeting attended by the ESL coordinator, the AP and all ESL teachers, all non-proficient ELL are scheduled to sit for the components of the test. The ESL coordinator also attends city organized NYSESLAT workshops to better facilitate the tests smooth administration.

6. 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.) 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. ⓘ
- Our school provides the program selection to every new ESL student coming into our school. According to our records, in the last three years, we have had:
- 2011 - 9 students - all selected ESL
 - 2012 - 9 students - all selected ESL
 - 2013 - 13 students - all selected ESL

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - c. There is a combination of instructional models that varies by class and teacher. We have stand alone classes for beginning ESL students, as well as stand alone intermediate and advanced. We also have push-in model to support students.
 - d. a) ELL classes are generally collaborative with co-teachers. While ESL teachers push-into classes, they can also pull-out students, depending on the need and situation.
b) Program models see students generally traveling by grades, and not necessarily by blocks. Some classes might have mixed grades and proficiencies. If a situation arises that a student needs more credit, they will be placed in the necessary

class. In any case, teachers are expected to serve the needs of all students in their classes.

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)?

Programming issues are decided by administration well in advance of actual programming for the new school year. Mandated instructional minutes are calculated as part of the academic scheduling. For example, ESL beginner classes see instructional periods of a minimum of 720 minutes plus 140 minutes of instructional intervention. The intermediate ESL students get a minimum of 480 hours and the advanced get a minimum of 240 minutes a week.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content classes with ELLs are taught using either co-teacher or stand alone models. Main language of instruction is in English, but modifications or scaffolding is done using native language supplements. Since all instructional goals coalesced around Common Core Learning Standards, the priority is to foster language development and comprehension of content areas. Instructional practices are expected to be rigorous, reflective of common core standards, and subject to frequent scrutiny by administration.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Lesson planning and assessments usually involve 2 or more teachers. ESL teachers are also involved in grading and the creation of assessments that address appropriate needs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Cooperative learning is encouraged in all classrooms so ELLs have a chance to develop in the four language skills. As mentioned above, ESL teachers are actively involved in lesson planning so changes are made to accommodate language needs. While there may be a disproportionate stress on writing and reading, ELLs can still develop in both ESL and RTI classes.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - f. Differentiating instruction for ELL subgroups involves the following:
 - a) SIFE – afterschool programs and intensive intervention (one to one), pair/group learning model, tailored modified tasks, translated texts.
 - b) Less than three years in the country – cooperative learning, translated texts and afterschool support.
 - c) Service of 4-6 years – will be considered Intermediate ELLs, and while ESL instructional minutes are reduced, these ELLs will be offered the same opportunities (intervention, scaffolding, etc.) as early ELL learners.
 - d) Long-term ELLs – usually follow schedules of general education students, and sometimes become tutors for new ELLs, given their language competency.
 - e) Former ELLs – most ELLs who have tested out of NYSESLAT will have graduated by then.

7. 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?
8. (7) Teachers of ELL-SWDs work closely with Special Education teachers, discussing how to accommodate Core Standards using IEP considerations. Again, these kids are expected to follow same scheduling as ESL, including access to all modifications and additional services.
9. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

As ESL teachers work closely with both content and Special Ed teachers, instruction and learning outcomes are tailored to accommodate both language and IEP goals. An important goal of teachers at BSSJ is to create an environment that facilitates a memorable learning experience for all students.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

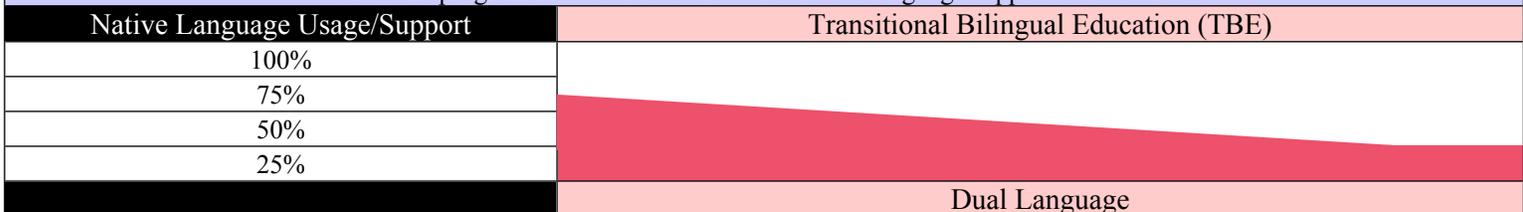
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

10. 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.

Targeted intervention goals are based on students' performance. BSSJ has a very structured approach to intervention. Response to Intervention (RTI) is a 35-min class programmed into students' schedules (four days a week). RTI targets high-need areas of students, and includes content areas. There is also an afterschool program (2 days a week that addresses academic needs and provides general learning support. All ELLs are encouraged to attend. Parents are made aware of these afterschool programs

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Since BSSJ uses a collaborative learning model, teachers frequently meet to discuss needs and progress of students. There is an inter-departmental approach to learning so teachers are familiar with content curricula of all subject areas. Teachers of RTI monitor progress of students, assist in the creation of in class materials, provide language support and translation. The school also maintains contact with parents to ensure that students attend frequently.

12. What new programs or improvements will be considered for the upcoming school year?

For this new school year, the RTI became an official class on students' schedules. ELLs are also programmed for clubs, an elective, which allows more interaction with non-native speakers. Having a fixed afterschool program to provide additional academic support is also an improvement. Saturday school, which offers extra support in both academic and Regents areas, will be continued.

13. What programs/services for ELLs will be discontinued and why?

Rosetta Stone was discontinued because it proved ineffective to provide adequate language skills that support academic rigor, which ELLs are still expected to demonstrate in all classrooms.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are encouraged to participate in all academic programs. In addition to afterschool and RTI programs, there are elective clubs (such as "The Life and Times of E.A. Poe" and "Womyn's Empowerment"), competitive athletics, social action projects (in conjunction with the non-governmental organization, "Make the Road NY"). There is also a resident program, in partnership with Brooklyn College, that offers both academic and leisure activities.

15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

BSSJ uses a uniform grade-level curriculum for each subject area. Teachers determine the types of materials (e.g. traditional texts, handouts, etc.) to be used in the classroom. Media in the classroom has always played an important role in classroom instruction. Each classroom is equipped with technology -- such as Promethean Boards, access to laptops -- that allows all students ready access to the media, which the teachers incorporate into their instruction.

16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In free-standing ESL classes, native language is only used when necessary. In cases where students are absolute beginners, teachers use dual language texts that students can utilize. Native language is used primarily to facilitate comprehension of new material, and ELLs, depending on language ability, will frequently receive assessments in their native language since learning outcomes are based on core standards set by the city.

17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Existing services and programs support new ELLs because they are placed according to the number of years in the school system and number of credits from their home country.

18. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There is an orientation program, the Bridge Program, which introduces all new students, including new ELLs, to the types of programs and services they will encounter at BSSJ. Additionally, parent coordinators and guidance counselors continue to work with parents through workshops and informational sessions to keep them abreast of all new services and general information.

19. What language electives are offered to ELLs?

Except for the Spanish elective, there are no other language electives offered at this time. However, each of the clubs with a focus on literature provides additional support in both language and content for ELLs through promotion of interaction in English.

20. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

BSSJ does not have dual language programs.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. All ESL teachers participate in departmental development provided by the AP in charge of ESL services: These PD sessions address topics such as using data to drive instruction, using team-teaching strategies to support the general education teacher and developing students' writing strategies. All general education teachers participate in in-house workshops on using ESL strategies in the general education classroom. Youth development personnel participate in in-house training sessions on providing services for ELLs and families of ELLs. Each grade team will have a dedicated ESL member of the team to provide recommendations for general education teachers for how to better service ELLs.
 2. ESL teachers attend city-led workshops to better adapt to the Common Core Learning Standards.
 3. Support is provided through teacher-team meetings and departmental meetings. The sharing of curricula and best practices, in addition to resources and title lists, helps to facilitate a smooth transition for teachers coming into the high school setting for the first time. In addition, frequent informal meetings to discuss the specific aspects of the transition are conducted.
 4. The team meetings, both grade and content, provide the ELL training for all staff. These meetings take place on a weekly basis for one hour and are extended on a monthly basis to two and a half hours. Staff receives additional support from the Network and in-house professional development days. Topics covered during PD and teacher team meetings include: scaffolding across the curriculum, differentiated instruction, preparing ELLs to meet city and state standards (NYSESLAT & Regents), Push-in and team teaching strategies, interactive learning and the ELL student, writing strategies for ELLs: Regents and DBQs, curriculum development and alignment and developing appropriate and effective assessments. Teachers also are encouraged to attend conferences and other workshops to deepen their understanding of effectively teaching ELLs.

D. Parental Involvement

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

1. The BSSJ parent coordinator works with all parents, including parents of our English Language Learners and our special needs students. In this capacity, ELL parents are invited to the Parent Association meetings as well as receiving workshops specifically geared towards ELL issues. BSSJ provides parent-orientation sessions where program placement options are presented with clarity and objectivity. The meetings focus on orienting the parents to the school system and explaining program options. A video is presented for parents of newly enrolled ELLs in the parent's home language that provides information on the recent reorganization of the Department of Education and the right to choose educational options for their child, an explanation of the state and city standards, the core curriculum, assessments, student expectations, and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs.

All written communication to parents such as notices to attend meetings, progress reports, brochures, and flyers are sent home in English and translated to the students' native language. Additionally, interpretation services are a daily help in communication between school staff and parents.

These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Members of the school learning community are asked to translate written communications and serve as oral interpreters as needed.

2. Two parent orientations will be conducted during the 2013-14 school year. One session will be conducted in the fall and the other during the spring session. Additionally, parents will be offered Saturday workshops and a few trips with students to the Statue of Liberty, Ellis Island, El Barrio Museum, and other cultural institutions. Through these efforts, we expect parents to become fully involved in our school community. Workshops in parents'/students' native language will also be provided through our collaboration with the community organization Make the Road New York on topics such as: Regents' exams, school procedures, rights and responsibilities of parents and students, the school grading policy, and citizenship and immigrant services available to parents in the community.

Project Jump Start:

Additionally, activity clubs in art and dance are offered. Throughout the year, parents come to the school to take part in community celebrations, including the Parents of ELLs Conference, Parent Leadership Conference, Awards Ceremonies, Visit Your Child's School Day, and Parent Recognition Awards Dinner, Multi-Cultural Dinner, and the Father's Initiative Workshops. At these events, the school and community can come together to recognize student achievements in arts and academics. Furthermore we have the following yearly activities that we plan to continue to encourage parental involvement:

- A community walk, where staff members visit students and families in their homes, conducted to get a clearer sense of parents' concerns, develop agenda items for parent meetings, and to spark connections between family members and the school community.
- Parent association meetings that include more access to student progress information so that parents have a viable reason for attending.
- We will continue to hold an end-of-marking period parent teacher conferences and award ceremonies as a means of engaging parents in their children's education (6 per year).
- We will continue hosting a parent-award dinner where students recognize their parents.
- Social worker, administration, teachers, and parent coordinator will continue to provide resources to parents to support them in working with children.

3. Parental needs are evaluated through the use of surveys and data from parent meetings organized by the Youth Development (YD).

4. Activities are designed in direct response to parental need. Throughout the year, parental need dictates the topics for workshops and meetings to best meet the desires of the parents.

E. 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.

BSSJ offers adult ESL classes on multiple occasions every week. Make the Road New York (MRNY) provides classes Tuesday, Wednesday and Thursday and We Care New York on Tuesday and Thursday.

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lucas Cooke	Principal		11/15/13
Ana Marsh	Assistant Principal		11/15/13
Frances Carrasco	Parent Coordinator		11/15/13
Sabrina Swamy	ESL Teacher		11/15/13
	Parent		
Christopher MacDevitt	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
Dinorka Ogando	Guidance Counselor		11/15/13
	Network Leader		
Patrick Cooper	Other <u>Assistant Principal</u>		11/15/13
Jaqueline Sierra	Other <u>Community Associate</u>		11/15/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32k549 School Name: Bushwick School for Social Justice

Cluster: 4 Network: 404

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

Part A: Needs Assessment Findings

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.

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bushwick School for Social Jus	DBN: 32K549
Cluster Leader: Cris Groll	Network Leader: Malika Bibbs
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 24

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

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

All Saturday school classes are held for 120 minutes per class and most students attend two classes. Lower level ELL students get the Saturday ESL class first period while going to a content class for second period to get support in their content based classes or Regents' exam preparation as will be mentioned below. Through this support students are able to improve their literacy in content based material and get prepared for Regents exams. These classes help them stay on task in class during their regularly scheduled content classes. The higher level students go for support in content areas during their first 120 minutes and go to their ESL class for the last 120 minutes. Our Saturday school program is a 20 week-program, 10 sessions for the fall and 10 for the spring.

Title III – Saturday Global History, U.S. History, English, Math and Science Regent's and NYSESLAT Preparation Classes

Students in the Saturday Global History Program for English Language Learners receive instruction in Regent's exam preparation emphasizing document based questions and thematic essays. Students learn to outline essays and outline document-based questions by tasks. Students receive tips and strategies and practice answering multiple-choice questions using the three-question method. Instruction will focus on literacy, mathematics, and content area instruction using ESL methodologies in preparation of the NYSESLAT, NYS Regents examinations, achieving passing grades in all subjects, and meeting all requirements for the NYS Learning Standards and NYC Performance Standards.

- **ESL content support:** We offer two periods a week of Content support for all beginning and intermediate ELL students with a certified ESL teacher to assist. Students are able to have individualized support to improve English skills through content. All ELL students are invited. Regular attendance is between 10 to 20 students. Students also use the Achieve 3000 program which supplements class work

Part B: Direct Instruction Supplemental Program Information

while allowing students personalized and differentiated support.

Part C: Professional Development

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

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

Begin description here: All ESL teachers participate in departmental professional development provided by the Assistant Principal in charge of ESL services, on topics including using data to drive instruction, using team-teaching strategies to support the general education teacher, and developing students' writing strategies. All general education teachers participate in in-house workshops on using ESL strategies in the general education classroom. Youth development personnel participate in in-house training sessions on providing services for ELLs and families of ELLs. Each grade team will have a dedicated ESL member of the team to provide recommendations for general education teachers for how to better service ELLs.

Also, BSSJ's professional development program focuses on providing participating teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners within all content areas. Topics that are addressed during these professional development sessions include:

1. Scaffolding across the curriculum; strategies and implementation (multi-session study group)
2. Differentiated Instruction
3. Preparing ELLs to meet city & state standards to gain a clear understanding of the NYSESLAT/Regents
4. Push-in & Team Teaching Strategies Implementation
5. Using program like Rosetta Stone and Achieve 3000 to enhance student learning
6. Interactive Learning and the ELL Student
7. Writing Strategies for ELLs: Regents Strategies & DBQs
8. Curriculum development and alignment
9. Developing appropriate and effective assessments

Part C: Professional Development

All teachers participate on grade-level inquiry teams. Teachers plan collaboratively units and assessments and analyze data to inform their instruction paying special attention to sub-groups including our ELL's. All teachers participate in weekly 1 hour grade-level team meeting where curriculum is shared and critiqued using structured feedback protocols. All teachers plan curriculum collaboratively in department meetings and learn from inter-visitations. Furthermore, all teachers participate in additional 2 ½ hour every 3 week meetings to further the work just mentioned.

Part D: Parental Engagement Activities

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

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

Begin description here: The BSSJ parent coordinator works with all parents, including parents of our English Language Learners and our special needs students. In this capacity, ELL parents are invited to the Parent Association meetings as well as receiving workshops specifically geared towards ELL issues. BSSJ provides parent-orientation sessions where program placement options are presented with clarity and objectivity. The meetings focus on orienting the parents to the school system and explaining program options. A video is presented for parents of newly enrolled ELLs in the parent's home language that provides information on the recent reorganization of the Department of Education and the right to choose educational options for their child, an explanation of the state and city standards, the core curriculum, assessments, student expectations, and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs.

All written communication to parents such as notices to attend meetings, progress reports, brochures, and flyers are sent home in English and translated to the students' native language. Additionally, interpretation services are a daily help in communication between school staff and parents.

These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Members of the school learning community are asked to translate written communications and serve as oral interpreters as needed.

Two parent orientations will be conducted during the 2013-14 school year. One session will be conducted in the fall and the other during the spring session. Additionally, parents will be offered Saturday workshops and a few trips with students to the Statue of Liberty, Ellis Island, El Barrio Museum, and other cultural institutions. Through these efforts, we expect parents to become fully involved in our school community. Workshops in parents'/students' native language will also be provided through our collaboration with the community organization Make the Road New York on topics such as: Regents' exams, school procedures, rights and responsibilities of parents and students, the school grading policy,

Part D: Parental Engagement Activities

and citizenship and immigrant services available to parents in the community.

Project Jump Start:

Through Project Jumpstart, ELL parents and students from BSSJ are provided specific support services to help achieve their full integration into the school community. Support services have included and will include:

- * Open House for incoming students, including ELL students and special education students in June 2013, where the ESL teacher and supporting staff met with prospective incoming ninth grade ELLs.
- * Orientation for incoming special education students, including ELLs, held in June 2013
- * Bridge Program in August 2013 for incoming ninth-grade ELL students and parents. The program is designed to support the following goals: ensure that students comprehend the mission of the school by the end of the program, begin building meaningful relationships between students, parents and staff members even before school officially starts, help students begin to understand comprehend the meaning of social justice and how it is integrated into the curriculum, provide parents with more information about our school in the parent's native language.

Additionally, activity clubs in art and dance are offered. Throughout the year, parents come to the school to take part in community celebrations, including the Parents of ELLs Conference, Parent Leadership Conference, Awards Ceremonies, Visit Your Child's School Day, and Parent Recognition Awards Dinner, Multi-Cultural Dinner, and the Father's Initiative Workshops. At these events, the school and community can come together to recognize student achievements in arts and academics. Furthermore we have the following yearly activities that we plan to continue to encourage parental involvement:

- A community walk, where staff members visit students and families in their homes, conducted to get a clearer sense of parents' concerns, develop agenda items for parent meetings, and to spark connections between family members and the school community.
- Parent association meetings that include more access to student progress information so that parents have a viable reason for attending.
- We will continue to hold an end-of-marking period parent teacher conferences and award ceremonies as a means of engaging parents in their children's education (6 per year).
- We will continue hosting a parent-award dinner where students recognize their parents.
- Social worker, administration, teachers, and parent coordinator will continue to provide resources to parents to support them in working with children.

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	\$3,270	To pay teachers for afterschool and Saturday school supplemental programs for ELL population as described above.
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$7,930	10 Laptops. They will be used for instructional support, including using software program like Achieve 3000, writing entries, class projects, and so forth.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	See above