



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** BUSHWICK LEADERS' HIGH SCHOOL FOR ACADEMIC  
EXCELLENCE

**DBN (i.e. 01M001):** 32K556

**Principal:** CATHERINE REILLY

**Principal Email:** CREILLY@SCHOOLS.NYC.GOV

**Superintendent:** TAMIKA 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
Catherine Reilly	*Principal or Designee	
Woodley Francis	*UFT Chapter Leader or Designee	
Nancy Quiroz	*PA/PTA President or Designated Co-President	
Suzette Simpson	DC 37 Representative, if applicable	
Vanessa Melendez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joshua Vasquez	Member/ Teacher/SLT Chairperson	
Joselyn Espinoza	Member/ Teacher	
Flor Gonzalez	Member/ Parent	
Ms. Syffrad	Member/ Parent/PTA Secretary	
Ramona Abreu	Member/ Parent	
Diane Stone	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.

# **School Comprehensive Education Plan (SCEP) Requirements**

## **Which Schools Need to Complete the SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	<b>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### Priority Schools Only

	<b>Expanded Learning Time (ELT) Program Description</b>
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**School Information Sheet for 32K556**

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	362	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	7	# SETSS	2	# Integrated Collaborative Teaching	48
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	8	# Drama	N/A
# Foreign Language	28	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.3%	% Attendance Rate			81.3%
% Free Lunch	92.1%	% Reduced Lunch			2.9%
% Limited English Proficient	16.7%	% Students with Disabilities			18.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			20.3%
% Hispanic or Latino	78.0%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	0.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.75	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			12.5%
% Teaching with Fewer Than 3 Years of Experience	21.9%	Average Teacher Absences			4.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			70.0%
6 Year Graduation Rate	65.5%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		No
Economically Disadvantaged	No			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP							
<b>Describe the strengths of your school's 12-13 SCEP.</b>							
The strengths of my school's 2012-2013 SCEP are as follows:							
<ul style="list-style-type: none"> <li>• All of the goals were SMART and were doable.</li> <li>• All of the goals were based on the needs of our students and school community.</li> <li>• All of the goals focused on the improvements we need to make as a school community in order to move towards meeting the targets set for us by the NYSED to move us off of the Priority Schools List.</li> <li>• Our SCEP is a living document and reflects the work we are doing in our school.</li> <li>• Our SCEP helped us to focus our work and to really look at what we wanted to do and how we wanted to do it.</li> </ul>							
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>							
Our SCEP document itself was a well written tightly focused document.							
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>							
In reviewing the implementation our SCEP for the 2012-2013 school year, the one of the greatest challenges we faced in implementing our SCEP was financial. Another challenge was a young staff. However, we were able to effectively implement our SCEP for the year.							
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>							
Our SCEP was successfully implemented. We worked together as a team and focused our work on the goals we set and we were successful in our implementation.							
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				X	<b>Yes</b>		<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>							
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>					<b>Yes</b>	X	<b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
As we implement our 2013-2014 SCEP, I do not anticipate any barriers. We are faced with financial challenges, but we anticipate being able to forge ahead and meet our anticipated goals.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
English Language Arts: All students, Hispanic Students and Economically Disadvantaged Students: Make AYP for Cohort P Mathematics: All students, Hispanic Students and Economically Disadvantaged Students: Make AYP for Cohort P Graduation Rate: All students, Economically Disadvantaged Students: Maintain or exceed city average of 60% graduation rate for Cohort P				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
The goals for the SCEP were determined at faculty meetings, SLT meetings, cabinet meetings, and planning meetings. The final goals will be shared with staff and the school community as follows:				
<ul style="list-style-type: none"> <li>• School Leadership Team will discuss and evaluate preliminary SCEP goals at SLT meetings. They will then meet to finalize the goals of the SCEP and to review the SCEP's implementation.</li> <li>• After meeting to discuss school data, such as the school progress report, cohort data for student progress to graduation by grade and regents and graduation data, teachers will meet to discuss a plan for next steps and to set measurable targets for the 2013-2014 school year.</li> <li>• School leaders will meet with parents at monthly PTA meetings to inform parents of the schools progress and of goals to continue to improve.</li> <li>• The principal will conduct grade level assemblies to discuss goals for each grade and subject and student accountability in meeting those goals.</li> </ul>				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
At Bushwick Leaders' High School for Academic Excellence, we will create a high performing school through the establishment of an aligned and coherent instructional program that supports students meeting high standards and				

eliminates the achievement gap. If we provide students with a more rigorous curriculum, where instructional practices are effectively aligned to the Common Core State Standards and Danielson's Framework for Teaching, then students will be pass their classes and regents exams, graduate on time, and be college and career ready.

**Describe the strategy for executing your theory of action in your school's SCEP.**

The strategy for executing our theory of action in our SCEP includes the following:

- Staff will discuss and create a common set of beliefs around how students learn best. Teachers will then exemplify those beliefs in their daily instructional practices.
- Focus on improving student achievement.
- Productive interaction among student, teacher, and curriculum to get better results
- Educators, students, parents, and community alike have access to the same information about what works and what is expected. This will be shared and discussed at department and grade team meetings, SLT meetings, PTA meetings and student assemblies.
- Set benchmarks as indicators of success so we know what we are doing is working. Establish a plan, assess, adjust cycle.

**List the key elements and other unique characteristics of your school's SCEP.**

The key elements of are SCEP are as follows:

- Focus on instructional practices and the impact on student outcomes
- Provide professional development and support for teachers around instructional practices that can impact student achievement
- Development of a system to address the plan, assess, adjust cycle based on student needs.
- Continued implementation of an extended learning program to help students to acquire credits and to prepare for state exams.
- Continued plan to support parents based on a needs assessment.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Our school has the capacity to oversee and manage the implementation of our school's plan as follows:

- We have on staff, s assistant principals in addition to the principal
- We have established common planning time for our grade teams
- We have established Wednesday afternoon meeting time for professional development and department team meetings
- We have a hard working PTA that meets with the principal and administrators on a regular base.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Develop a process to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the Common Core Learning Standards. (5.1)							
<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>2.2 School leader’s vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>	
<b>2.4 School leader’s use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>	

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014, 100% of administrators will possess an understanding of instructional practices teachers are using in response to student learning needs and the expectations of the Common Core Learning Standards, by collecting and reviewing each teachers’ Curriculum Map a minimum of two times per term.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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#### **A. Strategies/activities that encompass the needs of identified subgroups**

<p><b>Strategy:</b> All administrators will collect and review each teacher’s Curriculum Map changes that impact instructional practices in response to student learning needs and the expectations of the Common Core Learning Standards.</p> <ol style="list-style-type: none"> <li>1. Activity- Administrators will collect each teacher’s Curriculum Map a minimum of two times per term.(2.3)</li> <li>2. Activity - Administrators will look for evidence of changes in Curriculum Maps that impact instructional practices in response to student learning needs and expectations of the Common Core Learning Standards. Evidence will be found in electronically edited Curriculum Maps. (2.3)</li> <li>3. Activity – Administrators will provide teachers with feedback on their updated Curriculum Maps, based on student data and classroom observations. (2.3)</li> <li>4. Activity - All administrators will meet with Institute for Student Achievement (ISA) coaches to evaluate the protocol and outcomes set around looking at student work, resulting in a uniform practice for reviewing and editing curriculum. (2.3)</li> </ol>
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#### **B. Key personnel and other resources used to implement each strategy/activity**

<p><b>Strategy:</b> All administrators will collect and review each teacher’s Curriculum Map changes that impact instructional practices in response to student learning needs and the expectations of the Common Core Learning Standards.</p> <ol style="list-style-type: none"> <li>1. Principal and Assistant Principals will review and provide teachers with feedback on their updated Curriculum Maps.</li> <li>2. ISA coaches will work with teachers in English, Math, Science and Social Studies to design and edit curriculum in response to student learning needs and the Common Core Learning Standards.</li> <li>3. Principal, Assistant Principals, ISA coaches, and all teachers.</li> <li>4. ISA coaching notes, meeting agendas and handouts.</li> <li>5. Email and USB jump drives, the means for storing and sharing curriculum</li> </ol>
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#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

<p><b>Strategy:</b> All administrators will collect and review each teacher’s Curriculum Map changes that impact instructional practices in response to student learning needs and the expectations of the Common Core Learning Standards</p> <ol style="list-style-type: none"> <li>1. By the end of the 2013-2014 school year, teachers and school leaders will agree on changes that have positively impacted student learning, as demonstrated by a uniform practice for looking at and adjusting curriculum.</li> <li>2. A common practice will be developed and used by all administrators and teachers to adjust curriculum in response to student learning needs and the expectations of the Common Core Learning Standards.</li> <li>3. Administrators will provide feedback to teachers on their curriculum, based on a uniform practice, a minimum of two times per term.</li> </ol>
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**D. Timeline for implementation and completion including start and end dates**

Strategy: All administrators will collect and review each teacher's Curriculum Map changes that impact instructional practices in response to student learning needs and the expectations of the Common Core Learning Standards

1. All teachers will review and edit their Curriculum Maps on a two times per term, beginning in September of 2013 and ending in June of 2014.
2. Two times per term.
3. ISA coaches will meet with department teams on curriculum editing a minimum of five visits from September 2013 – June 2014.

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

Strategy: All administrators will collect and review each teacher's Curriculum Map changes that impact instructional practices in response to student learning needs and the expectations of the Common Core Learning Standards

1. Shortened Wednesday program allows time for Department Team meetings and ISA coaching sessions.
2. Common Planning time for grade teams to share curriculum and instructional practices that positively impact student learning,

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Through collaboration during common planning and PD opportunities, teachers should ensure that all instruction is appropriately challenging and demanding. Teachers should provide regular opportunities for student to work collaboratively and use evidence from the text to inform and make arguments so that they become more proactive learners. The school leaders should carry out regular observations of lessons to monitor that this is done consistently

<b>Review Type:</b>	SQR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	N/A
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
<b>x</b>	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of core content teachers will implement appropriately challenging and demanding tasks, focused on the use of evidence from text to inform arguments as well as questioning and discussion techniques.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

Strategy: All core teachers will develop lessons around academically challenging and demanding tasks.

1. Activity – Teachers will meet weekly in departments and across grade teams to align instructional activities to assure they are rigorous and aligned to the

- Common Core Standards
2. Activity – Teachers will work with an Institute for Student Achievement Coach, subject specific, to align units and lessons to Common Core Standards and to develop student tasks that will prepare students for college
  3. Activity – All teachers will develop lessons where students are required to develop an argument and then defend it in writing, using examples from one or more texts.
  4. Activity – Teachers will meet to examine student progress in completing rigorous tasks, preparing to differentiate as needed
  5. Activity – school leaders will carry out regular observations of lessons to monitor instructional practice and tasks and its impact on student outcomes

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

- Strategy: All core teachers will develop lessons around academically challenging and demanding tasks
1. School leaders will conduct observations and review lesson plans and curriculum for alignment of tasks with city wide instructional expectations and the Common Core State Standards.
  2. ISA coaches will work with teachers in English, Math, Science and Social Studies to design and edit curriculum, examining tasks for rigor and alignment to the Common Core Learning Standards.
  3. Principal, Assistant Principals, ISA coaches, and all teachers.
  4. ISA coaching notes, meeting agendas and handouts.
  5. Grade team and department team leaders, agendas, minutes
  6. Looking at Student Work established protocols to determine rigor of tasks.

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

- Strategy: All core teachers will develop lessons around academically challenging and demanding tasks
1. Curriculum Maps will be collected and reviewed for updates by school leaders twice per term. One focus will be to look at projects and student tasks.
  2. 20 sessions of professional development with ISA coaches over the course of the school year.
  3. School leaders will meet with grade teams on a monthly basis to examine student work and to look at tasks.
  4. Teachers will meet weekly to examine student work and to examine tasks. Amendments to lessons will be made based on feedback provided by teachers and administrators as well as student progress
  5. Students will demonstrate mastery in writing an argument essay as well as an ability to question and hold a discussion on a content related topic

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

- Strategy: All core teachers will develop lessons around academically challenging and demanding tasks
1. September 2013-June 2014
  2. 20 ISA coaching and PD sessions from September 2013-2014

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

- Strategy: All core teachers will develop lessons around academically challenging and demanding tasks
- 1\*. Shortened Wednesday program allows time for Department Team meetings and ISA coaching sessions.
  2. Common Planning time for grade teams to share curriculum and instructional practices that positively impact student learning, and to review student work and tasks

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>PF AIS</b>	<b>PF CTE</b>	<b>x</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>PF Positive Behavioral Management Programs</b>			<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

### Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop a system for using common assessments and criteria to measure student progress towards goals across grades and subject areas to adjust curriculum and instruction.

<b>Review Type:</b> DQR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 3	<b>HEDI Rating:</b> D
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### Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
<b>4.4 Classroom environment and culture</b>	x	<b>4.5 Use of data, instructional practices and student learning</b>

### Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers will utilize a school wide system for using common assessments and criteria to measure student progress toward goals across grades and subject areas to adjust curriculum and instruction.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategy: Teachers will use a school wide system for using common assessments to measure student progress

1. Activity – Teachers will work with ISA coaches to review data and to develop a formalized rubric to assess student writing of argument essays.
2. Activity – teachers will meet with departments and grade teams to formalize assessments in core classes and across grade levels
3. Activity – school leaders will meet with department teams and grade teams, as well as observe classes for evidence of common assessments and criteria to evaluate student progress
4. Activity – teachers will develop a system to catalogue assessments and their use across departments and grade teams
5. Activity – school leaders will observe instructional practice to determine common evaluative practices are being utilized.

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

Strategy: Teachers will use a school wide system for using common assessments to measure student progress

1. School leaders
2. ISA coaches, meeting minutes and handouts
3. Teachers
4. Observation reports
5. Writing rubrics
6. Student regents and exam data

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

Strategy: Teachers will use a school wide system for using common assessments to measure student progress

1. Review of assessment practices twice a term by school leaders and teachers.
2. Review of baseline and benchmark assessment data to determine student growth in a specific area
3. Weekly department team meeting agendas and minutes
4. Formalized subject specific and grade level assessments used to determine student growth

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

Strategy: Teachers will use a school wide system for using common assessments to measure student progress

1. By June of 2014 teachers will utilize as school wide system for using common assessments to measure a specific area of growth
2. Evaluation of assessments and assessment practices by school leaders in November 2013, February 2014, April 2014 and June 2014.

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

Strategy: Teachers will use a school wide system for using common assessments to measure student progress

1. Shortened Wednesday program allows time for Department Team meetings and ISA coaching sessions.
2. Common Planning time for grade teams to share assessments and assessment practices that positively impact student learning, and to review student work.

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school has developed partnerships with various community based organizations (CBO's); however, there was limited evidence that the support provided by the CBO's have been evaluated to determine the impact these services have on student achievement in Mathematics and ELA and the school's graduation rate.

<b>Review Type:</b>	SQR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	N/A
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June of 2014, an impact document identifying the effect partnerships have on student achievement in Mathematics and ELA as well as the school's graduation rate, will indicate a 2% and 3% increase in credit accumulation and graduation rate, respectively.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

Strategy – Develop a working impact document that demonstrates the impact CBO's have on student achievement in Mathematics, ELA and the school's graduation rate.

1. Activity – Work with CBO's to develop a system to share information on student participation on afterschool and CBO related activities.
2. Activity – Develop an impact document for each CBO indicating the effect the program has on student achievement.
3. Activity – review impact document twice yearly, at the end of each term, to evaluate programs impact on student achievement
4. Activity – Share impact document with school community

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

Strategy – Develop a working impact document that demonstrates the impact CBO's have on student achievement in Mathematics, ELA and the school's graduation rate

1. School Leaders in collaboration with directors of various CBO's working with the school.
2. Student data as found in Stars, ATS and Skedula.
3. Student attendance reports for CBO programs and activities.

<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
Strategy – Develop a working impact document that demonstrates the impact CBO’s have on student achievement in Mathematics, ELA and the school’s graduation rate
1. Midterm student Progress reports as found in Skedula 2. End term credit accumulation reports as well as Regents exam data 3. End of year graduation rate.
<b>D. Timeline for implementation and completion including start and end dates</b>
Strategy – Develop a working impact document that demonstrates the impact CBO’s have on student achievement in Mathematics, ELA and the school’s graduation rate
1. September 2013 – June 2014. 2. January Student data and June student data.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
Strategy – Develop a working impact document that demonstrates the impact CBO’s have on student achievement in Mathematics, ELA and the school’s graduation rate
1. Meetings between CBO’s and school leaders. 2. Student afterschool and Saturday programs. 3. School and CBO data systems 4. Per Session for Data specialist

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
<b>x</b>	<b>PF ELT</b>	<b>xx</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>			<b>x</b>	<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).									
The school leaders should conduct a survey to determine the needs of all parents. Once those needs are determined, a plan should be developed to address and support parents									
<b>Review Type:</b>	SQR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	NA		

**Tenet 6: Family and Community Engagement**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	<b>6.2 Welcoming environment</b>		<b>x</b>	<b>6.3 Reciprocal communication</b>					
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>		<b>x</b>	<b>6.5 Use of data and families</b>					

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  
By June 2014 a system will be established to gather parent survey information. The survey information will be utilized to develop a plan to support the needs of parents.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Strategy: To develop a system to gather information to determine the needs of parents to best support their needs.

1. Activity – School leaders and parent coordinator to work with PTA leadership and CBO's to develop a survey to use to evaluate parent needs.
2. Activity – Distribute parent survey at least twice during the year and evaluate results to establish a plan for support for parents.
3. Activity – school leaders, CBO and parent coordinator to examine survey and data twice a year and to make changes as needed.
4. Activity – develop a parent support plan based on survey results.

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

Strategy: To develop a system to gather information to determine the needs of parents to best support their needs.

1. School leaders, parent coordinator, 21<sup>st</sup> Century CBO's as well as privately funded CBO's.
2. Parent surveys used in the past.
3. Email and internet
4. Paper, RISO, XEROX, postage, pens
5. Translation and Interpretation staff

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

Strategy: To develop a system to gather information to determine the needs of parents to best support their needs.

1. Meeting agendas and minutes
2. Parent survey responses
3. Parent participation in plan development and implementation
4. Parent participation in scheduled workshops
5. Parent feedback documents from workshops

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

Strategy: To develop a system to gather information to determine the needs of parents to best support their needs.

1. September 2013-January 2014 – develop and distribute first survey  
Create an action plan for parent support  
Begin workshop series
2. February 2014 –June 2014 – review parent participation in workshops from Fall of 2013; review feedback given by parents  
If necessary resubmit survey to parents in February.  
Develop plan for parent support for Spring 2014

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

Strategy: To develop a system to gather information to determine the needs of parents to best support their needs.

1. PTA Executive Committee Meetings with CBO's and school leadership once monthly.
2. Monthly PTA meeting time for workshops

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>	<b>x</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

## Expanded Learning Time (ELT) Program Description

### PRIORITY SCHOOLS ONLY

#### ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

#### **Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

The goals of the ELT program are as follows:

1. Increase graduation rate for cohort P, of Hispanic Students by 5%
2. Increase credit accumulation for students in the lowest third for each grade by 5%, as per the Progress Report
3. Increase pass rate of students taking the Global Studies regents for the first time by 5%, as per L2RPT data.

#### **Activities**

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

#### **A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. Summer School – Summer School credit recovery and regents preparation mandated for students who have failed classes or regents exams, who are overage entering the 9<sup>th</sup> grade for the first time, or who need to retake an regents exam for a college readiness score of 75 for ELA and 80 for Integrated Algebra. Classes run from 8AM – 1:15PM from Monday – Friday during the months of July and August for a total of 46 hours per class. Students take between 1 and 3 classes per day for a total of 138 hours of extended school time hours.
2. After School Program Credit Recovery and Tutorials – Students who have failed a class or regents exam are mandated to attend an afterschool or Saturday credit recovery program. Classes are offered in all of the core subjects as well as Physical Education for a minimum of 54 hours per term per class. We offer these classes in the fall and the spring terms. The program operates on Monday, Tuesday, Thursday and Friday from 3PM – 6PM and on Saturday from 8AM – 12PM. The total hours per school year are 512 hours or program.
3. Good Shepherds Afterschool Program – This is an extra-curricular activities program based on student interest. It begins with a student social hour, where students gather for a snack and socializing and then break out into interest based activities such as dance, art, music, martial arts, boxing, yoga and open gym. The program goes hand in hand with our After School Credit Recovery and Tutorials, allowing students to both attend After School classes and the interest based GSS Afterschool Program. The goal is to provide students with a place to go afterschool so they are not on the street and where they can study, socialize and if necessary, receive counseling. This portion of our GSS program is funded by 21<sup>st</sup> Century funds The total hours of program are 384 hours .
4. Good Shepherds SAT prep classes for students who will be taking the SAT exam. This program will take place afterschool 2 days per week for a total of 3 hours per week. The program will run from December 2013-May 2014. This program is funded by 21<sup>st</sup> Century funds. The total hours of program are 60 hours.
5. Vacation and Holiday Extended Learning Options Program- vacation program for 50 + students to receive tutoring, go on educational trips, and to engage in interest based activities. This program is funded by 21<sup>st</sup> Century Funds. The total hours of program are 120 hours.

#### **B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. Summer School – Principal, 12 month Assistant Principal, teachers, parent coordinator, community associate.
2. After School Program Credit Recovery – School Leaders, teachers, guidance staff, school aids
3. Good Shepherd Program- Good Shepherd Staff, School Leaders
4. Good Shepherd SAT Prep Program - Good Shepherd Staff, NYCDOE certified teachers
5. OASIS Vacation/Holiday Extended Learning Program – OASIS staff, school leaders

#### **C. Identify the target population to be served by the ELT program.**

1. Summer School - The target population for our ELT program are all students in our subgroups; namely, all Hispanic students and all economically disadvantaged students.

#### **Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

x	21 <sup>st</sup> Century	x	Tax Levy	x	Title I SWP		Title I TA	x	Title I PF		C4E
	Title III	x	Title I SIG		PTA Funded	x	Grants	x	In Kind		

List any additional fund sources your school is using to support the instructional goal below.

21st Century School Funding

## **Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

### **A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.**

Good Shepherds Afterschool Program – This is an extra-curricular activities program based on student interest. It begins with a student social hour, where students gather for a snack and socializing and then break out into interest based activities such as dance, art, music, martial arts, boxing, yoga and open gym. The program goes hand in hand with our After School Credit Recovery and Tutorials, allowing students to both attend After School classes and the interest based GSS Afterschool Program. The goal is to provide students with a place to go afterschool so they are not on the street and where they can study, socialize and if necessary, receive counseling.

GSS SAT Prep Classes This program will take place afterschool 2 days per week for a total of 3 hours per week. The program will run from December 2013-May 2014. This program is funded by 21<sup>st</sup> Century funds.

OASIS: Vacation and Holiday Extended Learning Options Program- vacation program for 50 + students to receive tutoring, go on educational trips, and to engage in interest based activities

After School Credit Recovery and Tutorials is part of our school program.

Summer School is part of our school program

### **B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

Under the 21<sup>st</sup> Century Grant, GSS organizes and runs our on site after school programs. OASIS runs our offsite vacation program.

## **ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

### **A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

The ELT Program at BLHS meets the requirements of the state as follows:

- Each program exceeds the minimum 200 hour requirement needed to extended our instructional program over the course of one academic year.
- The program is opened to all students, however, the focus is on those who are in our subgroups. The goal is to serve fifty percent of the students.
- The teachers who administer instruction are NYCDOE content certified teachers.
- Programs are offered in conjunction with a high quality, high capacity community partner where funded by 21st Century Community Center Learning Funds.
- Programs are designed to strengthen student engagement, attendance, academic performance and progress, and to increase the graduation rate
- Programs are designed to help students to foster healthy relationships with adults and their peers and to provide a safe and healthy place for students to learn and develop socially.

### **B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

Summer School - this program allows students the opportunity to acquire credit for classes failed or to prepare for Regents Exams. Additionally, students who are over-aged and under credited are offered the opportunity to attend classes to get credits to move them closer to graduation.

After School Credit Recovery and Tutorials- helps students to prepare for exams they have failed or will be taking; helps students to gain credit for classes they have already taken and failed. Students may take up to four classes per term.

GSS Afterschool Program – provides students with a safe and healthy place to socialize. Students participate in games, activities and events with their peers under the supervision and guidance of an adult. The program creates a school environment where students want to go to be with their friends and where they can learn and participate in activities of their liking.

GSS SAT Program - the SAT program helps our students prepare for the SAT or ACT exams.

OASIS Vacation Program provides a safe and healthy place for students to go to study and socialize during their vacation time. Students are offered activities based on interest and academic support for classes.

### **C. Describe how the ELT program will address the unique learning needs and interests of all students.**

ELT addresses unique learning needs by looking at student data to determine instructional and credit needs of students. It also addresses interests of students through interest surveys given throughout the school year.

### **D. Are the additional hours mandatory or voluntary?**

**Mandatory**

**x**

**Voluntary**

### **E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

Summer School is mandated for students who are promotion in doubt, We communicate with parents via mail, phone calls and meetings to assure students attend classes. Attendance is taken via ATS and is monitored in compliance with DOE regulations.

GSS After school is voluntary but is very well attended. GSS is in our school during the school day, so they do Café Jams during student lunch hours, where students are in engaged in activities like those offered after school. Parents are made aware of the programs and we recommend the program to our parents so students have a safe and healthy place to socialize. Attendance is taken in each activity daily.

Afterschool credit recovery is mandated for most students. We communicate with parents via mail, phone calls and meetings to assure students attend classes. Attendance is taken via ATS and is monitored in compliance with DOE regulations

OASIS Vacation Program is a voluntary program but is well advertised and recommended for our students. Attendance is taken and recorded/

GSS SAT Prep Program is voluntary. However, we communicate with students and parents via mail, phone calls and meetings to assure students attend. Attendance is taken daily.

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

BLHS is meeting its responsibility to provide interventions for students who need support services to increase student achievement via our Summer School Program and our After School Credit Recovery Program and Tutorials. These programs are based on data and student need.

<b>G. Are you using an ELT provider procured using the MTAC process?</b>	<b>x</b>	<b>Yes</b>		<b>No</b>
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**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

We are working on the development of an CBO Impact Report that we will update twice a school year, to determine the impact a CBO and/or program is having on student achievement.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Grade 9- All students entering grade 9 as a level 1 or 2 are receiving afterschool tutorials to support their literacy development. Grade 10 – All students who are level 1 or 2 in ELA are receiving a double period of instruction in ELA. Grades 11 and 12 – regents preparation and tutoring SIFE and Long Term ELL's – Achieve 3000 Ilearn	Grade 9- after school tutoring Grade 10 – double period class Grades 11 and 12 – after school tutoring SIFE and Long Term ELL's – computer based tutoring	Grade 9 – after school Grade 10 – during school but in addition to the regular program Grades 11 and 12 – after school SIFE and Long Term ELL's – after school
<b>Mathematics</b>	All students entering grade 9 as a level 1 or 2 are receiving afterschool tutorials to support their Math development. Grade 10 – After school tutorials are offered to at-risk students Grades 11 – 12- regents preparation and tutoring Ilearn	Grade 9 – after school tutoring Grade 10 – after school tutoring Grades 11 and 12 – after school	Grade 9 – after school Grade 10 – during school but in addition to the regular program Grades 11 and 12 – after school
<b>Science</b>	Lunch time and afterschool tutorials for all students who are failing or who failed a regents exam, Ilearn	Small group, one to one and peer tutoring	Lunchtime, after school and on Saturday.
<b>Social Studies</b>	11and 12th graders who have failed a regents and who need credit for an elective will work with Fresh Prep as their program provides After school and lunch time tutorials Ilearn regents prep	Whole class and small group	Lunchtime, after school, In class as program permits
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling Peer Mediation	Individual and group	During school day and afterschool

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

High Quality professional development that ensures staff is highly qualified:

Professional learning Groups led by School Leaders and Lead Teacher

On Site Professional development : ISA

Off Site Professional development : Common Core Standards, ICT Strategies, I Learn, Danielson's Framework for Teaching

Grade Team Leaders Meetings

To recruit highly qualified teachers, we do the following:

- Attend hiring fairs
- Send postings and alerts regarding vacancies to local colleges and universities
- Send postings and alerts regarding vacancies to the Office of new teacher recruitment
- Work in conjunction with the NYC teaching fellows
- Recruit by word of mouth

**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).

A professional development plan is in place at the beginning of the year and is based on a staff needs assessment as well as the Citywide Instructional Expectations and the new teacher evaluation system.

Teachers are provided with weekly coaching by an ISA content area coach who comes into the school, visits the classroom and the provides professional development to a team of teachers.

School leaders also provide professional development for teachers as well as study groups.

Teachers and staff also [participate in network and DOE professional development,

All professional development focuses on our Instructional Focus as well as Danielson's Framework for Teaching and aligning lessons to the Common Core State Standards.

Evidence from observations is also used to determine areas for growth for teachers.

School leaders also participate in professional development offered by the ISA, the network, the cluster and the NYCDOE.

**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 federal, state and local services funds are used in accordance with the mandates per each agency. Additionally, funds are utilized to support school goals and to support students in becoming college ready.

**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.

We have a MOSL committee that has met with the principal to determine the measures to be used for the purpose of teacher evaluation. This was a collaborative process as per the DOE and state mandates. Additionally, teachers are working with ISA to develop CCSS aligned assessment materials for local measures. All assessments are expected to be aligned to the CCSS. Teachers meet in grade teams and departments to discuss and determine assessments to be used, School leaders attend these meeting.

**TA Schools Only**

**Use of Program Resources**

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

Students who have been identified as needing additional support to move towards proficiency standards are provided with afterschool, lunchtime and Saturday school tutoring by NYS certified teachers, Students who are in need of supplies and materials are provided with materials and receive counseling as needed. TA funds support these supplementary programs.

**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).

All students in need of additional assistance are given support either as part of their program or as part of our ELT programs. Students are fully integrated into our school community with minimal or no exclusion from the instructional 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 1<sup>st</sup> 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**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>556</b>
School Name <b>Bushwick Leaders' High School</b>		

### 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 <b>Catherine Reilly</b>	Assistant Principal <b>Gerard Henry</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Beatriz Moreno</b>	Guidance Counselor <b>Marlene Pacheco</b>
Teacher/Subject Area <b>Mr. Robert Goldstein Math</b>	Parent <b>Ms. Nancy Quiroz</b>
Teacher/Subject Area <b>Mr. Joshua Vasquez</b>	Parent Coordinator <b>Yvette Gonzalez</b>
Related Service Provider <b>Mr. Kevin Santos</b>	Other <b>Mr. Jonathan Wachter Science</b>
Network Leader(Only if working with the LAP team) <b>Malika Bibbs</b>	Other <b>Olivia Murphy English</b>

### 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.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>382</b>	Total number of ELLs	<b>70</b>	ELLs as share of total student population (%)	<b>18.32%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										3	3	3	2	11
Push-In											1		1	2
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	4	3	3	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	19
SIFE	25	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	27

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	29	11	1	14	10	3	27	5	15	70
Total	29	11	1	14	10	3	27	5	15	70

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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										23	18	19	9	69
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	23	19	19	9	70

## 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)										3	2	0	0	5

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)										5	6	2	3	16
Advanced (A)										7	6	2	8	23
Total	0	0	0	0	0	0	0	0	0	15	14	4	11	44

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	35		15	
Integrated Algebra	33	20	14	7
Geometry	41	0	0	0
Algebra 2/Trigonometry	8	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	8	8	0	0
Earth Science	0	0	0	0
Living Environment	56	25	11	3
Physics	0	0	0	0
Global History and Geography	42	32	3	2
US History and Government	62	20	0	3
Foreign Language	0	26	0	25
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.
  1. To assess early literacy skills, we use Achieve3000, a web-based program with assessment built-in. Students are assessed after reading 40 articles to monitor progress in reading levels. Also, we regularly administer acuity exams to monitor student progress throughout the year. Teachers use data from acuity administrations to inform their instruction. Aside from English literacy skills, we use the Spanish LAB-R to evaluate all Spanish-speaking new admits in their native language literacy. 100 percent of new admits identified as eligible for the LAB-R have been administered the exam and placed appropriately. Also, 100 percent of new ELLs have been administered the LAB-R in Spanish (they are all Spanish-speaking) and this has been used in conjunction with the ALLD and the informal interview to determine if the students are SIFE. At this point, none of the new ELLs admitted this year are SIFE students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Across proficiency levels, data shows that students are the least proficient in the areas of reading and writing. As students progress from beginning to advanced, speaking and listening are the areas in which they are more proficient, while reading and writing consistently score lower. In the spring of 2013, 61 students were eligible for the NYSESLAT, however, out of the eligible number, only 52 took the exam. Out of the 52 students who participated in the exam, 40% of our students were capable of moving up a level from the year prior .
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](#))  
N/A
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?
    - 4a. Students in ESL classes demonstrate that they are more proficient in speaking and listening with each passing year while they show less growth in reading and writing. Students who are beginners test higher on Regents Exams if they take them in their native language while students who are intermediate and advanced tend to do better on the exams if they take them in English, given that they have received the instruction in English. 9th graders take the Living Environment Regents in June and we see a very low pass rate in both English and Spanish. 10th graders took the Global Studies and ELA Regents this past year with the same outcome. 11th graders took the US History Regents and the first time pass rate, like other exams, is very low. We see the same patterns across subject areas, including 9th and 10th grade math students. To address this, we are planning on incorporating visual learning materials in Science classes, and supplementary materials in Social Studies as well (differentiated reading materials). The ESL teachers use the results of the NYSESLAT to implement flexible grouping in classes and the data is made available to teachers school-wide so that they can use it to differentiate instruction.
    - 4b. At the beginning of the year, school leadership and ESL teachers use the NYSESLAT and LAB-R results as the first benchmark for student progress. Throughout the year, students are administered the ESL acuity exams and student progress is measured against their initial exam results from the end of last year or, in the case of newcomers, the beginning of this year. Teachers and administrators access the acuity website to analyze student results. Teachers use the information to inform students of their progress throughout the year, as well as to inform their instruction.
    - 4c. The periodic assessments reinforce what the other data shows; students progress faster in listening than in reading and writing. This analysis is used continuously to inform our instruction. Periodic assessments in the native language are used as well; this works to help teachers assess student knowledge of content areas in their native language. Additionally, it is used to help students decide if they want to take Regents exams in their native language or in English.
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?

Based on the LAB-R results, students are placed in the adequate ESL periods, where they will also have access to technology, and

other ESL resources allowing them to use their L1 as a way to guide their own learning process. Also, teachers are provided with professional development surrounding best practices that ensure the success of all our ELLs. Our school has adapted the SIOP model and there is ongoing coaching from administration and lead teacher, Ms. Gabriel.

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.).  
Paste response to question here:

## 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](#).)  
1. When students come for first-time enrollment at Bushwick Leaders', the parents are given an informal oral interview, as well as the Home Language Identification Survey in their native language by a pedagogue (usually Mr. Moreno, Certified ESL teacher and ESL Coordinator and/or and by a certified English As Second language pedagogue-Mr. Mundy). Once this is filled out, if the student is determined to be eligible for LAB-R testing, the student is administered the LAB-R, within 10 days of admittance. The LAB-R and LABR Spanish are given by certified ESL teachers. Eligibility is also checked in ATS before administering the LAB-R. If the student passes the LAB-R, the parent is informed that the student is not entitled to ESL services. If the student does not pass the LAB-R, the student is administered the LAB-R in Spanish in which is determined if student's fluency in his/her native language. This process is completed within 10 days of admittance. After this procedure, the parent is asked to come in for a parent orientation. When possible, we conduct parent orientations with more than one parent; if this is not possible, they are given individual meetings. At the parent orientation, parents and students are given the Academic Language and Literacy Diagnostic (ALLD) this is to determine whether or not the incoming students are SIFE. The parents are also shown the NYC Department of Education's Parent Orientation Video and are given the opportunity to ask questions to an ESL pedagogue about the various programs. When finished, parents are given the Parent Option Letter; the letter is read and discussed and the parents are asked to indicate their program preferences and sign the letter. All information and documents are available in the native language. At this point, students are in an ELL program and will be administered the NYSESLAT in the spring. The entire ELL identification process from registration to placement is completed within 10 days of admittance to our school.
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.  
To insure that parents are fully aware of their program choices, they are shown the Parent Orientation Video and given an explanation of program choices; the certified ESL teacher and Coordinator Ms. Moreno, and the Administrator supervising ESL, Mr. Henry hold meetings individually or in small groups and show the video and explain the programs available in the NYC DOE video. These videos are available in the native language. They are also (in their native language) given information as to what is required of the school if their program of choice is not currently available and what they can do to change schools if there is not a sufficient number of students to implement their program of choice at Bushwick Leaders' High School. Agendas, attendance and copies of all letters given to parents are compiled in the ESL office and Assistant Principal office. Each time a new student comes in the Pupil Accounting Secretary informs the ESL coordinator, Ms. Moreno and the Assistant Principal supervisor of ESL department, immediately and they follow through the intake interview to ensure the above steps are followed.
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].)

Every in-coming year, new admitted ELLs are administered the LAB-R to determine if the student is eligible for ESL services. Once the raw LAB score has been determined and student has been placed in his or her adequate ESL class period(s), the Entitlement Letter is backpacked with the students as well as mailed home. In the letter, the parent is informed of the parent orientation meeting time and place. The meeting is held within the 10 day grace period of the student's admittance, in which the parent is then made aware of the variety of ELL services. At the meeting, the parents will have a chance to watch the Parent Orientation video in their native language, and then be given the opportunity to ask a pedagogue questions regarding any concerns about the ELL services provided by the Department of Education. After the video, the parents are given the Parent Survey and Program Selection forms, which are then filled out with the help of the ESL Coordinator, Ms. Moreno. The forms and any other ESL related documented returned by parents, is then stored and archived in the ESL Coordinator's office, as well as in the student's file in the main office. If a form is not returned, the ESL Coordinator, Ms. Moreno, will reach out via phone calls home, and attempt to reach the student's parents. If the form is still not returned, the student is placed in the current ESL program offered by the school, while the school's PPT committee will designate or conduct a home visit to collect the forms.

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.

Once a student has been identified as an ELL student, he/she is immediately placed into a class for the mandated number of ESL minutes per week. Once the students have been given their appropriate class schedules reflecting their ESL services, the ELPC screen on ATS is immediately updated to display that the parents were given the parent orientation and to also show which program selection was chosen by the student's guardian. In some instances, students are given more ESL services than mandated through push-in classes or extra ESL classes at the request of the parents. There is also ongoing communication by phone (in English and Spanish) as well as one-to-one conferences, where parents meet with the ESL coordinator regarding their child's progression. Additionally, room 219 is set up as an ESL parent center, where parents can come with concerns and questions, and meetings with school staff can be held. The room is also set up with cabinets in which ESL related documents, such as entitlement letters, parent surveys, program choice surveys and continued entitlement letters are archived and kept under lock and key. Toward the end of the year, after all ESL students have participated in taking the NYSESLAT, students are sent home with the Continued Entitlement Letter informing parents that their child will continue to receive ESL services for the following in-coming year; this letter is then signed by the parent and returned to Ms. Moreno in room 219 for record keeping. However, if the student's NYSESLAT scores come back as "proficient," the student's parent will then receive the Non-Entitlement/Transition Letter, indicating that their child's ESL services have been terminated.

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 mid-March, the ESL coordinator will create a month long NYSESLAT schedule starting with the Speaking section. Students will take the Speaking portion of the NYSESLAT in a separate location, which usually takes about a week to complete, with two teachers in the room. The ESL teacher will administer the questions, while the other teacher, in no relation to the student, will score the student's answers based on the NYSESLAT rubric. After all students have tested for the Speaking portion, the students will then take the Listening section during their ESL periods, the beginners will test in the morning, while the intermediate and the advance will test in the afternoon. The same type of accommodation will take place for the reading and writing sections of the NYSESLAT. Once all portions of the exam have finished, there will be some days left over for any make ups. Therefore, any students who missed any portion of the test, including LTA's, will be contacted either via phone calls, letters sent home or home visitations, in order to provide them with the opportunity to test, in hopes of meeting ESL compliance. Finally, once all eligible students have been administered the NYSESLAT, a committee of teachers will gather together after work hours and grade the writing portion of the exam.

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.  At the Parent Orientation, parents are given the Parent Program Choice Survey. Once these surveys have been completed, the ESL Coordinator will review the responses by the parents with our team. We have noticed that our parents prefer their children to receive the free-standing ESL service. This has been a noticeable trend over the last 5 years. For this year, we had 7 new incoming ELLs, all of which the parents selected the free-standing ESL service as their number 1 choice. In past years, with the previous ESL Coordinator, data has shown the same trend.

## **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])?
    - 1a. Instruction is delivered primarily via the free-standing model. Students are scheduled as mandated by New York State for the appropriate number of classes per day. All beginner students meet in the morning with Ms. Moreno, while the advanced and intermediate students meet either in the morning or afternoon with the second ESL teacher. However, we also offer a push-in/co-teaching program. This is done with the help of one of the 10<sup>th</sup> grade ELA teachers and the other ESL teacher, Mr. Mundy. Mr. Mundy works closely together with the ELA teacher in helping to differentiate for the ELLs in the class, which are all either intermediate or advanced in proficiency level.
    - 1b. Students are grouped in homogenous groups by proficiency level. This grouping allows teachers to concentrate on needs that are specific to that proficiency level (e.g. subject-verb agreement/conventions of English writing, such as argumentative essays). These groups are also organized by block periods, for instance all beginner ELLs meet in the morning for 3 consecutive periods, while the intermediate ELLs meet in the morning as well for 2 block periods.
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)?
 

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

2a. Beginner students are given 705 minutes of ESL instruction per week, more than is mandated by New York State; intermediate students are given 470 minutes per week ESL instruction; advanced students are given 235 minutes of ESL instruction, as well as 235 minutes of ELA instruction. All ESL classes are taught by certified ESL teachers.
3. 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 area instruction is delivered to ESL students in English with ESL supports. Last year, a group of teachers was trained in Sheltered Instruction Operational Protocol strategies via an online course. These strategies were then turn-keyed to the entire staff at professional development throughout the year. All teachers in the school are expected to use lesson plans that incorporate a content objective, a language objective, and other components of SIOP methodologies. Additionally, we hope to again use SIFE grant funds to have ESL teachers push in to content-area classes with heavy concentrations of ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Spanish-speaking students who are newly enrolled are given the LAB-R in Spanish by a pedagogue who is fluent in Spanish. Students who can read and write in Spanish are offered Native Language Arts classes, taught by a certified Spanish teacher who continuously evaluates their native language using various assessments. There have not been any new students who do not speak Spanish to this point, but if the case should arise, we plan on evaluating their transcripts, administering the ALLD, and if possible, having someone give them an assessment in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ALL ESL teachers provide in-house assessments and the use of Achieve 3000 as a way to gauge literacy skills and levels. The Achieve 3000 program administers a leveling exam, called the Level-set, which gives students an appropriate lexile level. These reports can be found in the administrative page in the Achieve 3000 webpage, which are then used by the teachers as a way to meet the needs of the students. Teachers can use the program to design specific reading tasks for each of their students. The task is aligned to the students' lexile level, which enables the students to self-monitor and teachers to check on students' progress. This year, the program included an interactive piece which included students to listen to the Achieve 3000 articles in both their L1 and L2, depending on their lexile level. Also, the program has a pop-up screen which helps the students with pronunciation, which in turn can assist with their listening skills, and how to differentiate between sounds. Lastly, each article provided by the program, also has a writing activity with mandates according to students' lexile level. For instance, a student ranking lower, may be expected to write a few sentences and slowly progress, while another student may be required to write a 4 paragraph essay response. ESL periodic assessments are also given in October, covering all 4 modalities. The data from the periodic assessment

is used by teachers to develop instructional strategies to meet the needs of their ELLs in subject areas. We also offer our SIFE program from December to June, which includes our after-school tutoring programs, and Saturday Academy. The program is geared to increase and assess students' literacy skills.

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).

6a) We have a large population (25 students) who are SIFE students at this school. To meet their needs, we offer after-school tutoring in the content-areas, 705 minutes of ESL instruction per week (beginning students), and adapted materials. Content-area teachers also meet regularly with ESL teachers to discuss strategies and activities that will enable SIFE students to be engaged in lessons and make progress, both in language and content. Additionally, we have again applied for our annual SIFE grant. This grant enables us to offer additional supports, buy materials in native language for content areas(e.g. visual learning materials for science), and offer more tutoring to the students, as well as use Achieve3000 (a web-based program) to assess and build on literacy.

6b) Newcomers are offered ESL for 705 minutes per week, with one class period per day focusing on Language Arts. Teachers use adapted texts and SIOP methodologies to ensure that students are gaining language skills and language arts skills simultaneously. Newcomers are also offered tutoring and given extra support in their content classes via SIOP strategies.

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

6d) Long-term ELLs are also given the number of minutes per week according to their proficiency levels. On top of this, they are once again included in our SIFE/LTELL grant, which enables us to offer extra supports, as well as the use of Achieve3000 to improve literacy. Additionally, the NYSESLAT modality report is used to determine strengths and weaknesses in English language so that teachers can plan accordingly to meet their language needs. Paste response to question here: Paste response to questions here:

6e) Former ELLs are still eligible for testing accommodations. They are allowed to have a push-in ESL teacher at their parent's request, and are also permitted to enroll into the Saturday Academy.

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?

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

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

**Courses Taught in Languages Other than English **

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
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### 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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

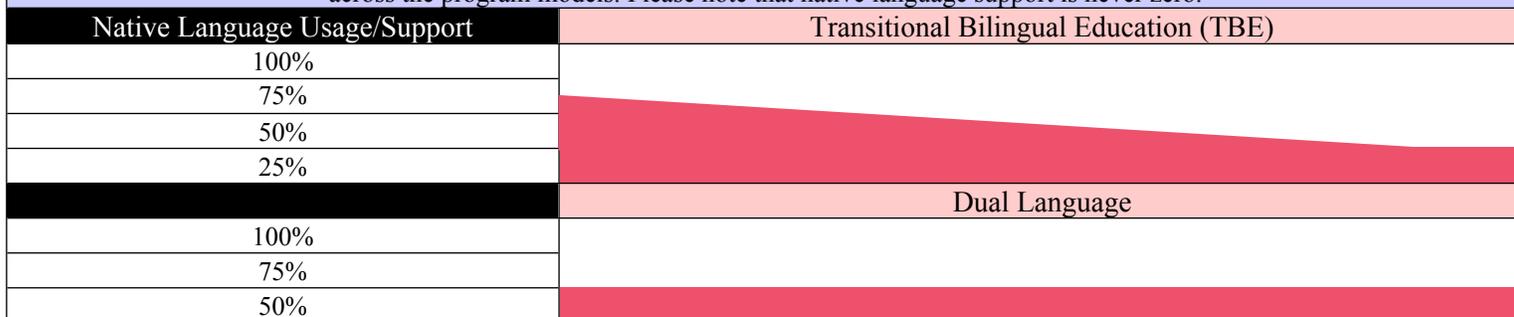
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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

9. 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.
- A variety of targeted intervention programs are used for ELLs in all content areas.
- Achieve3000 – literacy for SIFE and LTELLs
  - After-school tutoring in Social Studies, Science, and Math (Spanish-speaking teachers present to assist content teachers)
  - Visual Learning web-based program for Science (Spanish and English)
  - Bilingual glossaries and dictionaries available in all subject areas
  - PBIS – attendance – all levels
  - Good Shepherd Services – After-school programs
  - Recently we have added 21<sup>st</sup> Century Program
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ELL graduation rate has increased as well as credit accumulation. In last year's cohort we had 62% ELLs graduate, this meant that 18 out of 29 ELLs graduated with their High School diploma.
11. What new programs or improvements will be considered for the upcoming school year?
- 21<sup>st</sup> Century program is geared towards parent involvement, after school activities and academic support for our ELLs.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- This will be our fourth year working with Good Shepherd Services. They work with students during lunch and after school, offering activities that give students something to do in the after-school hours. These activities include dance, sports, and arts. This program runs until 6pm on Monday-Thursday and until 4:30 on Friday. This allows ELLs the opportunity to go to tutoring or Achieve3000 and still be able to participate in Good Shepherd activities. Additionally, ELLs are permitted to play on school teams (e.g. basketball and volleyball) through our partnership with EBC Bushwick High School. Aside from extra-curricular programs, ELLs are offered access to counseling and outreach in both English and Spanish.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are aware of the potential for technology to aid in language development and acquisition. Teachers are offered projectors so that they can use PowerPoint and other software to more easily incorporate visuals and other ELL-friendly components into their teaching. We have also added a SMARTBOARD to the ESL room as well as a computer cart in order to provide students with all possible technology to make their learning more accessible and engaging. Additionally, we have a computer lab that is open after school for students to work on projects and/or essays. Achieve3000 is also available for student use to increase literacy across content areas.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In all content areas, there are measures taken to give native language support to ELLs. Though not all teachers speak other languages, bilingual glossaries are available in the subject areas, as well as bilingual dictionaries. Moreover, teachers meet with ESL teachers to find materials in the native language when possible. Flexible grouping is also used in the classes so that students can get clarification in L1 from other students in their groups.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELLs are provided with additional support in a 9<sup>th</sup> period class, which is supported by the 21<sup>st</sup> Century program. During this period students are engaged in learning activities based on their current grade and English proficiency levels. The program incorporates Achieve 3000, content based instructions, and reinforces daily instructional classwork.
17. 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.
- Through the Good Shepherd services and 21<sup>st</sup> Century program students are given a variety of academic and social activities. For example, cooking classes, boxing, dance, basketball and so on. Academic tutoring is also offered as well as instructional classes. The social activities such as group counseling, café jam, provides opportunities for our newly enrolled ELLs to become familiar with our school, staff members, peers and it also gives them the opportunity to become more acclimated with their new environment.

18. What language electives are offered to ELLs?

Electives offered are: Spanish for native speakers and AP Spanish.

19. 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)?

N/A

### 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 personnel at the school that services ESL students are provided with professional development from the institute of student achievement (ISA). Our ISA coach visits bi-weekly and provides professional development workshops for all teachers. Ms. Stephanie Grasso visits classrooms and provides teachers with actionable feedback and best instructional practices to work with their ELL population. Administrators provide additional support with further SIOP professional development.

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

- Continue implementation of SIOP program, building on what we did last year
- Encourage staff to register for graduate courses in differentiated instruction and ESL methodology
- Continue to train teachers, administrators, and guidance counselors in technology and web-based programs for ELLs
- Continue to provide teachers, administrators, guidance counselors, psychologists, and other staff with professional literature to build awareness as to the needs of ELLs and best practices to address those needs.

literature to build awareness as to the needs of ELLs and best practices to address those needs.

- Continue to train teachers and administrators in Common Core Standards and how they apply to ELLs
- Continue to work with the NYC writing project
- Build a list of web resources for teachers of ELLs, guidance staff, and administrators

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

4. Throughout the year, the entire staff is trained in ELL strategies, as it is one of the central focuses of our school and our professional development programs. This is done in department meetings, grade-team meetings, after school, and on DOE-designated professional development days. The ISA coach conducts professional development with the entire staff pertaining to the literacy and ESL strategies. Additionally, the ISA coach conducts classroom observations and gives teachers feedback on best practices. Also, the coach meets separately in small groups during our Wednesday department meetings. All professional development agendas and signatures are kept in the professional development binder in the main office. During the department meetings, there is also a lead teacher who is in charge of taking down minutes and emailing them to the principal.

## 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. Our school has an active parent coordinator who assist the executive members of the PTA to hold monthly PTA meetings. ELL parent participation is high in these meetings and they are conducted in English and in Spanish. The PTA meeting have great participation of teachers as well. Additionally, we hold meet and greet nights by grade level and offer ESL classes for parents. We also hold one extra parent-teacher night per semester with translation services available for teachers to speak with parents of ELLs. The school invites bilingual staff members to translate to Spanish speaking parents during these conferences.
  2. Through the SIFE grant, we have been offering parent ESL and computer classes. This will be our third year offering these classes and we will be expanding the program to include a weeknight class. Additionally, we seek out help from other agencies to help with issues, such as immigration and education. All of these services are available to parents, regardless of whether or not they speak English. The parent classes are taught by Ms. Moreno, who speaks Spanish and all outside agencies, if needed, are offered the help of a staff member to translate. This year the 21<sup>st</sup> Century Program will be providing our parents with classes based on survey taken during PTA meetings. These classes span from GED classes to computer literacy classes. It is exclusively based on parent choice and need.
  3. We evaluate the needs of the parents through feedback at PTA meetings and one-on-one conferences. We also use the school surveys to evaluate parents' needs. All correspondence is sent home in English and Spanish and the school phone messenger calls and speaks in the parents' preferred languages. Additionally, teachers are given the option of using a translation hotline during parent-teacher conferences.
  4. Our parental involvement activities address the two most pressing needs indicated by parents: language and employment. We work with them to help them learn English and we teach them computer skills, such as Microsoft Office, resume-making, and other skills to help them find employment or better their employment situations. Meet and greet nights are done in English and Spanish; all teachers are given the option to use the translation hotline for parent-teacher conferences, and there are translators circulating the school during both parent-teacher night (paraprofessionals, school aids, etc.). Additionally, we hold an annual hispanic heritage celebration and put on a show for parents' and students' enjoyment.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

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**

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

Home language survey and emergency blue cards are used to assess our school's written translation and oral interpretation needs. Parents of new students and entering 9th grade students are interviewed in their native language or through translation if the native language. All of our incoming students this year have indicated English or Spanish as their preferred language. This has been entered on the BIOS screen at admission and communication is done in the preferred language. The school population as a whole consists of 53% Spanish, 47% English, and less than one percent of Arabic, Haitian Creole, and Wolof (1 student each). All of the parents of these students speak English fluently, as indicated in the parent interviews done at admission. However, correspondence with these parents is also available in their native languages.

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Bushwick Leaders High School	DBN: 32K556
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: 70
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:

## 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: Our Title III program's primary focus is to provide ESL students with the strategies they need to meet the learning standards in all academic content areas. The program will continue to provide both parents and students with the tools and strategies they will need to succeed and increase students' academic performance.

Student academic performance will be enhanced in the following ways:

- This year we have decided to focus our Title III monies to fund our After School and Saturday Academy program. We intend to provide these students with various ESL strategies and SIOP methodologies to strengthen their literacy skills across all content areas. Our After school and Saturday Academy Program will focus on both students and parents as follows:

- After School program

Our After School will be serving about 70 ESL students. ELL students enrolled will receive extra assistance with ESL strategies and literacy building skills. The ESL teacher using SIOP methodologies will be focusing on literacy and regents preparation. In order to do so, we have implemented Achieve 3000 as a method to increase vocabulary and reading comprehension in the content areas. In addition we have a Special Education teacher working with students focusing on content while the ESL teacher focuses on literacy skills. These classes were implemented September of 2013 ( 3pm -4pm) Mondays and Tuesdays and will remain in place for both semesters.

Saturday Academy program

ESL students will attend content area classes in which they will receive credit to advance or to catch up on any subject that they lack credit in, while receiving support in the language acquisition through the use of ESL materials and ESL strategies. Additionally, their parents will receive workshops focusing on parent strategies to support literacy in the home while instructing parents in basic language acquisition, reading, writing, and speaking. At least once a month parents will receive workshops, both in groups and with their children, to address the different aspects of academic and graduation requirements and their children's academic progress. The Saturday program will run for 15 weeks on Saturdays which is 3 hours per week along with one certified ESL teacher for a total of: 3hours x 15 = 45 hours. There will be three groups for one hour each to work in the computer room with the ESL teacher using Achieve 3000.

## Part C: Professional Development

### 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: During the 2013-2014 school year, we will continue our ongoing efforts to incorporate SIOP methodologies into classroom teaching. We began this three years ago, with five teachers and two administrators taking a SIOP course through the Pearson company. Last year, we helped teachers shape and implement several of the SIOP methodologies while our Assistant Principal worked with teachers in assisting with planning units, lessons, and activities using SIOP methodologies. Our Assistant Principals who attended a two-day SIOP conference began phase II of our SIOP implementation. We will continue with professional development for SIOP strategies and teaching with our returning teachers and new teachers to our school community. Additionally, we worked with this year's new teachers the week before school started to give them professional development on the strategies and methods that we covered in last year's professional development. We will use our Wednesday afternoons to continue our SIOP Professional Development in small group settings.

### 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: After School (Parent) and Saturday Parent Program (At no cost to Title III)

Every Tuesday evening of every month, we hold a PTA meeting and inform parents of our parent workshops. The ELL parents receive the workshops and materials translated in their native language, in this case Spanish. Parents are encouraged and expected to participate in the following event dates:

- September 24, 2013 - What is Title I, SLT, and its importance? Principal, APs, and Parent Coordinator.
- October 15, 2013 - School Safety & Security Workshop, Ms. Toro, AP & Respect for All Info Session, Mr. Santos, GC
- November 19, 2013 – SAPIS Parent Info Session, Ms. Chavez
- December 10, 2013 – How to get involved with the PTA/Parental Involvement Info Session
- January 14, 2014 - Graduation Requirements & College Readiness, Ms. Pacheco and Mr. Santos, Guidance

**Part D: Parental Engagement Activities**

- February 11, 2014 - Bushwick Housing Independence Project Workshop, Ms. Coca
- March 11, 2014 - LIFT Family Legal Center Workshop
- April 08, 2014 - H&R Block Tax Info Session, Ms. Nava
- May 13, 2014 - CamBa Legal Services Workshop
- June 10, 2014 - Summer Programs Info Session, Ms. Gonzalez, Parent Coordinator

Additionally to the above, we have incorporated a Parental Involvement piece to the Saturday Academy in which parents receive ESL and computer classes. This program is being paid through our SIFE grant. The purpose behind our parent workshops is to make parents aware of school requirements, and forums pertaining to their children education.

Our rationale to the program is that: Parents of ELLs demonstrate the ability to better assist their children in the learning process and a better understanding of the requirements for graduation as evidenced by the implementation of strategies learned through their ESL classes such; as how to read a transcript and what is the best environment for doing homework or reading at home. Parent participation at monthly PTA meetings will increase due to the support of both parents and an effective after school and Saturday program. By the same token, students' language proficiency level will increase in the following ways:

1. Demonstrate improvement in writing, reading, and speaking skills
2. Demonstrate improvement in all comprehension of content skills
3. Increase scores on standardized tests including the NYSESLAT and Regents Exams

The ESL and computer classes for parents are to begin from February 2014 and last all the way through May 2014 from 8:00 to 11:00 PM. Each parent gets the opportunity of joining the ESL and/or the computer class.

All these workshops are translated by a Bilingual staff member at no cost to the Title III.

**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"> <li>• Per session</li> </ul>		

**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.
<ul style="list-style-type: none"> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		