



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

32k556

School Name:

BUSHWICK LEADERS' HIGH SCHOOL FOR ACADEMIC EXCELLENCE

Principal:

CATHERINE REILLY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bushwick Leaders' High School for Academic Excellence School Number (DBN): 32K556
School Level: High School Grades Served: 9-12
School Address: 797 Bushwick Avenue
Phone Number: 718-919-4212 Fax: 718-574-1103
School Contact Person: Catherine Reilly Email Address: creilly@schools.nyc.gov
Principal: Catherine Reilly
UFT Chapter Leader: Woodley Francis
Parents' Association President: Kaylin Syffrard
SLT Chairperson: Kevin Santos
Student Representative(s): Cynthia Hernandez

District Information

District: 32 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718 455 4635 Fax: 718 455 4684

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 404 Network Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Catherine Reilly	*Principal or Designee	
Woodley Francis	*UFT Chapter Leader or Designee	
Kaylin Syffrard	*PA/PTA President or Designated Co-President	
Angie Tirado	DC 37 Representative, if applicable	
Cynthia Hernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kevin Santos	Chairperson/ UFT Member	
Marlene Pacheco	UFT Member/	
Yvette Rojas	UFT Member/	
Elizabeth Rodriguez	PTA Member/	
Genoveva Torres	PTA Member/	
SHANESHA SMITH	PTA Member/	
Naomi Estudillo	Student Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Bushwick Leaders' High School for Academic Excellence was founded as a collaborative effort between the New York City Department of Education, East Brooklyn Congregations (a community based organizing effort comprised of 50+ member congregations in the East Brooklyn area), and local community educators. Bushwick Leaders' High School for Academic Excellence was founded to provide a quality education that will enable students to graduate and compete in the global economy as well as to encourage students to become active elements of change within their communities. Bushwick Leaders' High School for Academic Excellence takes advantage of its small learning community to support the goal of developing strong, collaborative partnerships between parents, teachers, students, and the community.

Through our five year partnership with Good Shepherd Services, we have been able to acquire funding to support a fully integrated after school program, two full time social workers, a full time program director, two full time youth advocates, two part time after school student support liaisons and a multitude of services for our students. Additionally, we have collaborated with Good Shepherd Services and they receive funding from several state grants including 21st Century, Community Schools and Advantage. We also continue to develop our relationship with Frank Bisignano, the CEO of First Data. The strength of our partnerships has helped us to increase our graduation rate and to decrease our dropout rate, two things we have needed to do to begin moving off of the Priority Schools List.

Some of the things that BLHS does well are as follows:

- Advisory: To help students to grow personally, and to support students academically, each student is assigned an advisory teacher who becomes a mentor to that student/group. Advisory is scheduled by grade level and gender, and it gives students the academic and emotional support needed to be academically successful. The advisory teacher, male for male students and female for female students, bonds with the student, and helps to keep the student on track. Students remain in Advisory until they graduate or leave this school.
- Our ability to build relationships with community organizations: Some of our many community partnerships and relationships include: Make the Road by Walking, Diaspora, Creative Connections, Kaplan, Good Shepherd Services, East Brooklyn Congregations, TASC Expanded Options and El Punte.
- Evening School and Saturday Credit Recovery: Students also have the opportunity to participate in evening and Saturday classes to help them make up classes and to help them to prepare for regents exams.
- Movement towards a full school ICT program for Special Education students: This year we have a full ICT program, on all grades and in all of the core classes. We provide a core teacher and a special education teacher in at least one class on each grade level, in each of the four core subjects. This has reduced the number of suspensions and referrals and has increased our graduation rate.

Some of our challenges are as follows:

- College and Career Readiness and Attendance: although we are getting our students into colleges, most of the colleges are two year schools and many of our students do not attend after being accepted. To address this issue, we are taking advantage of the DOE 6 session College PD sessions. I have had all of my current 12th grade advisory teachers trained, as well as both guidance counselors. Additionally, I am in the process of sending all 11th grade advisors for the training. Also, through our 21st Century Grant, we have a college counselor coming into our school one a week to both meet with students and to help

them to the college application process.

- Global History and US History Pass Rate : To address the low level of performance students have had on the Global and US History Regents, we have partnered with Kaplan and created an in school class to support students with topics and strategies to help them to succeed on the Regents. This is funded through a 21st Century Grant. Our data has been very poor to date and we looking to improve this data.

32K556 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	324	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				27
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
				N/A
# Foreign Language	10	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.6%	% Attendance Rate		81.3%
% Free Lunch	91.7%	% Reduced Lunch		3.9%
% Limited English Proficient	16.0%	% Students with Disabilities		21.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		20.2%
% Hispanic or Latino	77.9%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		4.57
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	37.6%	Mathematics Performance at levels 3 & 4		43.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.5%	% of 2nd year students who earned 10+ credits		75.3%
% of 3rd year students who earned 10+ credits	68.3%	4 Year Graduation Rate		67.9%
6 Year Graduation Rate	55.0%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:
 Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
 Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

3.3 “The lack of consistent alignment of plans and instruction to the CCLS limits student achievement.”
 (NYS DTSDE 2/2014)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to best address our school’s overall rating of developing on our NYS DTSDE from February of 2014, we have set a goal as follows:

By June of 2015, meeting weekly, grade teams will share curriculum using a curriculum tracker and then develop one interdisciplinary project per term for their grade. There will be two designated interdisciplinary weeks in which students on each grade will have a designate day to work with students on a final project and student presentation sessions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers will utilize a common Curriculum Tracker to outline and adjust curriculum.	Teachers	September 2014 – June 2015	Teachers, Administrators
Teachers will meet in grade teams to review each other’s curriculum and to plan two Interdisciplinary Projects for the school year: one in term 1 and one in term 2.	Teachers and students	September 2014 – June 2015	Teachers and Administrators, Institute for Student Achievement Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common Planning Time
 Tuesday Contracted Professional duties meeting time for grade teams
 Adjust student schedule to accommodate students working in teams to complete interdisciplinary project and presentations.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 all grade team teachers will have provided students with one grade level interdisciplinary project. Student work and self assessment data will be supporting evidence of the completion of the task.

Part 6b. Complete in **February 2015.**

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	H
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	H
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	H

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Although we received a Highly Effective rating in all areas of Tenet 5 on our NYSDTSDE report from 2014, we will continue to work to support the social emotional development of our students, to create an environment and culture that is conducive to learning, and develop teacher's ability to use data to respond to students' social and emotional developmental health needs so students can become academically and socially successful.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, an impact document identifying the effect partnerships have on student achievement in Mathematics and ELA as well as the school's graduation rate, will indicate a 2% and 3% increase in credit accumulation and graduation rate, respectively.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, 			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Develop a working impact document that demonstrates the impact CBO's have on student achievement in Mathematics, ELA and the school's graduation rate.	Community Based Organizations and Administrators	June 2015	Community Based Organizations , Administrators, Data Specialist
Share school data with Community Based Organizations regarding students participating in CBO programs and activities	Community Based Organizations and Administrators	June 2015	Community Based Organizations , Administrators, Data Specialist
Share impact document with school community	Community Based Organizations and Administrators	August 2015	Community Based Organizations , Administrators, Data Specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Meetings between CBO's and school leaders.
2. Student afterschool and Saturday programs.
3. School and CBO data systems
4. Per Session for Data specialist

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

21st Century Grant
Community School's Grant Partner: Good Shepherd Services
Advantage Grant Partner: Good Shepherd Services

Part 6 – Progress Monitoring

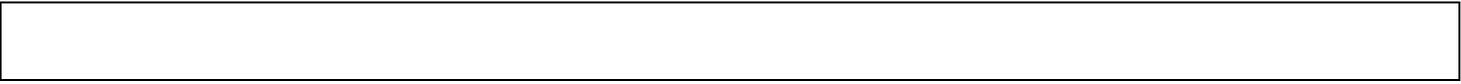
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 we will have met with CBO's to share data for 50% of the school year.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- 4.2 The school's instructional practices do not consistently promote high levels of student engagement and inquiry, which limits student academic achievement. (NYS DTSDE 2/2014)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

June 2015, teachers' proficiency in varied questioning techniques, activities that promote thoughtful student discussions, and purposeful student grouping will improve as measured by a 10% increase in the number of teachers rated proficient or better in Domain 3 (Instruction) of the Danielson Framework for Teaching rubric. (NYS DTSDE 2/2014)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Provide differentiated professional development for teachers around questioning and discussion techniques and activities that promote student engagement.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<p>Teachers, Administrators, Institute for Student Achievement Content Specific Coaches, Kaplan Coaches, Breaking The Cycle Coaches, and Center for Integrated Teaching Coaches</p>
<p>The professional development committee will develop and professional development plan that address the varied needs of teachers and staff. The plan will be shared with teachers.</p>	<p>Teachers and Administrators</p>	<p>September 2014-June 2015</p>	<p>Teachers, Administrators, Institute for Student Achievement Content Specific Coaches, Kaplan Coaches, Breaking The Cycle Coaches, and Center for Integrated Teaching Coaches</p>
<p>Teachers, with feedback from supervisors and through collaborative conversations, with select professional development sessions to support their goals and needs around student engagement and questioning.</p>	<p>Teachers and Administrators</p>	<p>September 2014-June 2015</p>	<p>Teachers, Administrators, Institute for Student Achievement Content Specific Coaches, Kaplan Coaches, Breaking The Cycle Coaches, and Center for Integrated Teaching Coaches</p>
<p>Teachers will select a study group in which to participate for a time of 6-8 weeks. These study groups will be lead by school administrators.</p>	<p>Teachers and Administrators</p>	<p>September 2014- June 2015</p>	<p>Teachers and Administrators</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 5. Monday and Tuesday contracted professional development and professional period time.
- 6. Common Planning and preparation periods

- 7. After school and Saturday per session
- 8. Books and materials for study groups

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

21st Century Grant
 Community School’s Grant Partner: Good Shepherd Services
 Advantage Grant Partner: Good Shepherd Services

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

A mid-point benchmark(s) that will indicate school progress toward meeting the specified goal will be January 2015. At that time we will review observation data and data indicating percentage of content area teachers who have participated in professional development and study groups. The benchmark is 50%.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Although we received an overall rating of effective in Tenet 2, we will continue to strategically deploy available resources to improve instruction, maximize opportunities for enrichment, and address the social-emotional development of students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of school administrators will meet weekly to evaluate student outcomes and needs and to effectively plan and adjust resources to best meet the needs of our students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Administrators will meet at weekly cabinet meetings and review student data, such as, scholarship reports, Skedula, suspension and removal data, and attendance data.	Administrators, Teachers	September 2014 – June 2015	Principal, Assistant Principals, Guidance Personnel, School Support Staff, and Community Based Organizations
At weekly Pupil Personnel and Attendance Team Meetings, staff will share student data and reports with school administrators.	Principal, Assistant Principals, Guidance Personnel, School Support Staff, and Community Based Organizations	September 2014 – June 2015	Principal, Assistant Principals, Guidance Personnel, School Support Staff, and Community Based Organizations
Once data is reviewed strategic planning around school resources will be made as will adjustments based on student needs.	Principal and Assistant Principals	September 2014 – June 2015	Principal and Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Data Reports from various sources such as guidance, dean, attendance team and Community Based Organizations providing onsite services to students and families.

Meeting time after school and at times during the school day.

School funds and grants

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
21 st Century Grant													
Community School’s Grant Partner: Good Shepherd Services													
Advantage Grant Partner: Good Shepherd Services													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

6. Specify a timeframe for mid-point progress monitoring activities.

A midpoint benchmark that will indicate our school is making progress towards our goal would be meeting minutes, the school budget and budget modifications for grants. This evidence will be aligned to student data and needs.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	H
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Although we received an effective rating on Tenet 6 during our February 2014 DTSDE Review, we will continue to create a caring and welcoming environment for all families and community stakeholders, which promotes dialogue among school constituents and has led to increased student outcomes in key areas, such as attendance and the graduation rate. (NYS DTSDE 2014)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administrators, school staff and community-based organizations in our school, will effectively communicate with parents regarding student academic performance and attendance as measured by ... 10% increase in the number of parents tracking student progress on Skedula.
3% increase in attendance.
10% increase in the number of parents attending Parent/Teacher Conferences

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Teachers will use time allotted for parent engagement as well as preparation and administrative periods to effectively communicate with parents regarding student academic performance and attendance.	Teachers, Parents, Students	September 2014- June 2015	Teachers, Administrators
Parent Coordinator and school support staff will effectively communicate with parents regarding school goals and student progress.	School support staff, Parent Coordinator, Parents	September 2014- June 2015	School support staff, Parent Coordinator, Parents
Community Based Organizations working within our school community, will work with families to provide support and services so students may concentrate on academic success.	Community Based Organizations, Parents	September 2014- June 2015	Community Based Organizations, Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Mandated Parent Outreach time, preparation and administrative teaching periods, after school and weekend time.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

21st Century Grant
 Community School’s Grant Partner: Good Shepherd Services
 Advantage Grant Partner: Good Shepherd Services

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 we will evaluate phone logs and outreach attempts as well as parent participation at school-wide events and meetings.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students entering grade 9 as a level 1 or 2 Grade 10 – Level 1 or 2 Grade 11 and 12 who have not earned the passed the regents	All students entering grade 9 as a level 1 or 2 receive after school tutoring Grade 10 – Level 1 or 2 receive double period of instructions. Grade 11 and 12 regents prep and tutoring	Grade 9 –after school tutoring Grade 10 –double period class Grade 11 and 12 – after school tutoring SIFE and Long Term ELL’s	Grade 9 –after school tutoring Grade 10 –during school but in addition to the regular program Grade 11 and 12 – after school tutoring SIFE and Long Term ELL’s
Mathematics	All students entering grade 9 as a level 1 or 2 Grade 10 – who have not earned the College Readiness Grade 11 and 12 who have not earned the College Readiness	Grade 9 Level 1 or 2 receive after school tutoring and double period Math classes to support their Math development. Grade 10 – After school tutorials are offered to at –risk students Grade 11 – 12 regents preparation and tutoring	Grade 9 –after school tutoring and double period Math classes Grade 10 –after school tutorials Grade 11 and 12 – after school	Grade 9 –after school tutoring and double period math classes Grade 10 –after school tutorials Grade 11 and 12 – after school
Science	For all students who are failing or who failed a regents exam	After school tutorials for all students who are failing or who failed a regents exam	Small group, one to one and peer tutors	After school and on Saturday
Social Studies	11 th and 12 th graders who have failed a regents and who need credit for an elective	Will work with Kaplan as their program provides After school and tutorials, regents prep	Whole class and small group	After school, in class as program permits
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Counseling, Mediation	Individual and group	During the school day and after school

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The goals of the ELT program are as follows:

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

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

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

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

5. Summer School – Summer School credit recovery and regents preparation mandated for students who have failed classes or regents exams, who are overage entering the 9th grade for the first time, or who need to retake a regent's exam for a college readiness score of 75 for ELA and 80 for Integrated Algebra. Classes run from 8AM – 1:15PM from Monday – Friday during the months of July and August for a total of 46 hours per class. Students take between 1 and 3 classes per day for a total of 138 hours of extended school time hours.
6. After School Program Credit Recovery and Tutorials – Students who have failed a class or regents exam are mandated to attend an afterschool or Saturday credit recovery program. Classes are offered in all of the core subjects as well as Physical Education for a minimum of 54 hours per term per class. We offer these classes in the fall and the spring terms. The program operates on Monday, Tuesday, Thursday and Friday from 3PM – 6PM and on Saturday from 8AM – 12PM. The total hours per school year are 512 hours or program.
7. Good Shepherds Afterschool Program – This is an extra-curricular activities program based on student interest. It begins with a student social hour, where students gather for a snack and socializing and then break out into interest based activities such as dance, art, music, martial arts, boxing, yoga and open gym. The program goes hand in hand with our After School Credit Recovery and Tutorials, allowing students to both attend After School classes and the interest based GSS Afterschool Program. The goal is to provide students with a place to go afterschool so they are not on the street and where they can study, socialize and if necessary, receive counseling. This portion of our GSS program is funded by 21st Century funds. The total hours of program are 384 hours.
8. TASC Expanded Options Program – selected students will participate in internships afterschool and on weekends. These internships will lead to paid summer employment and possible certification in a specified area such as Lifeguarding.
9. CDOS Internships for career exploration for selected students, especially special needs students. Students will have

the opportunity to learn a skill in a work environment that may lead to a job,

Part 2c. Is the ELT program voluntary or compulsory?	x	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

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

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

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

TASC Expanded Options Program and CDOS Internships are voluntary. However, we communicate with students and parents via mail, phone calls and meetings to assure students attend. Attendance is taken daily

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

5. Summer School – Principal, 12 month Assistant Principal, teachers, parent coordinator, community associate.

6. After School Program Credit Recovery – School Leaders, teachers, guidance staff, school aids

7. Good Shepherd Program- Good Shepherd Staff, School Leaders

8. TASC Expanded Options Program - Good Shepherd Staff, NYCDOE certified teachers

9. CDOS Internships – Administrators and NYCDOE certified teachers.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Community Based Organizations such as Good Shepherd Services, Teachers, Administrators, Relationships with TASC and with Community Organizations

Part 3c. Timeline for implementation and completion, including start and end dates.

Ongoing from September 2014 – August of 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

x	21st Century	x	Tax Levy	x	Title I SWP		Title I TA	x	P/F Set-aside		C4E
	Title I 1003(a)	x	Title III		PTA Funded	x	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

21st Century Grant

Community School’s Grant Partner: Good Shepherd Services

Advantage Grant Partner: Good Shepherd Services

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

Section 8: Title I Program Information

Directions:

11. All schools must indicate their Title I status in Part 1
12. All elements of the *All Title I Schools* section must be completed in Part 2
13. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
14. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
15. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
16. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>High Quality professional development that ensures staff is highly qualified: Professional learning Groups led by School Leaders and Lead Teacher On Site Professional development : ISA Off Site Professional development : Common Core Standards, ICT Strategies, I Learn, Danielson's Framework for Teaching Grade Team Leaders Meetings To recruit highly qualified teachers, we do the following:</p> <ul style="list-style-type: none"> • Attend hiring fairs • Send postings and alerts regarding vacancies to local colleges and universities • Send postings and alerts regarding vacancies to the Office of new teacher recruitment • Work in conjunction with the NYC teaching fellows • Recruit by word of mouth

2b. 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).
<p>A professional development plan is in place at the beginning of the year and is based on a staff needs assessment as well as the Citywide Instructional Expectations and the new teacher evaluation system. Teachers are provided with weekly coaching by an ISA content area coach who comes into the school, visits the classroom and the provides professional development to a team of teachers. School leaders also provide professional development for teachers as well as study groups. Teachers and staff also [participate in network and DOE professional development, All professional development focuses on our Instructional Focus as well as Danielson's Framework for Teaching and aligning lessons to the Common Core State Standards. Evidence from observations is also used to determine areas for growth for teachers. School leaders also participate in professional development offered by the ISA, the network, the cluster and the NYCDOE.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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 codes¹. 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 consolidated². **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	333,091	x	p. 26, 22, 19, 17, 13, 10
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal	84,320	x	pp. 10, 17, 13, 10

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	x	PP. 17, 19, 22, 26
Tax Levy (FSF)	Local	1,997,624	x	10, 13, 17, 19, 22, 26

¹Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bushwick Leaders' High 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 the school and the families. The 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 the school community.

Bushwick Leaders' High 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 the school community;

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

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 32	Borough Brooklyn	School Number 556
School Name Bushwick Leaders' High School		

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

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

D. Student Demographics

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	29	11	1	14	10	3	27	5	15	70

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	Total
Total	29	11	1	14	10	3	27	5	15	70
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
TOTAL	0													

*EP=English proficient student

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

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										23	18	19	9	69
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	23	19	19	9	70								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	2	0	0	5
Intermediate(I)										5	6	2	3	16
Advanced (A)										7	6	2	8	23
Total	0	15	14	4	11	44								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	35		15	
Integrated Algebra	33	20	14	7
Geometry	41	0	0	0
Algebra 2/Trigonometry	8	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	8	8	0	0
Earth Science	0	0	0	0
Living Environment	56	25	11	3
Physics	0	0	0	0
Global History and Geography	42	32	3	2
US History and Government	62	20	0	3
Foreign Language	0	26	0	25
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

After reviewing and analyzing the assessment data, answer the following:

- 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.
 - To assess early literacy skills, we use Achieve3000, a web-based program with assessment built-in. Students are assessed after reading 40 articles to monitor progress in reading levels. Also, we regularly administer acuity exams to monitor student progress throughout the year. Teachers use data from acuity administrations to inform their instruction. Aside from English literacy skills, we use

the Spanish LAB-R to evaluate all Spanish-speaking new admits in their native language literacy. 100 percent of new admits identified as eligible for the LAB-R have been administered the exam and placed appropriately. Also, 100 percent of new ELLs have been administered the LAB-R in Spanish (they are all Spanish-speaking) and this has been used in conjunction with the ALLD and the informal interview to determine if the students are SIFE. At this point, none of the new ELLs admitted this year are SIFE students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across proficiency levels, data shows that students are the least proficient in the areas of reading and writing. As students progress from beginning to advanced, speaking and listening are the areas in which they are more proficient, while reading and writing consistently score lower. In the spring of 2013, 61 students were eligible for the NYSESLAT, however, out of the eligible number, only 52 took the exam. Out of the 52 students who participated in the exam, 40% of our students were capable of moving up a level from the year prior .
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. Students in ESL classes demonstrate that they are more proficient in speaking and listening with each passing year while they show less growth in reading and writing. Students who are beginners test higher on Regents Exams if they take them in their native language while students who are intermediate and advanced tend to do better on the exams if they take them in English, given that they have received the instruction in English. 9th graders take the Living Environment Regents in June and we see a very low pass rate in both English and Spanish. 10th graders took the Global Studies and ELA Regents this past year with the same outcome. 11th graders took the US History Regents and the first time pass rate, like other exams, is very low. We see the same patterns across subject areas, including 9th and 10th grade math students. To address this, we are planning on incorporating visual learning materials in Science classes, and supplementary materials in Social Studies as well (differentiated reading materials). The ESL teachers use the results of the NYSESLAT to implement flexible grouping in classes and the data is made available to teachers school-wide so that they can use it to differentiate instruction.

4b. At the beginning of the year, school leadership and ESL teachers use the NYSESLAT and LAB-R results as the first benchmark for student progress. Throughout the year, students are administered the ESL acuity exams and student progress is measured against their initial exam results from the end of last year or, in the case of newcomers, the beginning of this year. Teachers and administrators access the acuity website to analyze student results. Teachers use the information to inform students of their progress throughout the year, as well as to inform their instruction.

4c. The periodic assessments reinforce what the other data shows; students progress faster in listening than in reading and writing. This analysis is used continuously to inform our instruction. Periodic assessments in the native language are used as well; this works to help teachers assess student knowledge of content areas in their native language. Additionally, it is used to help students decide if they want to take Regents exams in their native language or in English. Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Based on the LAB-R results, students are placed in the adequate ESL periods, where they will also have access to technology, and other ESL resources allowing them to use their L1 as a way to guide their own learning process. Also, teachers are provided with professional development surrounding best practices that ensure the success of all our ELLs. Our school has adapted the SIOP model and there is ongoing coaching from administration and lead teacher, Ms. Gabriel.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
1. When students come for first-time enrollment at Bushwick Leaders', the parents are given an informal oral interview, as well as the Home Language Identification Survey in their native language by a pedagogue (usually Mr. Moreno, Certified ESL teacher and ESL Coordinator and/or and by a certified English As Second language pedagogue-Mr. Mundy). Once this is filled out, if the student is determined to be eligible for LAB-R testing, the student is administered the LAB-R, within 10 days of admittance. The LAB-R and LABR Spanish are given by certified ESL teachers. Eligibility is also checked in ATS before administering the LAB-R. If the student passes the LAB-R, the parent is informed that the student is not entitled to ESL services. If the student does not pass the LAB-R, the student is administered the LAB-R in Spanish in which is determined if student's fluency in his/her native language. This process is completed within 10 days of admittance. After this procedure, the parent is asked to come in for a parent orientation. When possible, we conduct parent orientations with more than one parent; if this is not possible, they are given individual meetings. At the parent orientation, parents and students are given the Academic Language and Literacy Diagnostic (ALLD) this is to determine whether or not the incoming students are SIFE. The parents are also shown the NYC Department of Education's Parent Orientation Video and are given the opportunity to ask questions to an ESL pedagogue about the various programs. When finished, parents are given the Parent Option Letter; the letter is read and discussed and the parents are asked to indicate their program preferences and sign the letter. All information and documents are available in the native language. At this point, students are in an ELL program and will be administered the NYSESLAT in the spring. The entire ELL identification process from registration to placement is completed within 10 days of admittance to our school.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
To insure that parents are fully aware of their program choices, they are shown the Parent Orientation Video and given an explanation of program choices; the certified ESL teacher and Coordinator Ms. Moreno, and the Administrator supervising ESL, Mr. Henry hold meetings individually or in small groups and show the video and explain the programs available in the NYC DOE video. These videos are available in the native language. They are also (in their native language) given information as to what is required of the school if their program of choice is not currently available and what they can do to change schools if there is not a sufficient number of students to implement their program of choice at Bushwick Leaders' High School. Agendas, attendance and copies of all letters given to parents are compiled in the ESL office and Assistant Principal office. Each time a new student comes in the Pupil Accounting Secretary informs the ESL coordinator, Ms. Moreno and the Assistant Principal supervisor of ESL department, immediately and they follow through the intake interview to ensure the above steps are followed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Every in-coming year, new admitted ELLs are administered the LAB-R to determine if the student is eligible for ESL services. Once the raw LAB score has been determined and student has been placed in his or her adequate ESL class period(s), the Entitlement Letter is backpacked with the students as well as mailed home. In the letter, the parent is informed of the parent orientation meeting time and place. The meeting is held within the 10 day grace period of the student's admittance, in which the parent is then made aware of the variety of ELL services. At the meeting, the parents will have a chance to watch the Parent Orientation video in their native language, and then be given the opportunity to ask a pedagogue questions regarding any concerns about the ELL services provided by the Department of Education. After the video, the parents are given the Parent Survey and Program Selection forms, which are then filled out with the help of the ESL Coordinator, Ms. Moreno. The forms and any other ESL related documented returned by parents, is then stored and archived in the ESL Coordinator's office, as well as in the student's file in the main office. If a form is not returned, the ESL Coordinator, Ms. Moreno, will reach out via phone calls home, and attempt to reach the student's parents. If the form is still not returned, the student is placed in the current ESL program offered by the school, while the school's PPT committee will designate or conduct a home visit to collect the forms.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once a student has been identified as an ELL student, he/she is immediately placed into a class for the mandated number of ESL minutes per week. Once the students have been given their appropriate class schedules reflecting their ESL services, the ELPC screen on ATS is immediately updated to display that the parents were given the parent orientation and to also show which program selection was chosen by the student's guardian. In some instances, students are given more ESL services than mandated through push-in classes or extra ESL classes at the request of the parents. There is also ongoing communication by phone (in English and Spanish) as well as one-to-one conferences, where parents meet with the ESL coordinator regarding their child's progression. Additionally, room 219 is set up as an ESL parent center, where parents can come with concerns and questions, and meetings with school staff can be held. The room is also set up with cabinets in which ESL related documents, such as entitlement letters, parent surveys, program choice surveys and continued entitlement letters are archived and kept under lock and key. Toward the end of the year, after all ESL students have participated in taking the NYSESLAT, students are sent home with the Continued Entitlement Letter informing parents that their child will continue to receive ESL services for the following in-coming year; this letter is then signed by the parent and returned to Ms. Moreno in room 219 for record keeping. However, if the student's NYSESLAT scores come back as "proficient," the student's parent will then receive the Non-Entitlement/Transition Letter, indicating that their child's ESL services have been terminated. .
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In mid-March, the ESL coordinator will create a month long NYSESLAT schedule starting with the Speaking section. Students will take the Speaking portion of the NYSESLAT in a separate location, which usually takes about a week to complete, with two teachers in the room. The ESL teacher will administer the questions, while the other teacher, in no relation to the student, will score the student's answers based on the NYSESLAT rubric. After all students have tested for the Speaking portion, the students will then take the Listening section during their ESL periods, the beginners will test in the morning, while the intermediate and the advance will test in the afternoon. The same type of accommodation will take place for the reading and writing sections of the NYSESLAT. Once all portions of the exam have finished, there will be some days left over for any make ups. Therefore, any students who missed any portion of the test, including LTA's, will be contacted either via phone calls, letters sent home or home visitations, in order to provide them with the opportunity to test, in hopes of meeting ESL compliance. Finally, once all eligible students have been administered the NYSESLAT, a committee of teachers will gather together after work hours and grade the writing portion of the exam.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
At the Parent Orientation, parents are given the Parent Program Choice Survey. Once these surveys have been completed, the ESL Coordinator will review the responses by the parents with our team. We have noticed that our parents prefer their children to receive the free-standing ESL service. This has been a noticeable trend over the last 5 years. For this year, we had 7 new incoming ELLs, all of which the parents selected the free-standing ESL service as their number 1 choice. In past years, with the previous ESL Coordinator, data has shown the same trend.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Instruction is delivered primarily via the free-standing model. Students are scheduled as mandated by New York State for the appropriate number of classes per day. All beginner students meet in the morning with Ms. Moreno, while the advanced and intermediate students meet either in the morning or afternoon with the second ESL teacher. However, we also offer a push-in/co-teaching program. This is done with the help of one of the 10th grade ELA teachers and the other ESL teacher, Mr. Mundy. Mr. Mundy works closely together with the ELA teacher in helping to differentiate for the ELLs in the class, which are all either intermediate or advanced in proficiency level.
 - 1b. Students are grouped in homogenous groups by proficiency level. This grouping allows teachers to concentrate on needs that are specific to that proficiency level (e.g. subject-verb agreement/conventions of English writing, such as argumentative essays). These groups are also organized by block periods, for instance all beginner ELLs meet in the morning for 3 consecutive periods, while the intermediate ELLs meet in the morning as well for 2 block periods.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

2a. Beginner students are given 705 minutes of ESL instruction per week, more than is mandated by New York State; intermediate students are given 470 minutes per week ESL instruction; advanced students are given 235 minutes of ESL instruction, as well as 235 minutes of ELA instruction. All ESL classes are taught by certified ESL teachers.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered to ESL students in English with ESL supports. Last year, a group of teachers was trained in Sheltered Instruction Operational Protocol strategies via an online course. These strategies were then turn-keyed to the entire staff at professional development throughout the year. All teachers in the school are expected to use lesson plans that incorporate a content objective, a language objective, and other components of SIOP methodologies. Additionally, we hope to again use SIFE grant funds to have ESL teachers push in to content-area classes with heavy concentrations of ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

ALL ESL teachers provide in-house assessments and the use of Achieve 3000 as a way to gage literacy skills and levels. The Achieve 3000 programs administers a leveling exam, called the Level-set, which gives students an appropriate lexile level. These reports can be found in the administrative page in the Achieve 3000 webpage, which are then used by the teachers as a way to meet the needs of the students. Teachers can use the program to design specific reading tasks for each of their students. The task is aligned to the students' lexile level, which enables the students to self-monitor and teachers to check on students' progress. This

year, the program included an interactive piece which included students to listen to the Achieve 3000 articles in both their L1 and L2, depending on their lexile level. Also, the program has a pop-up screen which helps the students with pronunciation, which in turn can assist with their listening skills, and how to differentiate between sounds. Lastly, each article provided by the program, also has a writing activity with mandates according to students' lexile level. For instance, a student ranking lower, may be expected to write a few sentences and slowly progress, while another student may be required to write a 4 paragraph essay response. ESL periodic assessments are also given in October, covering all 4 modalities. The data from the periodic assessment is used by teachers to develop instructional strategies to meet the needs of their ELLs in subject areas. We also offer our SIFE program from December to June, which includes our after-school tutoring programs, and Saturday Academy. The program is geared to increase and assess students' literacy skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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:			
Social Studies:			
Math:			
Science:			

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

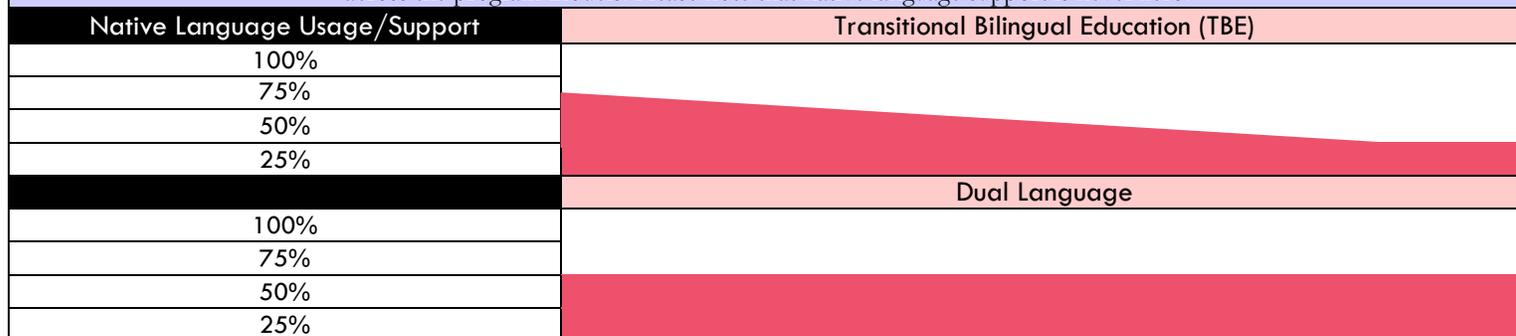
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

- Continue implementation of SIOP program, building on what we did last year
- Encourage staff to register for graduate courses in differentiated instruction and ESL methodology
- Continue to train teachers, administrators, and guidance counselors in technology and web-based programs for ELLs
- Continue to provide teachers, administrators, guidance counselors, psychologists, and other staff with professional literature to build awareness as to the needs of ELLs and best practices to address those needs.
- Continue to train teachers and administrators in Common Core Standards and how they apply to ELLs
- Continue to work with the NYC writing project
- Build a list of web resources for teachers of ELLs, guidance staff, and administrators

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: 404

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



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 Leaders' High School	DBN: 32K556
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 66
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: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: 4Our Title III program’s primary focus is to provide ESL students with the strategies they need to meet the learning standards in all academic content areas. The program will continue to provide both parents and students with the tools and strategies they will need to succeed and increase students' academic performance.

Student academic performance will be enhanced in the following ways:

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

- After School program

Our After School will be serving about 60 ESL students; with 10-15 ELL students per class. ELL students enrolled will receive extra assistance with ESL strategies and literacy building skills. The ESL teacher using SIOP methodologies will be focusing on literacy and regents preparation. In order to do so, we have implemented Achieve 3000 as a method to increase vocabulary and reading comprehension in the content areas. In addition we have a Special Education teacher working with students focusing on content while the ESL teacher focuses on literacy skills. These classes were implemented September of 2014 (4pm -5:30pm) Mondays and Tuesdays and will remain in place for both semesters, for a total of 18 weeks per term.

Saturday Academy program

We will provide SIFE and beginner ELL students with support in their native language by providing them with 90 minutes of Spanish Literacy classes. These same beginner ELL and SIFE students will take 90 minutes of ESL Literacy classes to support their English language development with a focus on reading and writing. Additionally, their parents will receive workshops focusing on parent strategies to support literacy in the home while instructing parents in basic language acquisition, reading, writing, and speaking. At least once a month parents will receive workshops, both in groups and with their children, to address the different aspects of academic and graduation requirements and their children’s academic progress. The Saturday program will take place on Saturdays, from November 2014-June 2015 for a

Part B: Direct Instruction Supplemental Program Information

total of 21, 3 hour sessions. Classes will meet for two 90 minute session, a total of 3 hours per week along with one certified ESL teacher for a total of: 3hours x 21 weeks = 63 hours.

Part C: Professional Development

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

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

Begin description here: During the 2014-2015 school year, we will continue our ongoing efforts to incorporate SIOP methodologies into classroom teaching. Last year, we helped teachers shape and implement several of the SIOP methodologies while our Assistant Principal worked with teachers in assisting with planning units, lessons, and activities using SIOP methodologies. We will continue with professional development for SIOP strategies and teaching with our returning teachers and new teachers to our school community. Additionally, we worked with this year's new teachers the week before school started to give them professional development on the strategies and methods that we covered in last year's professional development. We will use our Monday afternoons to continue our SIOP Professional Development in small group settings. For the teachers who teach PM and Saturday school, we will offer intense SIOP PD as well as strategies to support ELL's in their specific content areas. We will look at both SIOP as well as various websites (Colorin Colorado; national Writing Project) that support the work of teachers of English Language Learners. The focus of all PD sessions will be to provide teachers with strategies to enable ELL students to become more effective and proficient writers and readers in content areas.

Part D: Parental Engagement Activities

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

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

Begin description here: After School (Parent) and Saturday Parent Program (At no cost to Title III)

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

- September 16, 2014 - What is Title I, SLT, and its importance? Principal, APs, and Parent Coordinator.

Part D: Parental Engagement Activities

- October 14, 2014 - School Safety & Security Workshop, Ms. Toro, AP & Respect for All Info Session, Mr. Santos, GC
- November 18, 2014 – SAPIS Parent Info Session, Ms. Chavez
- December 16, 2014 – Common Core and College and Career Readiness Session
- January 13, 2015 - Graduation Requirements & College Readiness, Ms. Pacheco and Mr. Santos, Guidance
- February 10, 2015 - Bushwick Housing Independence Project Workshop, Ms. Coca
- March 10, 2015 - College Panel: What do you need to know when your child is going to college?
- April 14, 2015 - H&R Block Tax Info Session, Ms. Nava
- May 12, 2015 - CamBa Legal Services Workshop
- June 9, 2015 - Summer Programs Info Session, Ms. Gonzalez, Parent Coordinator

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

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

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

The ESL and computer classes for parents are to begin from February 2015 and last all the way through May 2015 from 8:30AM to 12:00 PM on Saturdays. Each parent gets the opportunity of joining the ESL and/or the computer class.

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

Part E: Budget

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

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