

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** THE BUSHWICK SCHOOL FOR SOCIAL JUSTICE

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

**Principal:** ANA MARSH

**Principal Email:** [AMARSH@SCHOOLS.NYC.GOV](mailto:AMARSH@SCHOOLS.NYC.GOV)

**Superintendent:** KAREN WATTS

**Network Leader:** MALIKA BIBBS

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Ana Marsh	*Principal or Designee	
Michaelen Hudson-Aaron	*UFT Chapter Leader or Designee	
Jazmine Orengo	*PA/PTA President or Designated Co-President	
Hazel Loadholt	DC 37 Representative, if applicable	
Ericka Sanchez & Lashonda Young	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Abiola Brathwatie	Member/ Parent	
Ayde Martinez	Member/ Parent	
Imelda Basantez	Member/ Parent	
Michael Bolt	Member/ Teacher, Chairperson	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 2015 at least 30% of all students taking the Global History Regents exam will pass with a score of 65 or above.**

### **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.

Upon reflection on our June 2014 Global History Regents Exam Results, we identified a need for a school wide focus on this particular exam. The overall passing rate for all students sitting for the exam was only 20%. While a handful of students passed the exam in August, over one hundred students will need to repeat the exam their 11<sup>th</sup> or 12<sup>th</sup> grade years.

### **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**

BSSJ will also provide weekly professional development sessions for the SS department to plan curriculum, review data to inform instruction and implement RTI and support for students. This time is part of a realignment of the school day under the new contract.

The department will engage in the use of the inquiry cycle to analyze trends in student performance, design interventions, and track progress.

The assistant principal and the department head will engage in planning a comprehensive social studies department improvement plan.

The department will partner with the ELA department to design strategies for improving writing (see goal #4)

The department will engage in cycles of inter-visitations to share effective practices, give feedback, and create a supportive environment.

Supervisors will engage in weekly meetings with teachers to provide feedback, with a particular lens on focusing on tracking data towards writing improvement.

BSSJ will develop and staff a Regents Prep program on Saturdays in the 6 weeks leading up to the January Regents exam and the June Regents exam. This program will include both content teachers, ESL instructors, and Special Education Teachers to ensure all students are supported.

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

BSSJ will hire an additional Special Education and ESL teacher to provide support for students in Global History classes. BSSJ will also expand the number of class section of Global History classes to lessen class size and provide for more individualized attention.

BSSJ will focus multiple periods of RTI to support this program directly.

BSSJ will direct resources to funding and staffing a Saturday school program.

BSSJ will incorporate weekly PD with the new contract focusing on improving the department's effectiveness.

BSSJ will utilize a cross-curricular coach to work with 10<sup>th</sup> grade global studies teachers.

BSSJ will allocate per session funding for coaching teachers who teach the exam year.

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

1. The social studies department will be utilizing the ELA MOSL Performance Task rubric throughout the year to track progress on the growth of specific writing skills.
2. The social studies department will be evaluating data collected through the inquiry cycle on a weekly basis.
3. The social studies department will complete a mock Regents assessment in February to evaluate progress towards student preparedness for the June Regents and make adjustments accordingly.
4. The administration will analyze classroom observation data to focus teacher training and coaching on a monthly basis.

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

1. Curricula evaluation and modification – completed in July and August of 2014
2. Benchmark writing pieces give 3-4 times per semester to build student writing skills and stamina.
3. Weekly department meetings from September to June.
4. Mid-year program evaluation and check-in after mock regents exam.

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

Multiple RTI periods will be staffed by social studies department from September until June.

Per session funding will be utilized to support the Saturday school regents prep periods.  
 ESL and special education resources will be specifically focused to support students in Global history in 8 sections total.  
 An intern assistant principal will be teaching an additional section of global history regents prep to lower class sizes.

***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).

Parents on the SLT will be informed of the goal and the strategies being used to address the low passing rate.  
 Parent teacher conferences will switch to a student led conference structure so parents and students will have a clear idea of exactly what students are struggling with and exactly what they need to do to be successful.

***Budget and Resource Alignment***

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

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

Title I and Fair Student Funding were used to hire the additional Special Education and ESL teachers to reduce class size and provide adequate support for both of these populations.

## 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.

**Shifting Classroom Practice (1.2)** Through a focus on improving differentiation through ongoing professional development, teachers will improve their ability to meet the needs of all learners, resulting in a 3 % increase in the course passing rates and a 3% increase in Regents Exam passing rates for students with special needs.

### 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.

Analysis of scholarship reports and transcript review show that while the passing rate for students with Individualized Educational Plans (IEP) has improved, it is still below the passing rate of general education students.

The school will further align assessments to curricula and use that data to create and analyze appropriate student outcomes to improve passing rates of students with IEPs as indicated in the school quality Review for 2013-2014, as a area of growth.

### 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. The facilitator for each grade level team will be a special education teacher, thus ensuring the meetings have a clear focus on the needs of students with IEPs.
2. The special education teacher will engage the team in planning looking at student work protocols to determine focus skills to address as a grade level team.
3. Grade level teams will engage in using the inquiry cycle to plan common, research based strategies for addressing student needs.
4. During school wide professional development (PD), content, special education, and English as a Second Language (ESL) teacher will plan workshops to address specific student needs, such as the writing plan addressed in goal #4
5. Key staff members, including administration, content, and SPED / (ESL) teachers will attend strategically chosen professional development sessions to address the needs of all learners, and turn-key the information to their teams.

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

The Bushwick School for Social Justice (BSSJ) will add a special education teacher to ensure all four grades have adequate for support for our SWD.  
Special education teachers will be paid per session to attend Saturday Regents prep courses  
Funding will be allocated for per-session to train special education teachers at grade level facilitation skills  
Funding will be allocated for per-session to coach key teachers who are identified as needing support in meeting the needs of students with disabilities.

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

1. Course passing rates will be evaluated quarterly and interventions and PD session will be planned to address needs
2. January regents exam and mock regents exam scores will be evaluated to check for evidence of improved performance of Students with Disabilities (SWDs)
3. Danielson observation data will be evaluated monthly to check for evidence of improved differentiation

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

1. Training of special education facilitators – starting in August and ongoing bi-weekly sessions
2. PD sessions planned monthly
3. Integrated grade team PD provided weekly
4. Quarterly evaluation of data including passing rates.
5. Quarterly evaluation of Measure of Student Learning (MOSL) data / interim assessments

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

-Per-session money will be allocated for Grade team facilitators to meet once every two weeks in order to plan for meetings and ensure alignment across grades.  
-Special Education teachers will work with ESL teachers, to bring in research based strategies to teams that address needs of students with disabilities and English Language Learners.  
-Staff will engage in looking at data, setting strategies to address needs, implement the strategies, look at student work together after this strategy(ies) are established, analyze that data and then decide to move on or re-teach based on the data results.  
-Staff will attend outside PD and will also be part of leading in-house PD for the rest of the staff in order to ensure continuous improvement on behalf of the staff.  
-Also, additional small group instructional time has been allocated for all grades during the day in order to provide further enrichment.

***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).

Information sessions for parents of students will IEPS will be organized by the parent coordinator yearly.

***Budget and Resource Alignment***

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

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

Title I and Fair Student Funding were used to hire the additional Special Education teacher to ensure adequate support for students with disabilities. However, due to new teacher contract we do not need the resources for PD time since it is built into the new schedule.

### 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.

#### **Teacher Inquiry Teams (4.2)**

Teacher teams will engage in analyzing key artifacts such as assessment data and student work to make adjustments in their teaching practice resulting in 50% of teachers being rated 'Effective' in component 3D – Using Assessment in instruction.

#### **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.

During classroom observations and during the 2013-14 midyear and end of year MOTP teacher data analysis sessions, the administration noticed a significant need to improve performance in component 3d on the Danielson Rubric. Of all classroom observations, 40 of 102 (60%) were rated developing or ineffective in component 3d.

We seek a 10% increase in the number of classroom observations being rated effective and highly effective.

#### **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**

BSSJ will provide monthly professional development to teachers in key components of Danielson Framework. These sessions are part of a schedule reallocation of time that provides a one hour meeting during the school day once a week for all staff.

Teachers will review student work in these sessions and share best practices. They will also review data from quarterly performance tasks and classroom assessments to assess the effectiveness of instructional practices and inform instruction.

Additional small group instructional time has been allocated for all grades during the day in order to provide further enrichment.

Due to new Teacher contract, the inquiry team work is built into the schedule, therefore no special funds are needed for this work to be completed.

Teachers will meet weekly with their direct supervisor to discuss the results of the most recent classroom observation and strategies to improve.

Teacher will discuss data gathered from key assessments with administrators to discuss student progress and develop strategies to meet student needs.

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

1. All teachers, all teacher-leaders, all administrators.

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

1. Quarterly evaluation of observation data to track trends in teacher ratings on component 3d

2. Observation of team meetings and feedback to facilitators bi-monthly

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

1. Key assessment practices were discussed in initial PD session in August.

2. Team meetings and meetings with administrators will be ongoing on a weekly basis

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

1. Team meetings and PD session will be integrated into the work week through the use of the new contract

2. Per session funding for training for coaches and grade level facilitators

#### **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).

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***Budget and Resource Alignment***

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

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

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## **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.

#### **Shifting Classroom Practice (1.2)**

Through the implementation of a school-wide writing plan, students will increase their performance in writing in each subject area by an average of one point as measured by a department wide writing rubric by the end of each semester of school year 2014-2015.

### **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.

The initial need for this goal was brought about by low writing scores on state assessments. An evaluation of scope & sequence for each department revealed that too little writing was planned into the curricula.

### **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**

Each department will realign their scope and sequence, curricula, and unit plans to include a comprehensive program of rigorous writing.

Monthly PD's during the 80 minute instructional block will be used to focus on improving writing strategies.

BSSJ will provide weekly professional development time for teachers to meet and discuss strategies to teach writing, review students work and develop common lesson and strategies.

Teachers will review student work in these sessions and share best practices. They will also review data from quarterly performance tasks to assess the effectiveness of instructional practices.

Individual and groups of teachers will also participate in supplementary writing PD with outside organizations to develop best practices and turnkey them to the school.

Through the work of Departmental and Grade teams, this work is built into the schedule and this category does not require additional funds at the moment.

1.

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

1. All classroom teachers will participate in this process
2. All teacher-leaders (department heads, grade team PLC facilitators)
3. All administrators

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

1. ELA performance task MOSL data will be tracked from the baseline to the final Performance-task in June, with interim assessments used to track the efficacy of writing strategies used.

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

1. Department heads will analyze progress made towards meeting writing quantity targets quarterly in cabinet meetings.
2. Department heads will calendar and track department progress towards implementing interim writing assessments
3. January and June writing scores, specifically for ELA written tasks and social studies thematic & DBQ essays will be tracked and analyzed for progress by students repeating the exam.

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

1. Course lengths were previously lengthened to 60 minutes to incorporate longer stretches of learning and time for sustained writing.
2. RTI periods were devoted to ELA & Social Studies RTI to further support the writing initiative

### **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.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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.

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

1.

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

1.

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

1.

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

1.

#### **E. 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. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
ELA	<ul style="list-style-type: none"> <li>• intervention provided for subgroups of students needing additional small group instruction.</li> <li>• 120 minute block instruction in ELA for all ninth graders during the school day.</li> <li>• Increase classroom period to 60 minutes of instruction during the school day</li> <li>• Differentiated instruction to support multiple learners during the school day</li> <li>• Paraprofessional team hired and trained to support students with special needs in all classes.</li> <li>• Inquiry and project-based instruction during the school day</li> <li>• Saturday School – 2 x 120 minutes of instruction for students behind in credits and struggling learners.</li> <li>• Team teaching in classrooms during the school day.</li> <li>• Small group support for special needs students on Saturdays</li> <li>• Small group Title III support in ESL provided to ELLs on Saturdays</li> <li>• A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small group and one-to-one as well as tutoring during the school day.</li> <li>• Research based literacy interventions will be provided for all students during the</li> </ul>	<ul style="list-style-type: none"> <li>- intervention is delivered in small groups</li> <li>- block instruction is whole class</li> <li>- Saturday and pm school are small group services</li> <li>- differentiated instruction may be small group or one to one</li> <li>- paraprofessional support is one to one</li> </ul>	<ul style="list-style-type: none"> <li>- intervention occurs during the school day</li> <li>- Saturday and pm school are on Saturdays and after school</li> <li>- All other services are ongoing throughout the day</li> </ul>

	<p>school day and after school.</p> <ul style="list-style-type: none"> <li>• Sustained Silent Reading program will be in place for all 9<sup>th</sup> grade students during the school day.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction.</li> <li>• Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</li> </ul>		
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Two 60 minute periods of math for all tenth graders during the school day.</li> <li>• Increase classroom period to 60 minutes of instruction, during the school day</li> <li>• Differentiated instruction to support multiple learning styles during the school day</li> <li>• Paraprofessional team hired and trained to support students with special needs in all classes.</li> <li>• Inquiry and project-based instruction during the school day</li> <li>• Saturday School – 2 x 120 minutes of instruction.</li> <li>• Math class with team teaching for struggling 11<sup>th</sup> and 12<sup>th</sup> graders during the school day.</li> <li>• Additional period for struggling 11<sup>th</sup> graders during the school day.</li> <li>• Small group support for special needs students on Saturdays</li> <li>• A Learning Lab that includes technology, resources and space for supporting struggling</li> </ul>	<ul style="list-style-type: none"> <li>- intervention is delivered in small groups</li> <li>- block instruction is whole class</li> <li>- Saturday and pm school are small group services</li> <li>- differentiated instruction may be small group or one to one</li> <li>- paraprofessional support is one to one</li> </ul>	<ul style="list-style-type: none"> <li>- intervention occurs during the school day</li> <li>- Saturday and pm school are on Saturdays and after school</li> <li>- All other services are ongoing throughout the day</li> </ul>

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

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

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

	<p>counseling schedule</p> <ul style="list-style-type: none"><li>• At-risk and highly emotional students will meet with psychologist as per referral from administration</li><li>• Twenty five most at-risk and highly emotional students assigned to a social worker for individual and group counseling once per week.</li><li>• At risk students meet once or twice per week during school day with lead social worker</li><li>• At-risk students meet with lead social worker once per week or by referral after school</li><li>• DOH health provider provides health-related services once per week on Fridays.</li></ul> <p>School health aide provider provides health related services to at-risk students</p>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

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

**High Quality and Ongoing Professional Development**

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

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

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

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

As part of the work as a PLC BSSJ has created a regular and systematic approach to periodic formative assessment in order

to answer the essential question: How will we know when they've learned it?

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

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

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

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

Date	Activity/Assessment
By end of September	Initial Performance Tasks must be administered in all disciplines: <ul style="list-style-type: none"> <li>- ELA and ESL</li> <li>- Social Studies</li> <li>- Foreign Language</li> <li>- Science</li> <li>- Math</li> <li>- Phys. Ed</li> <li>- Art and Music</li> </ul>
By end of November	Second Round of Performance Tasks must be administered in all disciplines.
By March 15 <sup>th</sup>	Third Round of Performance Tasks must be administered in all disciplines.
By May 1st	Final Round of Performance Tasks must be administered in all disciplines.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$299,506.68	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,516,169.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>66</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: Direct instruction will be broken up into three different groups with three different populations.

Group 1: Taught by content Spanish teacher and supported by 2 ESL teachers. Program will be run on Tuesday and Thursday from 3:30 to 4:30. Spanish teacher will teach both days. ESL teachers will support her by co-teaching 1 day each. Target group are ELL students that have absolutely no language background. It may consist of SIFE students. They will be taught the alphabet, simple words, phrases and sentences. Ten (10) students will be selected from the beginning ESL class and range from grades 9-12. The language of instruction will be in both Spanish and English. Students will hear and see words in spanish and then taught their English counterparts in an effort to help them recognize what the word looks like in both languages. Materials needed are currently being discussed but have not been finalized. Final cost will sent as an amendment.

Ms. Ferreira (11/6, 11/13, 11/18, 11/20, 11/25, 12/2, 12/4, 12/9, 12/11, 1/6, 1/8, 1/13, 1/15, 1/20, 1/22, 2/3, 2/5, 2/10, 2/12, 2/24, 2/26, 3/3, 3/5, 3/10, 3/12, 3/17, 3/19, 3/24, 3/31, 4/2, 4/14, 4/16, 4/21, 4/23, 4/28, 4/30, 5/5, 5/12, 5/14, 5/19, 5/21, 5/26, 5/28, 6/9, 6/11)

Total days = 45 @ 51.51 -----> \$2,317.95

MacDevitt (Tuesdays)

Total days = 23 @ 51.51 -----> \$1,184.73

Swamy (Thursdays)

Total days = 20 @ 51.51 -----> \$1,030.20

Group 2 are 10th grade ELL's that require additional support with passing the Global Regents. The class will run from 3:30 pm to 4:30 pm. Much of the course will be building writing skills that are aligned with our school's writing initiative. This group consists of 10 students that are the most in need of additional support that will be selected by Ms. Caufield based on her assessment of them in her global class. Ms. Caufield is a licenced ESL teacher with strong content knowledge in social studies and has an excellent track recored with ELL population for passing SS regents. We will be purchasing spanish versions of SS text books as well as supplemental material to support this effort.

**Part B: Direct Instruction Supplemental Program Information**

Caufield (11/11, 11/18, 11/25, 12/2, 12/9, 1/8, 1/15, 1/22, 2/5, 2/12, 2/26, 3/5, 3/12, 3/19, 4/2, 4/16, 4/23, 4/30, 5/14, 5/21, 5/28, 6/11)

Total days = 22 @ 51.51 -----> \$ 1133.22

Saturday Academy: The academy possibly consists of the above 10 students and 10-13 additional students. These sessions are specifically for regents preparation targeting 11th and 12th graders who have not yet passed the regents in January and will include 10th graders that need to pass the regents in June. Classes operate from 9:00 am to 11:00 am.

Caufield (1/10, 1/17, 1/24, 5/30, 6/6, 6/13)

Total days = 12 @ 51.81 -----> \$ 618.12

Group 3 is a Saturday Academy that consists of 11th grade Ell's expected to pass the regents in January, but with the expectation of passing in June. Also in this group are 12th grade Ell's that have not yet had success with passing the ELA regents. Class will contain no more than 15 students. Activities will be aligned to cover the four parts of the ELA Comprehensive Regents Exam. Note taking, reading comprehension, short essay writing and writing with a critical lense. Classes operate from 9:00 am to 11:00 am.

MacDevitt (1/10, 1/17, 1/24, 5/30, 6/6, 6/13)

Total days = 12 @ 51.51 -----> \$ 618.12

OTPS

Materials and Fees -----> \$2,185.75

**Part C: Professional Development**

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

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

Begin description here: Along with additional data points that the teachers will receive from other teachers in ELA & SS classes, the ESL team will use the NYC Performance Task as a baseline to determine the current level of the targeted students. Additional data will be collected from the various forms of work and assessment collected during the after school and Saturday school programs to monitor progress. In addition to the DOE mandated professional development time, the ESL team will meet once a month for 6 months to analyze the data and develop new learning strategies based on the data to ensure that progress is taking place. The meeting dates are the first Tuesday of the month for November, December, February, March, April and May from 3:15pm to 4:15 pm. Each session will focus

**Part C: Professional Development**

on tracking the data of the student's progress compared to the baseline assessment. Topics of discussion will center around strategies used and the success of that strategy or the necessity to change that strategy. PD's are run as a department by 3 certified ESL teachers. All teachers have been encouraged to seek out and participate additional PD as they come about. Dates and times of these PD's are not yet known.

6 months \* 3 teachers \* \$51.51 -----> \$927.18

**Part D: Parental Engagement Activities**

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

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

Begin description here: ESL teachers will spend 1 hour a month for the 2 months leading up to the regents to inform parents of student progress and if necessary to remind them that students need to increase their attendance. These conversations will take place during the months of December and January for the January regents and May and June for the June regents between the hour of 3:15pm and 4:15pm. The purpose is two-fold. First, to inform parents of children with weak attendance so that we can gain their support with getting the child in while there is still time help them succeed on the exam. Second is to inform the parent of their child's progress and remind them of how important attendance is.

2 teachers \* 1 hour \* 4 months x \$51.81-----> \$ 412.08

Once a month for 5 months (Regents months excluded), one teacher will plan and participate in enrichment trips designed to practice and reinforce subject content and language skills. We call this Explorers. Trips will simultaneously fulfill an alternate purpose. It will be used to build relationships with parents and acquaint them with the academic expectations. These trips will be held on Saturdays for the months of December, February, March, April and May from 10:00 am to 1:00 pm. All of our ESL teachers are fluent in Spanish.

1 teacher x 3 hours x 5 months x \$51.51-----> \$772.65

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>549</b>
School Name <b>Bushwick School for Social Justice</b>		

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>423</b>	Total number of ELLs	<b>79</b>	ELLs as share of total student population (%)	<b>18.68%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained										2	2	1	1	6
Push-In										2	2	3	3	10
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	4	4	16

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	41	7	3	21	5	3	17	2	11	79

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>41</b>	<b>7</b>	<b>3</b>	<b>21</b>	<b>5</b>	<b>3</b>	<b>17</b>	<b>2</b>	<b>11</b>	<b>79</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
As a school we use teacher generated diagnostic intake assessments. These assessments provide both content and language ability levels as they align to state and school standards. The results from these assessments help to guide modification of instruction to prepare for student learning outcomes on school, city and state assessments (i.e: Content Area Exams, Regents, NYC Assessment).

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

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Upon enrollment student results on standardized assessments (NYSESLAT, LAB-R) are reviewed in addition to an initial screening (HLIS) conducted by an ESL teacher, the parent coordinator, the guidance counselor and the student guardian. There is also an informal evaluations (oral interviews, classroom diagnostics) are conducted in addition to the HLIS to establish a baseline for ability in English. These evaluations serve to provide for the student the most appropriate class schedule, including additional supports as needed. All procedures are done in accordance to the ELL Policy Brief and EPIC.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
BSSJ prides itself on the high levels of communication with parents. During initial contact, parents are invited to Parent Association meetings designed to inform and orient parents new to the system. These meetings focus on providing information about the educational options available to their students, including an explanation of the state and city standards, the core curriculum, assessments, student expectations and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models: Transitional Bilingual Education, English as a Second Language and Dual Language. Two parent orientations will be conducted during the 2013-14 school year, one in the fall and another in the spring. Additionally, parents will be offered Saturday and monthly workshops in parents' and students' native language in collaboration with the community organization Make the Road New York. These workshops will focus on topics such as: Regents' exams, school procedures, rights and responsibilities of parents and students, the school grading policy and the citizenship and immigrant services available to parents in the community.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The school ensures that entitlement letters and Parent Survey and Program Selection forms are returned through continual contact with the parent. Once returned, a copy of forms is held in the YDI office and original forms are kept securely in the AP office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
As students are admitted and the HLIS is conducted, student support needs are determined. Once results from the HLIS and any other available data are consulted, the parents are presented with the orientation information outlining Program Options and clearly communicating the three program models. Again, these sessions are conducted in the parents' home language to ensure an informed decision on the part of the parent.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In order to administer the NYSESLAT to all ELLs each year, the official list of ELLs is consulted. After an initial planning meeting attended by the ESL coordinator, the AP and all ESL teachers, all non-proficient ELL are scheduled to sit for the components of the test. The ESL coordinator also attends city organized NYSESLAT workshops to better facilitate the tests smooth administration.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Our school provides the program selection to every new ESL student coming into our school. According to our records, in the last three years, we have had:  
2011 - 9 students - all selected ESL  
2012 - 9 students - all selected ESL  
2013 - 13 students - all selected ESL

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
  - c. There is a combination of instructional models that varies by class and teacher. We have stand alone classes for beginning ESL students, as well as stand alone intermediate and advanced. We also have push-in model to support students.
  - d. a) ELL classes are generally collaborative with co-teachers. While ESL teachers push-into classes, they can also pull-out students, depending on the need and situation.  
b) Program models see students generally traveling by grades, and not necessarily by blocks. Some classes might have mixed grades and proficiencies. If a situation arises that a student needs more credit, they will be placed in the necessary class. In any case, teachers are expected to serve the needs of all students in their classes.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Lesson planning and assessments usually involve 2 or more teachers. ESL teachers are also involved in grading and the creation of

assessments that address appropriate needs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Cooperative learning is encouraged in all classrooms so ELLs have a chance to develop in the four language skills. As mentioned above, ESL teachers are actively involved in lesson planning so changes are made to accommodate language needs. While there may be a disproportionate stress on writing and reading, ELLs can still develop in both ESL and RTI classes.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - f. Differentiating instruction for ELL subgroups involves the following:
  - g. a) SIFE – afterschool programs and intensive intervention (one to one), pair/group learning model, tailored modified tasks, translated texts.
  - h. b) Less than three years in the country – cooperative learning, translated texts and afterschool support.
  - i. c) Service of 4-6 years – will be considered Intermediate ELLs, and while ESL instructional minutes are reduced, these ELLs will be offered the same opportunities (intervention, scaffolding, etc.) as early ELL learners.
  - j. d) Long-term ELLs – usually follow schedules of general education students, and sometimes become tutors for new ELLs, given their language competency.
  - e) Former ELLs – most ELLs who have tested out of NYSESLAT will have graduated by then.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
8. (7) Teachers of ELL-SWDs work closely with Special Education teachers, discussing how to accommodate Core Standards using IEP considerations. Again, these kids are expected to follow same scheduling as ESL, including access to all modifications and additional services.
9. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
As ESL teachers work closely with both content and Special Ed teachers, instruction and learning outcomes are tailored to accommodate both language and IEP goals. An important goal of teachers at BSSJ is to create an environment that facilitates a memorable learning experience for all students.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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

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

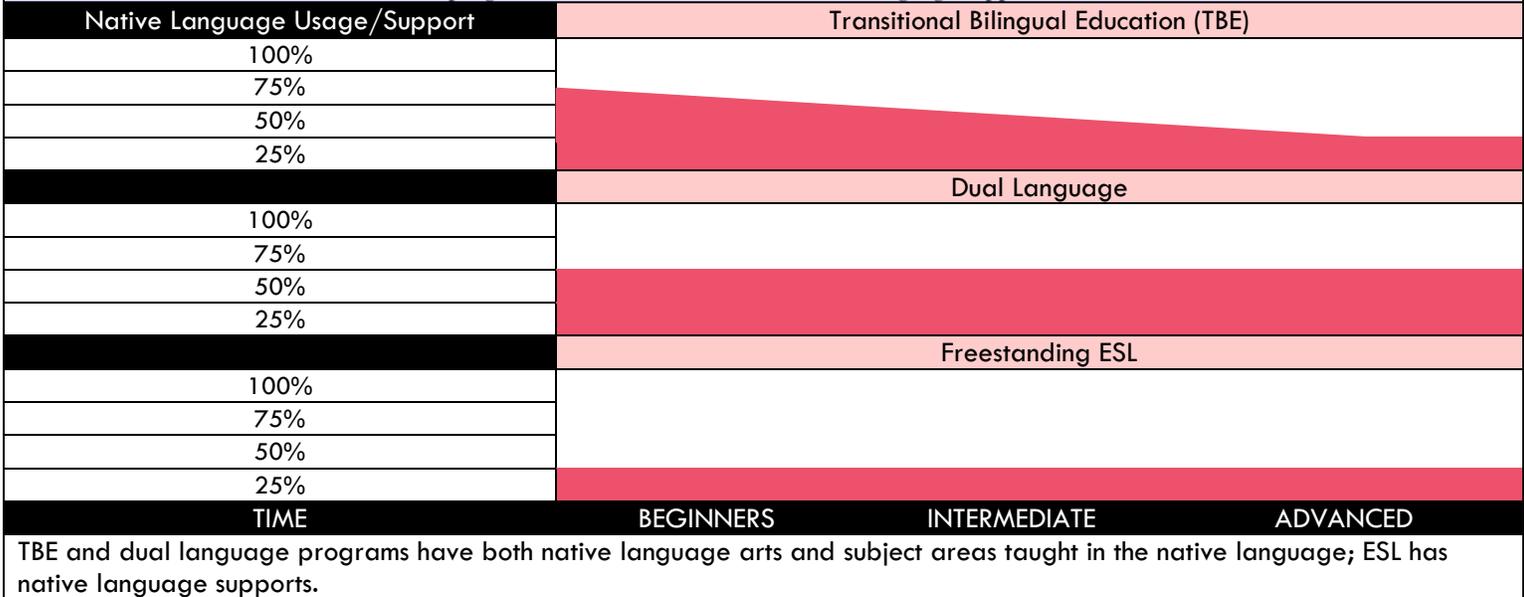
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Targeted intervention goals are based on students' performance. BSSJ has a very structured approach to intervention. Response to Intervention (RTI) is a 35-min class programmed into students' schedules (four days a week). RTI targets high-need areas of students, and includes content areas. There is also an afterschool program (2 days a week that addresses academic needs and provides general learning support. All ELLs are encouraged to attend. Parents are made aware of these afterschool programs
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Since BSSJ uses a collaborative learning model, teachers frequently meet to discuss needs and progress of students. There is an inter-departmental approach to learning so teachers are familiar with content curricula of all subject areas. Teachers of RTI monitor progress of students, assist in the creation of in class materials, provide language support and translation. The school also maintains contact with parents to ensure that students attend frequently.
12. What new programs or improvements will be considered for the upcoming school year?  
For this new school year, the RTI became an official class on students' schedules. ELLs are also programmed for clubs, an elective, which allows more interaction with non-native speakers. Having a fixed afterschool program to provide additional academic support is also an improvement. Saturday school, which offers extra support in both academic and Regents areas, will be continued.
13. What programs/services for ELLs will be discontinued and why?  
Rosetta Stone was discontinued because it proved ineffective to provide adequate language skills that support academic rigor, which ELLs are still expected to demonstrate in all classrooms.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are encouraged to participate in all academic programs. In addition to afterschool and RTI programs, there are elective clubs (such as "The Life and Times of E.A. Poe" and "Womyn's Empowerment"), competitive athletics, social action projects (in conjunction with the non-governmental organization, "Make the Road NY"). There is also a resident program, in partnership with Brooklyn College, that offers both academic and leisure activities.
15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
BSSJ uses a uniform grade-level curriculum for each subject area. Teachers determine the types of materials (e.g. traditional texts, handouts, etc.) to be used in the classroom. Media in the classroom has always played an important role in classroom instruction. Each classroom is equipped with technology -- such as Promethean Boards, access to laptops -- that allows all students ready access to the media, which the teachers incorporate into their instruction.
16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
In free-standing ESL classes, native language is only used when necessary. In cases where students are absolute beginners, teachers use dual language texts that students can utilize. Native language is used primarily to facilitate comprehension of new material, and ELLs, depending on language ability, will frequently receive assessments in their native language since learning outcomes are based on core standards set by the city.
17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Existing services and programs support new ELLs because they are placed according to the number of years in the school system and number of credits from their home country.
18. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
There is an orientation program, the Bridge Program, which introduces all new students, including new ELLs, to the types of programs and services they will encounter at BSSJ. Additionally, parent coordinators and guidance counselors continue to work with parents through workshops and informational sessions to keep them abreast of all new services and general information.
19. What language electives are offered to ELLs?  
Except for the Spanish elective, there are no other language electives offered at this time. However, each of the clubs with a focus on literature provides additional support in both language and content for ELLs through promotion of interaction in English.
20. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?

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

BSSJ does not have dual language programs.

### C. Professional Development and Support for School Staff

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

## D. Parental Involvement

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

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

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

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

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

Project Jump Start:

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

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

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

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

### **E. Additional Information**

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

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

## **Part VI: LAP Assurances**

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

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

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

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

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

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

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

Cluster: 4 Network: 404

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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