

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

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

**32K564**

**School Name:**

**BUSHWICK COMMUNITY HIGH SCHOOL**

**Principal:**

**LLERMI GONZALEZ**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 32K564  
School Type: Transfer High School Grades Served: 10-12  
School Address: 231 Palmetto St. 3<sup>rd</sup> floor, Brooklyn, NY 11221  
Phone Number: 718-443-3083 Fax: 718-919-0781  
School Contact Person: Natalie Genao Email Address: [NGenao@mybchs.com](mailto:NGenao@mybchs.com)  
Principal: Llermi Gonzalez  
UFT Chapter Leader: Tom Deignan  
Parents' Association President: Samantha Gomillion  
SLT Chairperson: Llermi Gonzalez  
Student Representative(s): Welter Perez

**District Information**

District: 32 Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 East New York Avenue, Brooklyn, NY 11212  
Superintendent's Email Address: [LRobinson5@schools.nyc.gov](mailto:LRobinson5@schools.nyc.gov)  
Phone Number: 917-822-2281 Fax: 718-778-7385

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network Number: 108 Network Leader: Lisa Pilaski

## 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 Comprehensive Educational Plan (CEP) 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)
Llermi Gonzalez	*Principal or Designee	
Tom Deignan	*UFT Chapter Leader or Designee	
Samantha Gomillion-Rogers	*PA/PTA President or Designated Co-President	
Alice Herdigien	DC 37 Representative, if applicable	
Welter Perez Nailah Canty	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dana Hollis	Member/Parent	
Diana Hurtado	Member/Parent	
Jameson Lopez	Member/Parent	
Madeline b. Lopez	Member/Parent	
Millie Martir-Lopez	Member/Staff	
Damaris Santiago	Member/Staff	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> 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 </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 CEP Development**

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** 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.
- **Step 3:** 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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Bushwick Community High School (BCHS) serves 17-21 year olds that require additional supports to earn a high school diploma. Through a safe, caring and disciplined environment, a culture of high expectations, personal bonds of trust and respect for students, a curriculum of social justice, and college and community partnerships, BCHS succeeds with students where their previous schools have failed.

The mission of Bushwick Community High School (BCHS) is for students to become empowered for positive social transformation and liberation. We educate and inspire our students to positively transform themselves, their local communities and their world at large. Graduates of our school will be critical, analytical and independent thinkers. They will become lifelong learners who have an awareness of, as well as a dedication to, their own cultures and the cultures of others.

BCHS is organized around our conviction that college should be encouraged for ALL our students, and therefore every student should be thoroughly prepared for this challenge with a rigorous academic program. We emphasize the preparation of ethically and socially responsible leaders who strive to meet the highest standards. BCHS also provides highly personalized guidance and support. We help students to transfer their personal liberation to the community as a whole. Through creating a safe, caring and disciplined environment with a culture of high expectations and through forming personal bonds of trust and respect with the students, BCHS succeeds with students at achieving their educational goals.

Our school community is united by genuine caring and commitment to each other and our common purpose. Each member should exhibit respect and concern for others and be supported and encouraged throughout their time in our school. These values are reinforced through a curriculum that respects students' ethnic and cultural identities, our house/family structure, school wide town hall meetings and special events.

BCHS has a one of a kind curriculum. BCHS not only teaches the core fundamentals of high school academics but also strives to enrich our students with an awareness of culture, community and leadership. By engaging students with topics and issues that directly influence their lives, teachers spark a desire to learn in our students. With a mostly African American and Latino population, teachers address cultural and community concerns and apply them in their lesson plans. As a result, students excel in their classes because there is a genuine interest and what they learn directly applies to their personal realities.

BCHS offers a curriculum that is both interesting and relevant to the lives of our students. Traditionally, students fail to see the connection between what happens in the classroom and what occurs in their own worlds. Outside of school, the world is not neatly categorized into subject areas for an allotted period of time. Our curriculum demonstrates relevancy in the lives of our students. In an effort to make the curriculum alive and valid, connections are made between what happens in the classroom with what happens once our students' lives. This is an authentic education, an education with real world application. Our curriculum builds on our students' cultural background rather than attempting to lump them together or counteract them. Curriculum development is a coordinated, building-wide strategy. We believe that the hidden curriculum in many of our students' former schools has been a powerful contributor to the failures of our students.

Our strongest partnership is with our community-based organization, St. Nick's Alliance, and their Learning to work program. LTW is an in-depth job readiness and career exploration program designed to enhance the academic component of select Young Adult Borough Centers, transfer schools, and GED programs. The goal of LTW is to assist students in overcoming obstacles that impede their progress toward a high school diploma - and lead them toward rewarding post-secondary employment and educational experiences.

Learning to Work offers academic support, career and educational exploration, work preparation, skills development, and internships. The LTW initiative is *not* a separate program from those educational options; rather, it is an integral component of the academic program at each site. The Learning-to-Work Program is designed for Bushwick Community High School students in order to provide them with an empowering environment to develop strengths and skills,

explore opportunities and grow as lifelong learners. The LTW program seeks to provide educational reinforcement, college and career assistance and career readiness through quality work in various paid internships. LTW combines these elements to help BCHS students build positive work habits; increase knowledge of specific career fields; gain leadership experience; develop life skills; and attend periodic health awareness seminars and LTW-sponsored events.

2. Our school's strength lies in the relationships we build with our students. Our focus on students social-emotional well being is evident in our student orientations, the relationships that are build between students and staff, our family/mentoring program, and academic support structures. The school has managed to increase student attendance by 5% from the previous academic school year, raise regent pass rates by up to 47% per subject area, and increase graduation rate by 27% over the previous school year. Even though we have these accomplishments, our school still is faced with the challenge improving student attendance beyond the city average, increasing student success on the math regents by more than 30%, engaging parents in our school community, staffing the school with teachers who both embody our mission and provide rigorous instruction, and enrolling our students in college and/or post secondary institutions.

3. This year we are focusing on improving rigorous, cohesive instruction in the classroom using Advance as leverage, increasing teacher collaboration and support in improving question and discussion techniques and the use of data to drive instruction, and increasing student access to college and post-secondary institutions/careers.

## 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

1. Though our regents passing percentage is improving, many students are still failing their regents courses. An analyses of curricula revealed that pacing and a lack of rigorous tasks were major deterrents in teachers providing students with the tools they need to help them meet our targets. In addition, quality review feedback, PPO visits, and data gathered from Advance observations revealed that large discrepancies exists between our instructional program, which focused on data driven instruction through the lens of rigor and culturally relevant pedagogy, and teacher practice.

2. Our strength lies in

- Developing an instructional program that is supported by our common planning time periods, our school PD committee, our staff developer, and Advance.
- We have a few staff that excel at certain components that define rigorous assessments
- The school now has curriculum maps for all courses
- We have designated common planning time activities that focus on analyzing data and whether assessments are rigorous or not.

Our needs are in

- Establishing a common definition/understanding of rigor (PPO visit)
- Developing assessments that are rigorous (Curriculum analyses and feedback)
- Developing instruction across the curricula that is aligned to rigorous assessments
- Strengthening our school’s definition and understanding of how students learn best (PPO visit and QR)

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 21, 2015, the school will develop and implement a rigor rubric that is aligned to Advance and staff belief of how students learn best. This rigor rubric will allow staff to create the school’s own definition of rigor

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
The 1 <sup>st</sup> draft of a rigor rubric will be developed	All teachers	November 3, 2014 and end December 4, 2014	The PD committee will be responsible, led by Llermi Gonzalez
The final draft of the rigor rubric will be completed and teachers will receive professional development on identifying components of rigor using the Slice Protocol.	All teachers and instructional staff	January 21, 2015	Department leaders will be responsible for the drafts and final draft will be the responsibility of the Principal. The staff developer, along, with the PD team will be responsible for leading teachers through the Slice Protocol.
Teachers will develop one rigorous assessment aligned with the rubric, some teachers will collaborate on this project. Some of the collaborative projects will require parents to be part of the project and/or to visit the school for presentations and feedback.	Individual teachers	March 15, 2015	Individual teachers will be responsible. The Principal and our staff developer will be responsible for monitoring completion.
Teachers will implement and analyze the results of one rigorous assessment aligned to the rigor rubric. Teachers will monitor the progress of our cohort population to determine what scaffolds they require to complete the rigorous assessments.	Individual teachers, and cohort students in selected classes	June 1, 2015	Department leaders and our staff developer.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We will need copy of the slice protocol, Weekly PD committee meetings, Restructuring our weekly PD meetings and the work done in common planning time, and use our current resources for individual and collaborative projects.

**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 IIA		Title III		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.

The finalized rigor rubric will be the benchmark for this goal.

This is expected to be completed by January 21, 2015.

**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 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

The Quality Review and PPO visits both highlight the supportive school culture that exists in our school. Safety data reveals that there has been only 2 fights in our school in the last 12 years. Our school family structure has helped preserve the positive relationships that exists between staff and students, and student to student interactions. Some of our school strengths in this area come via:

- Our student orientations that are conducted for each enrollment period
- Our family/mentoring structure where each student is assigned a mentor
- Our great support staff, such as our social work and guidance team, are available to support our students’ social emotional needs.
- We have weekly intervention meetings with the entire staff
- We have an assistant principal of interventions that leads our support staff

Our needs encompass:

- Providing consistent accountability measures for students who break common rules, such as cutting class.
- Providing more opportunities for students to have access to college/post secondary institutions
- Providing students with opportunities to know where they are academically and supports for improvement
- Increasing the ways in which we highlight students who are doing well

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 28, 2015, we will increase the number of students in our college now program from 2 to 10.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
By October 15, 2014, all students will have access to their credit check sheets and to pupil path.	All incoming students	September 2 to October 15	Our two guidance counselors, our AP of Instruction and

	(about 120)		our Principal
By November 31, 2014 we will have our first trip for student of the month, honor roll, and perfect attendance	All honor roll, Student of the month, and Perfect Attendance students (About 60)	On a monthly basis beginning in November	AP of Organization
By October 31, 2014 we will have multiple opportunities in the school for students to attend college while in High School	All students who graduate by January 2015	January to June 2015	Our LTW College and Career Coordinator and our ELA College Coordinator

**Part 4 – Resources Needed**

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

The school needs an articulation agreement with a CUNY college to bring the College Now program to our school. We need to assign the ELA College Coordinator a College Prep course that he will teach in conjunction with our LTW Career Coordinator, and SAT Prep course/curricula.

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

NYSTL

**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:

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

By October 31, 2014 potential January graduates are identified and families are engaged in a discussion about College Now and their own College Plans. At least 2 students are enrolled in the College Now program by this date.

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

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10. 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Our school uses common planning time as a means for teachers to collaborate with each other in improving components of the Advance rubric (3B and 3C), and share best practices that are aligned with our instructional program. Teachers also collaborate once a week for 1hr and 20 minutes by engaging in professional development that is created by our PD committee with collaboration from the entire teaching staff. Though this work addresses the deficiencies that exists in instruction, it results of this work does not clearly translate in a consistent change to teacher practice.

Our strengths in this area are:

- Teacher teams meet weekly to assess lessons and student work collaboratively
- We have a protocol for analyzing lesson plans and student work products
- Through common planning time, teachers share best practices
- Our weekly PD meetings after-school are led by a committee that focuses on the collective and individual needs of staff

Areas of improvement include:

- Common understanding of the important components of a lesson plan and how to increase the rigor of these components
- Include peer-visitations and feedback sessions as a way for teachers to give each other feedback on the implementation of the lessons discussed.
- Collaboratively identifying and creating a school wide action plan to address common core skills our students are lacking.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 teachers will participate in 3 cycles of Professional Learning focused on analyzing data and identifying supports to assist students in passing state assessments.

### 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:

11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
12. 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).

<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

13. Strategies to increase parent involvement and engagement			
14. Activities that address the Capacity Framework element of Trust			
By February 21, 2015 we will develop a rigor rubric and provide teachers with examples of how Advance components look in a classroom through visitations and presentations.	All Instructional Staff	We will begin developing this rubric by October 31 and have a final draft collaboratively developed by staff by January 21, 2015	The PD Committee
By February 1, 2014 we will introduce the Japanese lesson study protocol and ensure that teachers sign up for inter-visitations	All instructional staff through department common planning time periods	We will begin working on this protocol by November 22, 2014. Implementation of lesson study protocol will begin in mid-February	Our UFT Staff developer
By January 8, 2015 departments will identify a common literacy skill most students are struggling with and develop an action plan to address the deficiency.	All instructional Staff	Our mock regents are scheduled for December 1, 2014. The skill should be identified by all instructional staff by January 8, 2015.	UFT Staff Developer and Instructional AP

**Part 4 – Resources Needed**

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

We will use our current resources for coverages for our mock regents, and to build flexibility in our CPT and PD schedule for grading of exams and data analyses. Our resources will also provide for per-session hours to conduct exams on weekend and to purchase food for students who are taking the exams.

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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:

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

By January 21, the skill and strategy must be identified collectively. Beginning February 1, the strategy will be implemented across classrooms evidenced by informal observations.

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

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18. 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 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Upon review the latest Quality review feedback, PPO visit, and classroom visits, teachers need further professional development in components 3B and 3D of Advance. These components are a priority of our focus because they are critical in engaging students in critical thinking and are driven by strategic planning on the part of the teacher. In addition, these components are the centerpiece of our data-driven instructional program. Professional development provided thus far has given teachers an opportunity to understand each component. Our focus now shifts into building capacity by engaging teachers in self-evaluation and reflection.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 1, 2015 At least 5 teachers will show improvement in domains 3B and/ or 3D as a result of 2 cycles of collaborative non-evaluative visitations made by the instructional team which is led by the principal.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
By November 4, 2014 the principal will have staff self-reflect on our work and help identify areas of development	All Staff, primarily teachers and APS	Reflection will occur between October 24 and November 4, 2014	Principal and ELA teacher
By December 1, 2014 all teachers will be observed by the principal and instructional AP to provide feedback from Multiple perspective	All Instructional Staff	We will begin this by November	Principal and instructional AP

		11, 2014 and finish by December 1, 2014	
By January 5, 2015 The principal will institute informal support visits to staff who sign-up for this type of visitation. These visitations will not be evaluative and will be conducted by the principal, UFT staff developer, and the instructional AP. Feedback provided will be driven by the analyses of student work from former ELLs and SWDs.	Teachers who sign-up for visitation	Visits will begin January 6 and run through April 1, 2015	Principal, Instructional AP and Staff developer.
By June 1, 2015 teachers involved in these visitations will have at least 1 informal observation that is evaluative. The feedback provided will driven by the progress of students in our graduation cohort. Teachers will inform parents of specific academic goals set by students in the cohort and how parents can help them achieve said goals.	Students in our graduation cohort and their parents	This will be ongoing beginning February 1, 2015	Teachers that are part of the visitations, lead evaluators, and the guidance team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
This activity will require that at least half of the yearly observations are recorded in Advance for each teacher. This would provide data for our targeted intervention. This activity will also require a shift in our “formal” observation cycle to allow for the visitations and the in-class support.

**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 IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
By February 14, at least once cycle of visitations will be complete.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	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 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

The school traditionally has a hard time involving parents in school events and curricula. According to parent association meetings, most parents feel that their child needs less intervention because they are 18 or older. As a result, we see poor participation in the parent association and in school events. An analyses of student performance data clearly indicates that students whose parents are more involved with the school, have more success, both academically and social-emotionally. As a result, our focus is to increase parent involvement.

What the school does well:

- Provides parents with incentives for their participation in family events such as Open School Night, Meet and Greet night, and Parent Association participation.
- Provides parents ongoing access to five support staff members consisting of guidance and social workers.
- Informs parents, through a variety of ways, of school events and ways to monitor their child’s progress.

What the school needs to improve:

- The school needs to engage parents more consistently on what students are learning
- The school needs to engage parents in more frequent post-secondary planning
- The school needs to provide parents with the tools to frequently monitor their child’s progress towards established goals.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 25, 2015 parent would have been involved in 3 major cultural events created by students and staff, in order to involve them in discussions about our curriculum.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
28. 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).			
29. Strategies to increase parent involvement and engagement			
30. Activities that address the Capacity Framework element of Trust			

Families are required by October 15 to complete a parent orientation to meet all staff, learn about school events, and complete parent survey.	All parents of incoming students	Parents will be informed of the required parent workshops beginning September 2, and ending with last orientation on by October 15.	Intake Team (social workers, guidance counselors, Parent coordinator, and other support staff)
Families are invited to our annual Thanksgiving celebrations on November 22, which include performances from students	All parents of enrolled students	Families will be informed beginning November 3, 2014.	Parent Coordinator
By December 19, 2014 families receive a least two progress reports and an invitation to discuss child's progress, including college admissions information	All parents of enrolled students	Beginning November 1, 2014 all students will have credit checks indicating their potential graduation date. Progress reports will be given in late October and again in Early December.	Guidance and Admin Team
By April 25, 2015 the school will create a cultural event for families centered around the novel, the Brief Wondrous Life of Oscar Wao.	All parents of enrolled students	This project will begin on February 14 and end on April 25, 2015.	ELA/music /Spoken word director, Admin team, and staff developer.

**Part 4 – Resources Needed**

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

We will need to create a viable music/spoken word club. For the events, staff will participate in the planning of the performance. We will need to purchase the novel, read it as a school, and plan for the cultural themes of the novel. We will use our current resources to provide teachers the supports they need for their class projects.

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
By March 1, 2015, At least 8 teachers would have delineated their projects tied to the Themes of the novel.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
34.	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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Provided to students based on their current IEPs, annual and/or triennial review. Also provided to students who are not achieving proficiency in their June or January regents, and mid and end of term in class assessments.	<ul style="list-style-type: none"> <li>• One-on-one tutoring during the day</li> <li>• After school tutoring</li> <li>• Collaborative Team Teaching in ELA</li> <li>• Academic support classes during the day</li> <li>• Castle Learning online assessment and student-directed Regents practice</li> <li>• BCHS PM school</li> <li>• CUNY Prep course prepares students for college level courses</li> <li>• Development and introduction of a blended learning instructional program</li> <li>• We have purchased the Empower 3000 literary program</li> </ul>	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.
<b>Mathematics</b>	Provided to students based on their current IEPs, annual and/or triennial review. Also provided to students	<ul style="list-style-type: none"> <li>• Foundational math course provided during the day</li> <li>• Goemeter sketchpad during</li> </ul>	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.

	<p>who are not achieving proficiency in their June or January regents, and mid and end of term in class assessments.</p>	<p>class time</p> <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Tutoring before and during the school day</li> <li>• Collaborative team teaching in Integrated Algebra 2</li> <li>• Castle Learning online assessment and student-directed Regents practice</li> <li>• BCHS PM school</li> <li>• Academic support classes during the day</li> <li>• Regents prep courses provided during the day as electives for all</li> <li>• Collaborative team teaching in Math</li> <li>• Regents prep courses provided during the day as electives for all</li> <li>• Collaborative team teaching in Math</li> </ul>		
<p><b>Science</b></p>	<p>Provided to students based on their current IEPs, annual and/or triennial review. Also provided to students who are not achieving proficiency in their June or January regents, and mid and end of term in class assessments.</p>	<ul style="list-style-type: none"> <li>• Tier II and III vocabulary instruction</li> <li>• Tutoring before, during and after the school day</li> <li>• BCHS literacy plan strategies in all content areas</li> <li>• Performance task assessments focusing on key skills</li> <li>• Castle Learning online assessment and student-directed Regents practice</li> </ul>	<p>All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.</p>	<p>All services are provided during the day, unless indicated by the activity description.</p>

		<ul style="list-style-type: none"> <li>• BCHS PM school</li> </ul>		
<b>Social Studies</b>	<p>Provided to students based on their current IEPs, annual and/or triennial review. Also provided to students who are not achieving proficiency in their June or January regents, and mid and end of term in class assessments.</p>	<ul style="list-style-type: none"> <li>• Tutoring before and during the school day</li> <li>• BCHS literacy plan strategies in all content areas</li> <li>• Performance task assessments focusing on key skills</li> <li>• Castle Learning online assessment and student-directed Regents practice</li> <li>• BCHS PM school</li> <li>• Use of Examgen Wizard to build and customize assessments for individual students</li> <li>• Use of Smartboard clickers to collect classroom data (Senteo)</li> <li>• Tier II vocabulary instruction</li> <li>• Each student to receive regents review books to use in school and at home</li> </ul>	<p>All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.</p>	<p>All services are provided during the day, unless indicated by the activity description.</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Provided to students based on their current IEPs, annual and/or triennial review. Also provided to students who are identified in needing those services by the intervention team.</p>	<ul style="list-style-type: none"> <li>• All cognitive testing for students with IEPs</li> <li>• Schedules all triennials for students with IEPs. Organizes the meeting of general education teachers, special</li> </ul>	<p>All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated</p>	<p>All services are provided during the day, unless indicated by the activity description</p>

		<p>education teachers, students and parents .</p> <ul style="list-style-type: none"> <li>• Affective evaluation for students with IEPs</li> <li>• write goals and makes recommendation s for students with IEPs</li> <li>• We have two social workers who tackle issues such as childcare, court cases, health and housing that may prevent a student from coming to school and being academically successful. We have onsite HIV testing, blood drives and a representative from the Department of Health here every Wednesday to talk to students about sexual health. For our parents we offer workshops on sending their child to college, paying for college, computer literacy and job hunting. For our students who are parenting (and for students who are engaging in behavior that will</li> </ul>		
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		<p>make them parents) we have purchased Reality Works. The Reality Works system provides life-like babies for students to carry and take care of to simulate realities and stresses of parenting.</p> <ul style="list-style-type: none"> <li>• Parenting group weekly counseling for at least 30 students</li> <li>• Referrals to outside services for 10 students per month</li> <li>• HIV Testing</li> <li>• STD Testing</li> <li>• Pregnancy testing</li> <li>• Medical referrals for: Options Counseling, Health Insurance Processing, Dental/Vision, Psychiatric, Mental health Services, Asthma, Pediatric referrals, etc.</li> <li>• WIC</li> <li>• Day Care</li> </ul>		
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

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

**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>We provide all of our teaching staff with professional development and support centered around Advance. Staff receives consistent feedback on their progress and additional PD opportunities to enrich different components of the teaching rubric. We provide all teachers with the support they need, whether it's instructional or organizational, to support their teaching practice.</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).
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**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.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	285,892	X	10, 12, 13, 15, 17, 18, 20.
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,228,434	x	10, 12, 13, 15, 17, 18, 20.

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: 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 CEP 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.

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### Parent Involvement Policy (PIP)

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 Community 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 Community 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>564</b>
School Name <b>Bushwick Community High School</b>		

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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							8			8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	0	0	0	0	0	8	0	0	8	
Number of ELLs who have an alternate placement paraprofessional: _____										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)											0			0
Advanced (A)											8			8
Total	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>8</b>									

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 BCHS uses NYSESLAT diagnostic and in class assessments to assess the literacy skills of our students. We also use achieve 3000 literacy assessment to determine at what reading levels the students are currently performing. Students also take a literacy test upon entering the school. BCHS uses all of this data to set goals for each student and to inform

instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
**Data patterns reveal that our ELLS score lower in the reading/writing modalities.**
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
**Current patterns across modalities impact the focus of our instructional program and how we provide feedback to our teachers teaching ELLS. Because we are a transfer school receiving new ELL students each semester, the AMAQ report will be used to develop individual student targets based on student baseline assessment results and our literacy program.**
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?**Because we are a transfer school, all of our students are in the same grade. All of our students take their exams in English and all need proficiency on 3 or more regents exams. The school does not have/use the result of students periodic assessment because such data for our students is invalid because such data is older than a year if it even exists.**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
**We are a transfer school grades 10-12.**
6. How do you make sure that a child's second language development is considered in instructional decisions?  
**We make sure that our ELLs take native language classes to strenghten second language development and provide opportunities for development in through our literacy program, which is informed through assessment data.**
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?**N/A**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**We evaluate our programs by reviewing student portfolios, which include student goals, reflections, and data.**

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
**For the initial identification of those students who may be an ELL, a trained pedagogue administers the HLIS (Home Language Identification Survey) to parents to identify which language the child speaks at home. We interview the parent in the parents' home language. This is done by one of our licensed pedagogue, including the ESL teacher. If the home language survey shows that a language other than English happens to be spoken at the student's home, then our ESL teacher administers the LAB-R. We administer the LAB-R and the Spanish LAB-R for Spanish speaking studetns to identify the English proficiency level within 10 days of enrollment.**
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
**Parents/students are given program choice. We discuss the three program choices during our orientation. The ESL teacher and guidance counselor are involved in the orientation with families. All of our students/parents have chosen ESL at BCHS. During the**

orientation, our staff explain the three program options in the parent's home language through a translator where needed. We use a video that is available on the Department of Education's website that explains the programs in different languages. After the viewing of the three programs highlighted in the video (transitional bilingual, dual language, and freestanding ESL), we describe our ESL program, which focuses on rigor so that our students are able to graduate with a Regents diploma. We contact the Office of English Language Learners when a parent has selected a program that we do not offer. This process occurs within the mandated 10 day timeline. When programs that we do not offer become available, parents are contacted using the parent information survey completed when students are registered. Parents are invited to the school for an information session regarding their program of choice so that they are aware of the changes to the student's program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

To ensure that parents and students are aware of their options, we mail letters home in both English and the home language (Spanish/French). We mail the letters at least two additional times if there is no response. Our Parent Coordinator also makes an attempt to reach the parents of our ELL students. We give the student the letter to take home for parents to review. Once the letter is signed we place it on file in our Part 154 Binder. Continued entitlement letters are distributed at the beginning of the school year along with student lunch forms to parents. Students receive a metrocard when letters are returned back to the school acknowledging receipt.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

At student intake, all parents are required to come up for an orientation. During the parent orientation, we use translators so that parents are communicated with in their native languages. Parents are made aware of the three programs available in NYC with the assistance of BCHS bilingual staff. Parents are made aware of our free standing program at intake. The ESL program offered at our school is aligned with parent requests.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We start the scheduling and administration of the NYSESLAT as soon as the administration window opens so that we have ample time to test our students. Our test coordinator schedules the students who need to take the NYSESLAT based on ATS reports (RELC, RLAT and RNMR). She dedicates the staff to meet with students to complete all parts of the exam. Before the exam is administered, all staff receive training in administering and scoring the NYSESLAT. We ensure that the entire exam is administered. When students are absent, home visits are conducted to ensure that students come to school to take the exam.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

All of our parents select free standing ESL for their children. Over the past 3 years we have had about 50 ELLs and all have chosen ESL as their program of choice. Because we are a transfer school, parents get the information of our programs before students are registered. When they decide to register the student, their program request is aligned with student programming.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our program is a self-contained ESL program. The program model is ungraded and homogenous.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All of our students scored an advance on the NYSESLAT. As a result, every student receives 230 minutes per week in ESL, ELA and NLA instruction as per CR Part 154.

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

We only offer an ESL program based on parent choice. Content areas are delivered using a variety of strategies to support ELLs. All content areas are common core aligned and support strategies are implemented aimed towards helping ELLs achieve Common Core learning standards. Content is also delivered using Empower 3000 to help improve literacy. Instruction that is scaffolded and differentiated is utilized to meet the needs of our ELLs in the content areas.

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

All students are given the opportunity to take their assessments in either their native language and in English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We currently are revising our curriculum across subject areas to ensure that all curricula focus on strengthening the four modalities throughout the year. Tasks that are aligned to the NYSESLAT are developed throughout the content areas to strengthen students' English acquisition. Assessments in the different content areas focus on reading, writing, listening, and speaking. Assessments are given twice per semester to measure student progress.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

Description of Strategies Used in Mathematics and Science

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

Description of Strategies Used in English and Social Studies

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

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

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

written language to communicate.

□ Working from strengths. Building on what students already know. Drawing on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages.

□ Connect with students' families and culture. Use culturally congruent teaching methods. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise of community members. Give ELL students opportunities to teach others about their first language and home culture.

□ Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Give students opportunities to talk about shared learning experiences. Hands-on, experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling.

□ Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.  
Program Description: Attendance Improvement for ELLS

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

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

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

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

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

No programs will be discontinued.

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Bushwick Community High School**

**School DBN: 32K564**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Llermi Gonzalez	Principal		1/1/01
Tutti Touray	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Dana Hollis	Parent		1/1/01
Tom Deignan	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Keri Watkins	Coach		1/1/01
	Coach		1/1/01
Millie Lopez-Martir	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 32k564 School Name: Bushwick Community High School

Cluster: 1 Network: 108

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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