



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BUSHWICK COMMUNITY HIGH SCHOOL

DBN (i.e. 01M001): 32K564

Principal: LLERMI GONZALEZ

Principal Email: LGONZAL20@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: LISA PILASKI

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
Llermi Gonzalez	*Principal or Designee	
Lester Morris	*UFT Chapter Leader or Designee	
Dana Hollis	*PA/PTA President or Designated Co-President	
Alice Herdigein	DC 37 Representative, if applicable	
Sharainne Harp Naomi Ortiz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Millie Lopez-Martir	Member/	
Damaris Santiago	Member/	
Diana Hurtado	Member/ Parent	
Marisol Bermudez	Member/ PA Treasurer/Parent	
Ray Matthews	Member/ Parent	
Tanya Jones	Member/ PA Secretary	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be a 5% increase from 35% to 40% of the number of students earning a level 3 or level 4 on the ELA Regents exam.

Comprehensive Needs Assessment

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

As a transfer school, all of our students come to us after previously unsuccessful experiences at other high schools, and for the vast majority of them, those struggles can be linked to lagging literacy skills. Of the students currently enrolled at BCHS, 87% had 8th grade ELA scores at level 1 or 2. Of the 172 new students we enrolled this semester, only 43% have passed the ELA Regents exam despite having an average age of over 18 years old. Our students have a history of low performance on ELA exams, and if we are going to be able to get them back on track academically, it is vital that we address this key academic need.

Looking at our ELA Regents exam performance, the ELA department and administrators have identified the need to focus on the paragraph writing tasks. The item-analysis of the June 2013 ELA Regents results shows that only 67% of students were receiving a full score on at least one of the paragraph tasks. Additionally, 55% of students were scoring below a level 3 on the critical lens task, which indicates a need to strengthen students skills in this area, and 35% of students scored a level 3 or 4 on the 2012-2013 regents exam.

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

Instructional Strategies/Activities

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

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

1. Common Core State Standards Aligned Assessments: In ELA classes, students complete formative assessments during the course of the semester that test their ability to define key vocabulary terms that are important to success on the ELA Regents exam (ex. literary elements, test instruction words, etc.) and their ability to correctly complete grammar tasks. In addition to using these tasks which are important steps necessary for scaffolding student learning up toward more complex Regents exam tasks, students also complete written tasks aligned to the paragraph writing and critical lens essay portions of the ELA Regents exam. These tasks are assessed with the ELA Regents exam rubric in order to provide a predictive measure and to provide students with specific feedback on areas needing improvement. Daily, Teachers are implementing common-core aligned tasks that are more rigorous and focus on students defending their position using textual evidence. These tasks are used in conjunction with the regents tasks students have to complete to ensure that students practice regents-based tasks, and to help students improve their writing by helping the reader understand their thought process through their writing. In addition, students are given a mock regents exam twice a year where item analyses of student results is conducted and tutoring/interventions are adapted to target students' areas of deficiency.

2. Daily Department Meetings: ELA teachers meet regularly to collaborate. Members of the department exchange and discuss lesson plans, share classroom management strategies, and have worked on developing a common grading policy. They have also focused on improving Regents scores, developing argumentative writing tasks in alignment with the Common Core, and completing inquiry work with struggling students. For Regents scores, the emphasis has been on the two

paragraphs required by the exam and the critical lens essay. The department examines student work from ELA courses and establishes norms and procedures for instruction in these areas. With regard to argumentative writing, they've been giving assignments, grading them collectively, and developing a rubric to see used school-wide. They've also each selected at least 10 struggling students from their classes, looked closely at what they are able to achieve and what they are not able to achieve, and collaborated on strategies to help them move to the next level in terms of proficiency with writing. In addition, English teachers engage in error analysis of the January and June Regents exams to identify consistent areas of difficulty, gaps in the curriculum and ways to spiral content and skills. Departmental discussions of the error analysis from prior Regents exams inform instructional decisions for the following semesters.

3. Reading Culturally Relevant/Responsive Material: We have found that many of our students have been turned off from reading in the past when they were exposed to authors that have not engaged them. Often times, the curriculum of their former schools did not reflect their lives and culture. By focusing on works that they can relate to, we deepen their appreciation for literature by allowing them to find themselves in the story and the story in themselves. Practically, students like culturally relevant texts better. They see that reading as something that does indeed have to do with them. They see that good books are about the lives of African Americans and Latinos and it shows them they are important authors worth reading that come from their background. Studies have shown that when students are more interested in the books that they read, they are more likely to authentically engage with what they are reading. We are turning non-readers into avid readers with this strategy. In addition, the focus on relevant text has allowed students to remember the text read in class and be able to complete the critical lens essay so important in passing the regents. This has alleviated the struggle for students to remember short stories or pieces of literature that they could use in completing their regents essay. This semester we plan as a school to read *"The Brief Wondrous Life of Oscar Wao"* by Junot Diaz. We will use this reading to strengthen themes that span across the curricula to help students meet state standards.

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

1. The English Department with the assistance of our staff developer.
2. The English Department
3. All teachers will implement.

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

1. Our school chose to create their own baseline assessments and interim assessments as part of implementing ADVANCE. We will be using our baseline assessment results and our interim results to monitor the progress of this strategy.
2. We have identified 68 students in our 6th and 7th year cohorts that will be used to evaluate the progress, effectiveness, and impact of each strategy.
3. The impact of this strategy will be evaluated based on students who take the June ELA regents and their scores on the critical lens essay.

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

1. We began our work with baseline assessments in October. Interim assessments will be conducted in January. June will be the end date for this activity.
2. We started department meetings with analyses on student data in September. June will be our completion date.
3. We will start this activity in February. Departments will implement at various times based on curricula. June will be the end date.

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

1. Our school will develop an assessment calendar and use common planning time and after-school funds to provide for the meeting of teachers and development of

these assessments.

2. All teachers will be programmed to meet during a common planning time period throughout the day to complete this task. The staff developer will be meeting with teams to provide support.
3. Our school will use common planning time and after-school meetings on Wednesdays to design and implement this project. Curricula will be tweaked and aligned to common core standards.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Bushwick Community High School strives to:

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be a 5% increase from 43% to 48% of the number of students earning a level 3 or level 4 on the Algebra Regents exam.

Comprehensive Needs Assessment

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

Similar to ELA, our students come to us with a history of lagging math skills. On their 8th grade math exam, 68% of our currently enrolled students had a level 1 or 2 score. Also, of the 186 students entering our school this semester, only 46% of them have passed a math Regents exam despite having been in high school for multiple years prior to coming to BCHS.

Our goal is to push our math performance ever higher though, and to do that we can narrow in on targeted strategies for improvement. 43% of students scored a level 3 or 4 on the 2012-2013 regents exam. Disaggregating the results from the Integrated Algebra Regents exam in the 2012/13 school shows certain trends that can guide our efforts. Special education students showed a slightly lower passing rate of 37% compared to 63% for students without an IEP. The math department also identified areas of focus based on item-analysis from the June 2013 Regents exam. There is evidence of students needing further review word problems and with problems that pose multiple tasks within the same question.

Instructional Strategies/Activities

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

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

1. Daily Department Meetings focused on data driven instruction: The Math Department meets during common planning time in order to support each other on curriculum and lesson development, review assessment data and develop strategies in response, and complete a process of inquiry work around analyzing work from a target group of students. This analysis informs the department's Regents preparation efforts, support of struggling students, and implementation of Common Core-aligned tasks. In Math classes, students complete periodic assessments at set points during the semester which are made to mirror the Integrated Algebra Regents exam. These assessments draw from prior Integrated Algebra multiple choice and free response questions and measure student progress on a body of topics which progresses along with the curriculum during the semester and eventually builds to a predictive exam that covers all topics of the Integrated Algebra curriculum. Students are administered the periodic assessments at the beginning, middle and end the semester in order to provide a baseline, interim progress data, and final predictive measure for teachers to use in making instructional decisions for individuals and the class. Teachers also analyze the results of the periodic assessments to identify skills with lagging student growth and Regents exam topics in need of further review before the exam. Based on results from formative assessments through the semester as well as planned time in the curriculum to strategically review related content from earlier, math teachers regularly "spiral" back to previous topics. Spiraling math curriculum allows for students to revisit previously taught, key content areas with increased sophistication as they progress through the curriculum. Through spiraling, students practice the basic formulas and operations that are often the foundation for more difficult problems and concepts. In addition, Math teachers engage in error analysis of the January and June Regents exam to identify consistent areas of difficulty, gaps in the curriculum and ways to spiral content and skills. Patterns and trends found in the error analysis of prior Regents results inform instructional decisions for the coming semester.
2. Curriculum Team Teaching in M2: BCHS has maintained Integrated Co-teaching in Math 2, which prepares students with Disabilities and mainstream students for the math regents. Students with IEPs and general education students benefit from working with two teachers. Our special education teacher has learned math curricula to the point where our students cannot identify which teacher is for academic support and which teacher is their content area teacher. Both teachers instruct, support and work with each student. Math 2 is also offered a little later in the day to buffer student lateness.
3. Math Tutoring: Students identified by teachers as needing specific assistance are assigned to come to our tutoring sessions on a weekly basis and during our Saturday regents Boot Camp. These sessions are part of the daily schedule Monday through Thursday and teachers are available to provide individualize support to students. Additionally, teachers of mathematics will receive per session for tutoring after school through the SES program. Per session is also allotted for teachers to align curriculum, develop lesson plans, analyze data and develop strategies for benchmark progress. Students who have not met learning goals are targeted and identified for math tutoring.

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

1. The Math Department with the assistance of our staff developer
2. The Math Department with the assistance of our staff developer
3. The Math Department with the assistance of our staff developer

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

1. Our school chose to create their own baseline assessments and interim assessments as part of implementing ADVANCE. We will be using our baseline

assessment results and our interim results to monitor the progress of the effectiveness of the work we are doing in our department meetings by monitoring assessment results for our 6th and 7th year cohort students.

2. We have identified 68 students in our 6th and 7th year cohorts who will be used to evaluate the progress, effectiveness, and impact of this strategy.
3. The impact of strategy B and C will be evaluated based on students who take the June Math regents.

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

1. We began our department work with the creation of baseline assessments in October. Interim assessments will be conducted in January. June will be the end date for this activity.
2. We started the co-teaching model in September. June will be our completion date.
3. We will start this activity in November. End dates for this activity is January 27 and June 15.

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

1. Our school will develop an assessment calendar and use common planning time and after-school funds to provide for the meeting of teachers and development of these assessments.
2. All teachers who co-teach will be programmed to meet during a common planning time period throughout the day to complete this task. The staff developer will be meeting with teams to provide support.
3. Our school will use after-school programming during the week to implement a tutoring program for individual students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Bushwick Community High School strives to:

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the 6-7 year graduation rate will increase by 5% as evidenced by the progress report cohort data.

Comprehensive Needs Assessment

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

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

several important considerations: In order to avoid the distorting factors of cohorts based on 9th grade entry, our graduation goal is centered on the cohort of students identified as seniors based on their credits and Regents status at the beginning of the year. Our efforts to maximize the graduation rate of our seniors is informed by patterns and trends evident in our analyses of BCHS seniors and their outcomes. Attendance, as related to credit accumulation and Regents passing rates is an unsurprising factor in for those who graduate and who do not. BCHS students who graduated last year had an average attendance rate of 72% vs. 58% for students who did not graduate. Additionally, those who eventually graduated by June began the year having already passed 2.5 Regents exams on average, while those who did not began the year with close to 1 Regents exam passed on average. There is a similar trend when disaggregating for 8th grade ELA scores showing eventual graduates averaging a score of 2.8 and non-graduates averaging 2.1. These trends highlight the need for academic and specifically literacy support for our seniors in order to successfully facilitate their graduation, in addition to more focused attendance outreach.

Instructional Strategies/Activities

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

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

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

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

B. Structured College Process through Partnerships: Central to our mission at BCHS is the conviction that college is an expectation and should be encouraged for *all* of our students. All members of BCHS staff are involved in the process of post-secondary planning and underscoring its importance for our students through their class activities and assignments. Teachers are expected to ask students to produce college level work. To bring a strong and structured focus to this process, BCHS has

partnered with College Summit. College Summit is a national nonprofit organization that works with schools and districts to strengthen college-going culture and increase college enrollment rates, so that all students graduate career and college-ready. College Summit is a systematic approach to facilitating all students' progress through the college process. All seniors at BCHS will take part in this approach through a College Summit course taught by college advisors specially trained in the program where they are exposed to all aspects of college life, from living on campus, to academic expectations, to the variety of social pressures (both positive and negative) faced by college students. Students in the class also utilize an online program that facilitates and tracks their completion of the multiple steps in the college process. The goals are to keep seniors on-track during the deadline-driven senior year, provide lesson and experiences that bring light to the college process and have every student college bound and ready for the transition that occurs right after they graduate. The strategy underlying the program is to use the college process as a motivator for students to graduate.

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

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

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

D. Learn: This year we are going to provide students with the opportunity to earn credits at a faster rate by offering credits in a blended learning environment. Students will have the opportunity to take courses during the day and after-school that are not offered under our regular day schedule, but that

they need to graduate. These courses will be provided by a teacher-facilitator that is paired with a teacher of record to provide students with the support to complete online learning courses. Students will have more access to courses they need to graduate during the day and during our P.M. and Saturday after-school programs. The courses are based on a mastery level, rather than seat time. As a result, students will be able to complete courses at their own rate, with the direction and support of two teachers who will provide students with the support they need to master course content.

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

1. The Guidance Department with the assistance of our support and administrative staff will be leading and implementing this strategy.
2. Our college counselor with the assistance of our LTW Career coordinator and One ELA and Math teacher who teach the CUNY at Home classes will be leading and implementing this strategy.
3. The Guidance Department with the assistance of our support and administrative staff will be leading and implementing this strategy.
4. Our guidance department, along with administrative staff and teachers who use blended learning in their classes will implement this strategy.

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

1. We have identified 72 students who have earned at least 30 credits and have two regents exams who will be used to evaluate the progress, effectiveness, and impact of this strategy.
2. We have identified 72 students who have earned at least 30 credits and have two regents exams who will be used to evaluate the progress, effectiveness, and impact of this strategy.
3. We have identified 72 students who have earned at least 30 credits and have two regents exams who will be used to evaluate the progress, effectiveness, and impact of this strategy.
4. We have identified 18 students in our graduation cohort who can benefit from Ilearn classes.

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

1. Senior meetings and senior planning began in September. We plan to graduate at least 30 students in January and the rest of the senior class in June. We will go through the process again for all students in this cohort who have not graduated in February.
2. College summit classes began in September and will continue till the end of the first semester. A second semester College Summit class will begin in February for those who did not graduate in January.
3. We will have attendance incentives every month beginning in October.
4. Ilearn classes will begin in October and continue until individual students complete all course work.

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

1. We hired an additional guidance counselor to help implement all strategies and assigned one of our counselors as the college advisor.
2. The college summit program will also be used to track student progress.
3. All counselors now have case loads that allow them to manage attendance for assigned cohort of students.
4. All students will be trained by administration on how to successfully complete online course work. Administration will also support teachers in the implementation of Ilearn courses.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Bushwick Community High School strives to:

- Provide assistance to parents in understanding graduation requirements and programs that support their child in graduating. Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title 1 Parent Involvement Policy and School-Parent Compact;

- Communicate with parents about course expectations and how they relate to rigorous academic standards.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide ongoing credit checks and status updates to parents requesting information about their child's credit accumulation and pending graduation date;
- Provide parents with information about career and technical program options and their alignment with professional and industry standards for students seeking alternative post-secondary pathways;

Budget and Resource Alignment

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, the course pass rate for ELA, Math, History and Science will increase by 5% as evident by the progress report data for students in the 6th and 7th year cohort.

Comprehensive Needs Assessment

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

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

Credit accumulation problems underlie the vast majority of our students' prior academic struggles. Analyzing student data over the past 3 years from the time of their admission to our school, students enter our school at an average age of 18.1 years old and 15.5 credits earned, which is only the equivalent of early sophomore year. Our students have a history of failing classes and not accumulating credits, and confronting that academic past is a very important need for us to address.

Additionally, continuing into a student's time at our school, we consistently find evidence of credit accumulation being a decisive factor in students' success. Our highest rates of students with a negative discharge come with students who entered our school with less than 11 credits. Looking to graduation rates, the pattern around prior credits is stark as students entering our school with 20 credits or less graduate at a 20% rate and students entering our school with more than 20 credits graduate at a 63% rate.

Instructional Strategies/Activities

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

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

A. Focus on Struggling Students: BCHS has put into place several strategies to identify and address our students who struggle in various steps on their way to earning

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

To improve student attendance all students have an adult mentor who they meet with on a weekly basis. Each mentor is assigned the task of calling each student in the morning, tracking their attendance during the day, calling and meeting with absent students individually, and working through a monthly process of goal-setting and feedback based on each student's attendance data.

We are also identifying students who have failed 2 or more classes. The Guidance and Social Work departments formally meet with individuals on the list to support them in improving their course passing rate.

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

C. Monthly Progress Reports: We are instituting the practice of giving students Skedula printed report cards every month. This encourages teachers to upgrade their online grade book on a regular basis and allows administrators and departments to look at department wide and teacher specific class data. This information is used to lead professional discussions that look at student work, analyze instructional practices, and revise assessments and curricula. In addition, the progress reports are used to provide students with regular, timely feedback and an opportunity to improve their class grade during the day, afterschool, and/or on during Saturday Academy.

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

1. All staff through our house structure are responsible for implementing this strategy
2. All teachers are responsible for designing grading categories and maintaining accurate grades on skedula
3. All teachers will distribute progress reports and case conference with students on a monthly basis.

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

1. Every student is targeted for improvement and assistance, specifically those who are failing more than one class on their progress report. Interventions are evaluated based on report card grades each semester. Attendance targets are based on students daily attendance, which is tracked using Skedula.
2. Marking period grades will be tracked for individual teachers by administration.
3. Student teacher conferences and individual student pass rates will be evaluated and tracked using individual student goal setting forms that students complete when meeting with guidance.

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

1. We began to meet in our houses in September and are going to do so once a week till June 2014.
2. Teacher online grade books are updated weekly and checked by administration on a monthly basis in preparation of progress reports.
3. Our progress reports are given and analyzed on a monthly basis.

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

1. We restructured our day schedule and school into 4 houses in order to assign each student a mentor and to meet with students once a week to discuss their progress.
2. Each teacher was offered professional development in order to use skedula effectively.
3. Classes are shortened on Wednesdays for the purpose of having teacher-student grade conferences.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Bushwick Community High School strives to:

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

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
5.
7. Timeline for implementation and completion including start and end dates
1.
8. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • One-on-one tutoring during the day • BCHS literacy plan strategies in all content areas • After school tutoring • Collaborative Team Teaching in ELA • Academic support classes during the day • Castle Learning online assessment and student-directed Regents practice • BCHS PM school • CUNY Prep course prepares students for college level courses • We have incorporated a digital curriculum through Connected Foundations (Dig It) • We are developing common core assessments/tasks to increase rigor in the curricula • Development and introduction of a blended learning instructional program • We will be forming inquiry teams to improve paragraph writing. • We have purchased the Empower 3000 literary program 	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.
Mathematics	<ul style="list-style-type: none"> • Foundational math course provided during the day • Goemeter sketchpad during class time • After school tutoring • Tutoring before and during the school day 	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.

	<ul style="list-style-type: none"> • Collaborative team teaching in Integrated Algebra 2 • Castle Learning online assessment and student-directed Regents practice • BCHS PM school • Academic support classes during the day • Regents prep courses provided during the day as electives for all • Collaborative team teaching in Math • Regents prep courses provided during the day as electives for all • Collaborative team teaching in Math 		
<p>Science</p>	<ul style="list-style-type: none"> • Tier II and III vocabulary instruction • Tutoring before, during and after the school day • BCHS literacy plan strategies in all content areas • Performance task assessments focusing on key skills • Castle Learning online assessment and student-directed Regents practice • BCHS PM school 	<p>All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.</p>	<p>All services are provided during the day, unless indicated by the activity description.</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> • Tutoring before and during the school day • BCHS literacy plan strategies in all content areas • Performance task assessments focusing on key skills • Castle Learning online assessment and student-directed Regents practice • BCHS PM school • Use of Examgen Wizard to build and customize assessments for 	<p>All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.</p>	<p>All services are provided during the day, unless indicated by the activity description.</p>

	<p>individual students</p> <ul style="list-style-type: none"> • Use of Smartboard clickers to collect classroom data (Senteo) • Freshprep-Urban Arts curriculum for Regents preparation • Tier II vocabulary instruction • Each student to receive regents review books to use in school and at home 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • All cognitive testing for students with IEPs • Schedules all triennials for students with IEPs. Organizes the meeting of general education teachers, special education teachers, students and parents . • Affective evaluation for students with IEPs • write goals and makes recommendations for students with IEPs • We have two social workers who tackle issues such as childcare, court cases, health and housing that may prevent a student from coming to school and being academically successful. We have onsite HIV testing, blood drives and a representative from the Department of Health here every Wednesday to talk to students about sexual health. For our parents we offer workshops on sending their child to college, paying for college, computer literacy and job hunting. For our students who are parenting (and for students who are engaging in behavior that will make them parents) we have purchased Reality Works. The Reality Works system provides life-like babies for students to carry and take care of to simulate realities and stresses of parenting. • Parenting group weekly counseling for at least 30 students • Referrals to outside services for 10 students per month 	<p>All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.</p>	<p>All services are provided during the day, unless indicated by the activity description.</p>

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• HIV Testing• STD Testing• Pregnancy testing• Medical referrals for: Options Counseling, Health Insurance Processing, Dental/Vision, Psychiatric, Mental health Services, Asthma, Pediatric referrals, etc. <ul style="list-style-type: none">• WIC• Day Care | | |
|--|--|--|--|

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

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We have a hiring committee that puts new teachers through a rigorous hiring process that includes group interviews and modeling lessons. Students and staff are involved in the hiring of new staff. In addition, all new teachers have to attend professional development in various areas that are required in order to help our students progress in our school environment. In order to ensure we have HQT we will assist any teachers who are working outside of their license to obtain appropriate credentials through coursework. We will also utilize our network as a resource for offering support along with our individualized PD plan to assist all teachers in acquiring the necessary pedagogical skills needed to be considered HQT.

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

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
FSF is used to provide funding for ELA teachers to provide students with after-school tutoring and additional regents-based courses. Ilearn licenses were purchases using FSF. We are coordinating professional development activities and after-school programs, including our college summit program using FSF. FSF is also used to provide students with Castle Learning and Achieve 3000 licenses. In addition, funding has been provided for teachers and the parent coordinator to lead after-school programs that are essential for student credit accumulation and parent enrichment.

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.
Our school's instructional focus is on data driven instruction. As a result, the use of assessments to drive data is critical. Teachers work with the assistant principal of instruction, our school's professional developer and with their colleagues at department meetings to create baseline, interim, and summative assessments. Teachers receive feedback from three different sources before the assessments are implemented. In addition, assessment results are analyzed as a group during common planning time, in order to use assessment results to drive instruction. Professional development is driven based on the analyzes of assessment results and is customized towards the needs of the students and the individual teacher's strengths and weaknesses.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

- 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.
-
- **School Responsibilities**
-
- *Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*
-
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
-
-
- *Support home-school relationships and improve communication by:*
-
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
-
-
- *Provide parents reasonable access to staff by:*
-
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
-
-
- *Provide general support to parents by:*
-
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

-
-
- **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;

-
-
-
- **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;
- 1. 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 32	Borough Brooklyn	School Number 564
School Name Bushwick Community High School		

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 Llermi Gonzalez	Assistant Principal Tutti Touray
Coach Keri Watkins	Coach type here
ESL Teacher	Guidance Counselor Millie Martir-Lopez
Teacher/Subject Area Tom Deignan	Parent Dana Hollis
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	353	Total number of ELLs	8	ELLs as share of total student population (%)	2.27%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained											1			1
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	1	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	8

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							8			8
Total	0	0	0	0	0	0	8	0	0	8

Number of ELLs who have an alternate placement paraprofessional:

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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	8		0	
Integrated Algebra	8		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8		0	
Physics				
Global History and Geography	8		0	
US History and Government	8		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
BCHS uses NYSESLAT diagnostic and in class assessments to assess the literacy skills of our students. We also use achieve 3000 literacy assessment to determine at what reading levels the students are currently performing. Students also take a literacy test upon entering the school. BCHS uses all of this data to set goals for each student and to inform instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns reveal that our ELLS score lower in the reading/writing modalities.
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](#))
Current patterns across modalities impact the focus of our instructional program and how we provide feedback to our teachers teaching ELLS. Because we are a transfer school receiving new ELL students each semester, the AMAO report will be used to develop individual student targets based on student baseline assessment results and our literacy program.
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?Because we are a transfer school, all of our students are in the same grade. All of our students take their exams in English and all need proficiency on 3 or more regents exams. The school does not have/use the result of students periodic assessment because such data for our students is invalid because such data is older than a year if it even exists.
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](#).)
We are a transfer school grades 10-12.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that our ELLs take native language classes to strenghten second language development and provide opportunities for development in through our literacy program, which is informed through assessment data.
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.).
We evaluate our programs by reviewing student portfolios, which include student goals, reflections, and data.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

For the initial identification of those students who may be an ELL, a trained pedagogue administers the HLIS (Home Language Identification Survey) to parents to identify which language the child speaks at home. We interview the parent in the parents' home language. This is done by one of our licensed pedagogue, including the ESL teacher. If the home language survey shows that a language other than English happens to be spoken at the student's home, then our ESL teacher administers the LAB-R. We administer the LAB-R and the Spanish LAB-R for Spanish speaking students to identify the English proficiency level within 10 days of enrollment. .

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.
Parents/students are given program choice. We discuss the three program choices during our orientation. The ESL teacher and guidance counselor are involved in the orientation with families. All of our students/parents have chosen ESL at BCHS. During the orientation, our staff explain the three program options in the parent's home language through a translator where needed. We use a video that is available on the Department of Education's website that explains the programs in different languages. After the viewing of the three programs highlighted in the video (transitional bilingual, dual language, and freestanding ESL), we describe our ESL program, which focuses on rigor so that our students are able to graduate with a Regents diploma. We contact the Office of English Language Learners when a parent has selected a program that we do not offer. This process occurs within the mandated 10 day timeline. When programs that we do not offer become available, parents are contacted using the parent information survey completed when students are registered. Parents are invited to the school for an information session regarding their program of choice so that they are aware of the changes to the student's program.
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 [\[see tool kit\]](#).)
To ensure that parents and students are aware of their options, we mail letters home in both English and the home language (Spanish/French). We mail the letters at least two additional times if there is no response. Our Parent Coordinator also makes an attempt to reach the parents of our ELL students. We give the student the letter to take home for parents to review. Once the letter is signed we place it on file in our Part 154 Binder. Continued entitlement letters are distributed at the beginning of the school year along with student lunch forms to parents. Students receive a metrocard when letters are returned back to the school acknowledging receipt.
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.
At student intake, all parents are required to come up for an orientation. During the parent orientation, we use translators so that parents are communicated with in their native language. Parents are made aware of the three programs available in NYC with the assistance of BCHS bilingual staff. Parents are made aware of our free standing program at intake. The ESL program offered at our school is aligned with parent requests.
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.
We start the scheduling and administration of the NYSESLAT as soon as the administration window opens so that we have ample time to test our students. Our test coordinator schedules the students who need to take the NYSESLAT based on ATS reports (RELC, RLAT and RNMR). She dedicates the staff to meet with students to complete all parts of the exam. Before the exam is administered, all staff receive training in administering and scoring the NYSESLAT. We ensure that the entire exam is administered. When students are absent, home visits are conducted to ensure that students come to school to take 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. 
All of our parents select free standing ESL for their children. Over the past 3 years we have had about 50 ELLs and all have chosen ESL as their program of choice. Because we are a transfer school, parents get the information of our programs before students are registered. When they decide to register the student, their program request is aligned with student programming.

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])?
Our program is a self-contained ESL program. The program model is ungraded and homogenous.
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 students scored an advance on the NYSESLAT. As a result, every student receives 230 minutes per week in ESL, ELA and NLA instruction as per CR Part 154.
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.
We only offer an ESL program based on parent choice. Content areas are delivered using a variety of strategies to support ELLs. All content areas are common core aligned and support strategies are implemented aimed towards helping ELLs achieve Common Core learning standards. Content is also delivered using Empower 3000 to help improve literacy. Instruction that is scaffolded and differentiated is utilized to meet the needs of our ELLs in the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All students are given the opportunity to take their assessments in either their native language and in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We currently are revising our curriculum across subject areas to ensure that all curricula focus on strengthening the four modalities throughout the year. Tasks that are aligned to the NYSESLAT are developed throughout the content areas to strengthen students' English acquisition. Assessments in the different content areas focus on reading, writing, listening, and speaking. Assessments are given twice per semester to measure student progress.
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).

Historically we do not have SIFE, newcomers, or ELLS receiving service 4 to 6 years. Historically our students are long term ELLs. We differentiate instruction for this subgroup by assessing students in the 4 different modalities and giving them a learning styles survey. Instruction is differentiated based on the results of such assessments and the results of their daily work. In addition, students have access to Empower 3000, Ilearn, and tutoring that focuses on differentiated learning for ELLs. Our former ELLs are giving extended time and other testing accomodations based on the assessment they are taking for up to 2 years after they score a proficient on the NYSESLAT.

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?

We do not have ELL-SWDs. Students identified as ELL-SWDs have their IEP and NYSESLAT modalities assessed in addition to the testing we conduct for all of our students registering to our school. ELL-SWDs are place in appropriate classes based on their IEP recommendation/accomodations and their proficiency level. Historically we have differentiated instruction for these students via the analyses of their entry level assessments. We also provide these students with access to Compass learning and Empower 3000 for access to grade level materials.

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?

All students are placed in ICT classes and removed from self-contained settings. Our Special Education teachers' schedules are flexible to meet the needs of our students.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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.

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

Description of Strategies Used in Mathematics and Science

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

Description of Strategies Used in English and Social Studies

Create a Welcoming Language-Rich Environment with Opportunities for Immediate Success

- Labeling classrooms to target reading skills
 - Showing respect for the cultures of our ELL students by introducing their home countries and cultures to the class as a whole.
- If possible, learning Spanish, our students’ native language
- Praise ELL students for what they can do. Creating frequent opportunities for success even if it is simple task
 - Speaking slowly and clearly in simple sentences at first, but never distort language to improve speaking and listening skills.
 - Building on ELL Students’ Prior Knowledge and Teaching Essential Vocabulary
 - Use organizational activities such as semantic mapping, KWL, timelines, and other strategies to determine where the students stand in relation to the content of the upcoming lesson.
 - Whenever possible provide ELL students with a list of essential vocabulary a day or two before the introduction of a new lesson so that the students can use a simplified English or bilingual dictionary to learn the meanings and familiarize themselves with the words. This approach also helps students identify prior knowledge about the topic from their native languages.
 - Use oral pre-reading activities and allow time for discussion and questioning before assigning academic reading assignments to ensure that ELL students have the background information and linguistic skills necessary to accomplish the assignment.
 - Explain cultural assumptions and use culturally relevant material whenever possible.
 - Textual information often relies on cultural assumptions and information that ELL students will most likely not have. It is necessary to provide and interpret explanations wherever needed.
 - Personalized and culturally relevant examples should be included where appropriate.
 - When teaching a unit on the American Civil War, for example, start the class by looking at the concept of conflict in general and have ELL students give examples from their own backgrounds or countries.
 - Use a variety of visual aides and teach to all learning styles.
 - ESL students benefit greatly from visual clues to help them get meaning from "context reduced" material.
 - Visual clues may include facial expressions, gestures, pictures, charts, graphs, maps, etc.

- Teaching to various learning styles, important to all learners, is crucial for ELLs.
 - Graphic organizers are particularly helpful in allowing ELL students to plot complex material visually.
 - Lighten the Linguistic Load by simplifying grammatical structures and paraphrasing. To lighten the linguistic load:
 - Limit sentences to one concept.
 - Use the active voice, not the passive voice.
 - Use concrete examples and contextualize.
 - Use the subject-verb-object pattern for most sentences.
 - Write a summary of the lesson in a simpler form of English.
 - Simplify the vocabulary, retaining key concepts and essential technical vocabulary.
 - Use repetition. When giving directions to beginners use the same structures every day. For example don't say, "Open your book to page 39," one day and switch to, "Turn to page 39," the next.
 - While teaching content, classroom teachers help students increase their English proficiency by:
 - modeling the pronunciation of difficult words in the lesson;
 - emphasizing word meanings and idiomatic expressions;
 - emphasizing base grammatical structures that are necessary to understand and discuss the content area material;
 - creating a classroom climate where students feel comfortable making mistakes and taking risks.
 - Teach interdisciplinary thematic units whenever possible
 - Thematic units across disciplines help ELL students make connections and achieve a deeper understanding of concepts. They also serve to reinforce new vocabulary.
 - Design curricular units for depth rather than breadth
 - In both social studies and science curricula the emphasis is too often on “covering material” instead of clearly understanding concepts in depth. Spending more time on truly learning fewer concepts enhances the chances of success for ELLs.
 - Actively teaching study skills and metacognitive tools
 - Students need to realize that textbooks are organized differently than literature books or basal readers. Students need to be aware that textbooks are written to inform, not entertain.
 - Point out the most common patterns of textbooks:
Cause/effect, compare/contrast, time order, simple listing, descriptive and problem/solution.
 - Encourage students to use available text features:
captions, glossary, index, study questions, table of contents, footnotes, marginal notes, use of bold type and italics, etc.
 - Categorizing and providing them with a short list of words pertinent to the lesson and let them categorize the words. For Social Studies the categories could be people, places, things and events. Set students up with buddies to help get started.
 - Create an outline of the topic for the ESL students using simple grammar.
Cutting up the outline and putting it back together increases familiarity with the topic and helps in learning sequence
 - Continually have students reflect on how to find meaning in textbooks and other reading materials. Teach skills such as skimming, summarizing, and looking for main ideas.
 - Use Hands-on Activities.
 - Experiential activities are of great importance to students not proficient in the language of instruction. ESL students can be actively involved.
 - Present information both verbally and visually.
 - Include experimentation, measurement, construction, graphing, chart and mapmaking, etc.
 - Modify the ESL Students' Assignments, Assessment and Testing
 - Continually monitoring our students' progress. Formal and informal assessments are necessary to see whether students show comprehension of the material being taught.
 - Vary the levels of the questions being asked according to the students' current level of speech production.
 - Provide as many opportunities as possible for ELL students to demonstrate their skills and knowledge in different ways including drawings, keyword outlines, graphs, etc.
 - Use of Cooperative Learning.
 - Studies have shown that ESL students benefit greatly from cooperative learning experiences.
 - ELL students work more efficiently with a buddy or in a small group.
 - Include ESL students in heterogeneous group work even if their comprehension is very limited. RESEARCH HAS SHOWN...THEY ARE GETTING SOMETHING.
- Strategies for All Disciplines: School Wide effort

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

Program Description: Attendance Improvement for ELLS

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

We look at our formative assessments as well as projects that require students to use all modalities. These assessments are analyzed every marking period to determine student strength and weaknesses. Our programs are only effective when students are attending school. When looking at attendance and assessment data using skedula for ELL students at Bushwick Community High School, it is clear that attendance is clearly linked to the success/academic failures of our ELL students. We look at our formative assessments as well as projects that require students to use all modalities. These assessments are analyzed every marking period to determine student strength and weaknesses. This is an ongoing challenge for our entire school community and not just our ELL population. We have taken several measures to get our students to school daily. The data shows that if ELL students come to school on a regular basis, they have a greater chance of achieving academic success. To improve student attendance and increase student

achievement is our main focus for our ELL students.

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

We are trying to tailor online learning environments to our ELLs. Instructional supports in their native language is needed so that they can take advantage of advancing the amount of credits they can take per semester.

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

No programs will be discontinued.

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

All programs are offered to ELLs. ELLs are encouraged to take part in all programs offered. After school programs and services offered to ELLs include after-school credit bearing classes, tutoring, sports, and clubs.

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

All classroom lessons are offered using a smartboard. All ELLs have access to in class laptops and a student computer lab. Classrooms contained in class mini-libraries with culturally relevant readings chosen by students.

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

Native Language support is delivered in our ESL program through a self-contained Native Language class and through the content area teachers.

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

All support and services are tailored towards the 17-21 age group. Because we do not have grade levels in our school, supports are customized based on individual student need.

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.

All ELLs must attend a series of orientations designed to support the students' transition into the school. Workshops include and are not limited to culturally responsive learning, community service, Empower 3000, Google apps for education, and pupilpath. In addition, foundation classes in literacy and other content areas are provided to students in the summer and throughout the school

year.

18. What language electives are offered to ELLs?

We currently are not offering electives as our students are overage and at risk of dropping out. We offer courses and supports that students need to earn a high school diploma.

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.

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

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

Teachers of ELLs receive professional development focused on data driven instruction through the lens of rigor and culturally relevant pedagogy to engage students in the common core learning standards. Teachers also receive professional development in differentiated instruction on a regular basis. These professional development seminars support teachers in meeting common core-aligned instruction by increasing rigorous instruction with the use of scaffolding activities that allows students to complete common-core aligned assessments and tasks. Our Assistant principal, Special Education coordinator, and Staff developer coordinate professional development sessions in groups and work individually with teachers to ensure differentiation for ELLs and all students.

At various times per year during our intakes, staff as a whole review the academic data of our ELLs with the help of school leadership. This is possible because only 3% of our students are ELLs. At these sessions, we look at their assessment results, attendance data and anecdotal information to determine best instructional supports/strategies and next steps for each ELL. More than 7.5 hours of professional development is planned based on the findings we make during our intake analyses. Records of these professional development activities are kept by our school's staff developer in our UFT teacher center.

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?

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

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

Parents are given a needs assessment survey at the beginning of the year and at intake to identify the workshops that we will offer during the school-year. We also assess parents to see what services they are willing to offer and deliver to other parents. All of our parental activities are based on the needs assessment survey that is then led and implemented by our parent coordinator. Interpretation services are made available to parents as soon as they step into the school through our parent coordinator, social workers, and DOE translation services.

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

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: Bushwick Community High School

School DBN: 32K564

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Llermi Gonzalez	Principal		1/1/01
Tutti Touray	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Dana Hollis	Parent		1/1/01
Tom Deignan	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Keri Watkins	Coach		1/1/01
	Coach		1/1/01
Millie Lopez-Martir	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: **32k564** School Name: **Bushwick Community High School**

Cluster: **1** Network: **108**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

All written communication to parents is provided in English and Spanish as a matter of routine. Translation is done by in-house staff who are native speakers of Spanish.

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

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

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

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