

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

32K549

School Name:

BUSHWICK SCHOOL FOR SOCIAL JUSTICE

Principal:

ANA MARSH

Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: Bushwick School for Social Justice School Number (DBN): 32K549
Grades Served: 9-12
School Address: 400 Irving Avenue
Phone Number: 718- 381-7100 ext. 5001 Fax: 718-418-0192
School Contact Person: Marilyn Fielder-Whitley Email Address: MFielder-Whitley@schools.nyc.gov
Principal: Ana Marsh
UFT Chapter Leader: Michaelene Hudson-Aaron
Parents' Association President: Jazmin Orengo
SLT Chairperson: Michael Bolt
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Imelda Basantez
Student Representative(s): Emily Gomez
Nichsel Samedy, Jr.

District Information

District: 32 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110 Brooklyn, NY 11221
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: 718 455 4635 Fax: 718 455 4684

Borough Field Support Center (BFSC)

BFSC: 32 Director: Lisa Hyman
Director's Office Address: 131 Livingston Street/Room 507 Brooklyn, NY 11201
Director's Email Address: LHyman2@schools.nyc.gov
Phone Number: 718 935 3679 Fax: 718 935 4456

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Ana Marsh	*Principal or Designee	
Michaelene Hudson-Aaron	*UFT Chapter Leader or Designee	
Jazmin Orengo	*PA/PTA President or Designated Co-President	
Hazel Loadhoalt	DC 37 Representative (staff), if applicable	
Imelda Basantez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Emily Gomez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nichsel Samedy, Jr.	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Bolt	Member/ SLT Chair Person	
Elisenda Martinez	Member/ Parent	
Sofia Aguilar	Member/ Parent	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

TEACHING AND LEARNING AT BSSJ

Mission Statement:

The Bushwick School for Social Justice (BSSJ) will create a community of young leaders demanding the best from themselves today and working together for a more just tomorrow.

BSSJ is committed to providing a rigorous college curriculum that empowers students to succeed in future academic and professional endeavors and to be informed and active citizens. Furthermore, we are committed to preparing students to take an informed and active role in the social, cultural, and political life of their communities, their state, their country, and their world. Through a curriculum that is grounded in the humanities and sciences, and that is informed by a commitment to social justice, students are provided with a comprehensive academic education and opportunities to see the relevance of that education to their own lives as citizens in a democracy. We are committed to ensuring that every student is held to the highest standards, has constant and consistent opportunities for intellectual engagement, and becomes knowledgeable about and confident in facing the pressing issues of the day.

Our community:

BSSJ is a professional learning community with a highly collaborative staff, students and parents. Decisions are made mostly through different venues that include administration, staff, students and parents. These venues are Principal's cabinet, grade team facilitators, SLT/PA, student government, advisory and other systems. Information that guides decisions as well as through which information is disseminated comes from student assessment and other data, department and grade inquiry teams, daily morning meetings, learning walks and inter-visitations, instructional walkthroughs, "shadow a student" for the day practices, SLT and other parent walkthroughs and visits, and student government. The highest areas of celebration for us are usually around our school community and collaboration.

Our Partners:

The first level of partnership is our building council. The four Principals have built a strong collaborative partnership and worked on applying as a campus to become a community school campus, which we were granted. Through this, we have partnership with many different organizations that serve our students and their families, and our main partner organization is Make the Road New York. Additionally, we received a state community school grant that comes through Healing Arts Initiative (HAI), to provide additional support for our students. In addition to these partnerships and services, BSSJ partners with the Institute for Student Achievement (ISA), Brooklyn College, Medgar Evers College (Pipeline program), Volunteers of Legal Services (VOLS) and several other community based organizations that service our students and families.

Our initiatives:

These are aligned to our school goals, and these include PD, inquiry work and use of data, all through writing. This will continue to be a goal for us because although we have seen a huge increase in the quantity and quality our students are doing, there is still a lot of work to be done in this new school year. Another initiative that we will be implementing in the 2015-16 school year is the AVID program for all 9th graders. This is a college preparatory program. Our data indicates low levels of college readiness based on metrics used and we felt that if we bring in a rigorous program starting from the 9th grade, we will see a gradual increase in the college readiness metric, in a way that is organic and promotes growth and true readiness in students.

Another initiative that we have coming at BSSJ is the work on growth mindset. Throughout the years, we have discovered that there is a lack of motivation in many of our students leading to poor attendance, poor academic performance and lack of engagement in school or extracurricular activities. Through some research we ran across "mindset, The New Psychology of Success" by Dr. Carol Dweck. We began to read the research that she has done on growth mindset and how to help students achieve. We applied for the Learning Partners Program (LLP) through the growth mindset lens and were accepted, which is an initiative we are very excited about. Through this work, we will be working with a host school and doing inter-visitations and through a yearlong process, we will begin the work on growth mindset and will begin to collect data on the progress that we see with our students, especially those who struggle with the issues mentioned above, as well as with students with disabilities, ELL, and general education students.

Our student Population:

Our student population constitutes:

English Language Learners - 25%

Students with IEPs 20%

Free or reduced Lunch Eligible 85+% (Universal for the last 5 years)

Overage Under-Credited 11%

Black 23%

Hispanic 75%

White 1%

Other 1%

Average Incoming ELA Proficiency (based on 8th grade) - 2.19

Average Incoming Math Proficiency (based on 8th grade) - 2.05

Historically have had a high number of students in temporary housing and have had a large number of undocumented families.

Elements of the Framework for Great Schools where we have made great progress:

Supportive environment, collaborative teachers, strong family-community ties and trust. As indicated above and through feedback from the PPO, leadership academy coach and other visitor, these areas have always been celebrated as part of our strengths as a school community. Effective school leadership is another area of progress and celebration demonstrated through our distributive leadership practices. It is an area of strength that is carried through Principal's cabinet, grade team facilitators, advisory facilitators, student government, SLT and other areas that encourage leadership and decision making in all constituencies of stakeholders in our school.

Elements of the Framework for Great Schools where we need to focus:

According to our feedback from the PPO, Rigorous instruction is an area of focus. There is a need to improve on our documentation that maps are in use across subjects. The lesson plans submitted throughout the year show alignment to the school's instructional focus in writing. We need to ensure that professional development is offered to specifically support curriculum and lesson writing that is aligned to CCLS and the instructional shifts, and plan for the maps to be drafted during the summer so that prior to the school year, there is curricula in place for all subjects, including course descriptions that will be further polished throughout the year in order to have a school wide map that is polished and ready to publish in our school's website if possible.

32K549 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	408	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				25
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	8	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		81.1%
% Free Lunch	71.4%	% Reduced Lunch		1.7%
% Limited English Proficient	17.6%	% Students with Disabilities		20.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		22.8%
% Hispanic or Latino	74.5%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	1.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.28	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.3%	% Teaching Out of Certification (2013-14)		13.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.08
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	50.4%	Mathematics Performance at levels 3 & 4		44.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	88.1%	% of 2nd year students who earned 10+ credits		88.5%
% of 3rd year students who earned 10+ credits	72.0%	4 Year Graduation Rate		68.8%
6 Year Graduation Rate	72.4%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.
-
- Based on the feedback received from both Principal Performance Observations one areas of focus is our need to more fully align our curriculum to Common Core Learning Standards, increasing student rigor and engagement.
 - While some classrooms allowed for large numbers of students to be heard during the class, much of the feedback received from outside observers and staff members were that many classes were teacher centered.
 - Several teachers participated in Learning Walks and “shadow a student” activities. One area of celebration was that in some classes, students were actively engaged in their own learning. However, this was inconsistent across all classrooms. This feedback was also echoed in our PPO.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By continuing to strengthen the work of teacher teams by creating and implementing CCLS aligned curricula, as well as strengthen assessment practices and implementation of inquiry cycle to use data to improve instructional practices across the school, we will increase passing rates of classes and Regents by 3% by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Weekly Professional Development in department meetings that support the alignment of curricula</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Department Chairs, Admin of Instruction, teachers</p>
<p>Frequent classroom visits and feedback, weekly meeting with supervisors and teachers, weekly meetings with grade teams and grade team facilitators.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Grade Team Facilitator, Admin of Instruction</p>
<p>Grade team meetings centered around instruction and analysis of data.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>ELA teacher with Web design experience</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>December 2015. Review data with Principal’s Cabinet</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- According to our PPO, our school has developed a structure that ensures “a safe and inclusive culture that supports adult learning and enhances student’ academic growth”.
- While some classrooms allowed for large numbers of students to be heard during the class, much of the feedback received from outside observers and those with the school was that many classes were teacher centered.
- One practice that we have implemented with significant success is our restorative justice program in which students lead peer mediation and social justice circles to address conflict between students and between students and teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of ongoing professional development there will be a 3% increase in student passing rates of classes and Regents exams and an increase of 3 to 5% in restorative justice practices by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development created by teachers that addresses both student led practices and restorative justices techniques</p>	<p>teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher coaches, Admin of Instruction</p>
<p>The development of our restorative justice class that teaches students how to lead restorative programs</p>	<p>teachers</p>	<p>September 2015-June 2016</p>	<p>Restorative team, students</p>
<p>Hiring of new staff that includes Special Education, ELA and Social Studies teachers to further support students.</p>	<p>students</p>	<p>September 2015-June 2016</p>	<p>Hiring Committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Community School’s grant to provide resources for training on Restorative Justice and Undoing Racism. Advisors, Advisory Facilitators, Model Teachers and students.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant	
	C4E		21 st Century Grant	SIG/SIF	PTA Funded			In Kind	X	Other	

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>January 2015</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Teachers and staff and the school are part of grade and department teams. Each has a facilitator who is part of the Principal’s cabinet. Through this work there is a high level of collaboration at different levels within the school, leading to a more collaborative decision making model or distributed leadership model. Through assessment of the work in these and other teams, we have been able to determine that our next level of work is around creating:

- Higher level of consistency across staff surrounding school-wide initiative.
- Alignment of school’s instructional focus

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- Examples of the school-wide initiative to increase writing will be prevalent in all classrooms
- Teachers will develop plans that incorporate more high level questions and higher student engagement. Increased participation by Students with special needs and English Language learners will be used to gauge the success of planning collaboration.
- Evidence of the school's instructional focus will be evident in core classroom curriculum maps and unit plans as outlined in 5a.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Department and Grade teams will work to align content and skills with the school wide initiative and classroom objectives and activities will be evidence of this alignment. • Teacher schedules have been created to allow grade teams to meet throughout the day in addition to the mandatory 155 minutes to plan together and create more engaging lessons with high order thinking. • Grade teams meet to ensure cross curricular alignment and departments meet to ensure alignment with core standards 	Teachers	6-8 week cycles starting in the 3rd week of the school year	Grade team leaders, Assistant principals and Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The instructional cabinet has continued to develop rubrics to improve unit plans. We have leverage the experiences of the Special education department by placing them in specific content areas.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

December 2015

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

●As evident in 2014-2015 PPO, our principal “has created a system to support the school’s high expectations”. Teachers are encouraged to explore professional development opportunities and turnkey that information with the rest of the staff.

●Based on the data obtained from teacher and student surveys conducted through SurveyMonkey.com, we have decided to rethink and strengthen our Advisory program as it address many of the social-emotional needs of our students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

An increase of 5% of teachers attending professional development opportunities that will lead to higher student achievement and acceptance in four year colleges by 3%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Built in advisory meetings each week to support teachers understanding of the role of advisory</p>	<p>Teacher advisors, students</p>	<p>Starting September through June</p>	<p>Advisory Facilitators</p>
<p>Strengthening our Restorative Justice practices</p>	<p>Students</p>	<p>Starting September through June</p>	<p>Teachers, Students, CBOs</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Budget will be set aside to allow opportunities for staff to go to PD outside of the school. Teams will take ownership of attending and providing PD.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will first assess the mid – point benchmarks in January 2015</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

This year our campus was designated to be a Community School. As such, we will have access to additional funds and resources to engage families and communities. In working with our Community Based Organization, Make the Road New York, we contributed to the organization of a very successful Community School launch event.

Over the last 3 years, the number of responses from parents has been lower than the city average. Also, in talking to parents during our Family walk - through day, several parents and guardians discussed the need for more family involvement.

One major area of concern this year has been the decline in attendance of students in school. Our attendance has dropped below 80% for the year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the resources made available by the Community Schools grant, we would like to increase our year to date attendance by 2% in the first semester and 3% over the course of the entire 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Creation of high interest after-school activities for students</p>	<p>Students</p>	<p>Starting September through June</p>	<p>Healing Arts Initiative (HAI), Make the Road NY, Teacher</p>
<p>Providing more platforms to engage parents in school events</p>	<p>Parents/guardians</p>	<p>Starting September through June</p>	<p>Teachers, Parent Association</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Community School’s resources to support students and families and provide necessary resources that will lead to higher student success. SLT and PA as venues to encourage more parental engagement and voice. Use of Parental engagement time, Community walk by all staff and other regular venues, to create connections with families. Mental Health providers will support students in the school.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Informal survey to be done by January 2015</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>-This will be determined initially by the Baseline (MoSL and other) data.</p> <p>-intervention provided for subgroups of students needing additional small group instruction.</p> <p>120 minute block instruction in ELA for all ninth graders during the school day.</p> <p>-Increase classroom period to 55 minutes of instruction during the school day</p> <p>Differentiated instruction to support multiple learners during the school day</p> <p>-Paraprofessional team hired and trained to support students with special needs in all classes.</p> <p>Inquiry and project-based instruction during the school day</p>	<p>Writing strategies will be implemented across the curriculum in all major contents. RTI periods will be offered two times a week and teams will determine the students and the targeted intervention support students need based on the data collected from assessments, including student work.</p>	<p>-Individual and small group services.</p> <p>-One on one and small group tutoring and mentoring</p>	<p>-Individual and small group services.</p> <p>-One on one and small group tutoring and mentoring</p>

	<p>Saturday School – 120 minutes of instruction for students behind in credits and struggling learners.</p> <p>-Team teaching in classrooms during the school day.</p> <p>Small group support for special needs students on Saturdays.</p> <p>-Small group Title III support in ESL provided to ELLs on Saturdays.</p> <p>A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small group and one-to-one as well as tutoring during the school day.</p> <p>-Research based literacy interventions will be provided for all students during the school day and after school.</p> <p>Sustained Silent Reading program will be in place for all 9th grade students during the school day.</p> <p>Ongoing:</p> <p>Core skills will be assessed using interim assessments</p>			
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	<p>and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction.</p> <p>Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</p>			
Mathematics	<p>This will be determined initially by the Baseline data for math.</p> <ul style="list-style-type: none"> -Two 60 minute periods of math for all tenth graders during the school day. - Increase classroom period to 55 minutes of instruction, during the school day -Differentiated instruction to support multiple learning styles during the school day -Paraprofessional team hired and trained to support students with special needs in all classes. -Inquiry and project-based instruction during the school day -Saturday School – 120 minutes of instruction. 	Same as above	Same as above	Same as above

	<p>-Math class with team teaching for struggling 11th and 12th graders during the school day.</p> <p>-Additional period for struggling 11th graders during the school day.</p> <p>-Small group support for special needs students on Saturdays.</p> <p>-A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small group and one-to-one as well as tutoring during the school day.</p> <p>Ongoing:</p> <p>-Core skills will be assessed using interim assessments and results will be analyzed in conjunction with department and grade teams using the inquiry cycle to augment instruction.</p> <p>-Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</p>			
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<p>Science</p>	<p>This will be determined initially by the Baseline data.</p> <ul style="list-style-type: none"> -Increase classroom period to 55 minutes of instruction during the school day -Differentiated instruction to support multiple learning styles during the school day -Paraprofessional team hired and trained to support students with special needs in all classes. - Inquiry and project-based instruction during the school day -A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small group and one-to-one as well as tutoring during the school day. -An Advanced Biology Elective class will be offered during the school day. -Bushwick Farm will be made available to classes for labs and study both during and after school. -Social Justice Science course will be provided for all 11th grade students 	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>
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	<p>during the school day.</p> <ul style="list-style-type: none"> - Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills during and after school. <p>Ongoing:</p> <ul style="list-style-type: none"> -Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction. -Students will participate in field trips and other learning experiences outside the building including but not limited to: the Bodies exhibit, The Museum of Natural History, etc. 			
<p>Social Studies</p>	<p>This will be determined initially by the Baseline (MoSL and other) data.</p> <ul style="list-style-type: none"> -Increase classroom period to 55 minutes of instruction during the school day -Differentiated instruction to support multiple learning styles during the school day 	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

	<p>-Paraprofessional team hired and trained to support students with special needs in all classes.</p> <p>-Inquiry and project-based instruction during the school day</p> <p>-One-on-one support from inquiry team members for twelfth graders who failed Global and/or U.S. History Regents exams during the day.</p> <p>-A Learning Lab that includes technology, resources and space for supporting struggling students will be staffed and used for small group and one-to-one as well as tutoring during the school day.</p> <p>-Social Justice Week will provide presentations and workshops around critical aspects of social justice history during the day.</p> <p>Ongoing:</p> <p>-Core skills will be assessed using interim assessments and results will be analyzed in conjunction with grade teams using the inquiry cycle to augment instruction.</p>			
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	<p>-Castle Learning subscriptions will be purchased and utilized to provide students opportunities to study from home and bolster key Regents-related skills.</p>			
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All guidance counselors will discuss their caseloads with the previous counselor to know where to start with each student and where her/his needs are. Furthermore, they will work closely with the SAT, Community Schools social workers and coordinators, community based organizations and Advisors to ensure intervention services for all at-risk students.</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Any teacher that is not Highly Qualified under the NCLB definition will be provided with support in achieving that designation. All teachers at BSSJ are state certified. Teachers attend professional development workshops and retreats regularly to continue developing their craft. All teachers also benefit from ongoing, on-site professional development conducted through grade teams, department teams, and advisory teams. Ninety percent of the teaching staff has taken on some leadership role as a team facilitator, inquiry team member, mentor, and/or COSA and student government coordinator.</p> <p>Additionally, in order to identify and recruit the highest-caliber candidates to teach in our school, BSSJ works closely with members of the community, our partners, members of higher-education organizations, as well as, non-profit organizations whose mission is improving education. Brooklyn College and ISA regularly refer highly-qualified candidates to our school as vacancies arise. A hiring coordinator is responsible for reviewing all resumes. BSSJ also works with the DOE and participates in all hiring fairs. BSSJ instituted hiring open-houses that allow candidates to meet with students and teachers at the school where all parties can ask questions share information.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Staff and administrators participate in ongoing professional development each week in grade team and department meetings both during the school day and after school in order to collaborate on reviewing and continuing to implement aspects of effective teaching practice as outlined in the Danielson framework as well as to incorporate increasingly rigorous instruction into curricula and lessons on a daily and weekly basis. Teachers also participate in PD outside the building through Network support and other optional PD programs. Admin attend principal and AP professional development at the network level as well. Paraprofessionals receive training both in house and through outside PD to support their work with students.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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.).

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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.

As part of the work as a PLC BSSJ has created a regular and systematic approach to periodic formative assessment in order to answer the essential question: How will we know when they've learned it?

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

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

Teachers in all disciplines will be expected to administer assessments by four deadlines over the course of the year and use scoring rubrics to generate measurable data on student performance to share with students, families and fellow instructors and staff. These assessments will occur in specific weeks coordinated with early release dates to support grading and analysis of the results. Performance Tasks developed in departmental teams are to be used to measure essential departmental skills and content. Common departmental rubrics will be used to record students' performance and generate informative data. In addition core grade team skills must be assessed either as part of each instructor's performance task or as an independent assessment of equal strength and accuracy. School-wide rubrics are used to record student performance and generate data for Core Skills. It is important to note that as the schedule for new mandated DOE assessments is made available adjustments will necessarily be made to our own performance task schedule. The assessment calendar for the 2015-16 school year is below.

Date

Activity/Assessment

By September 27th

Initial MoSL and baseline assessments must be administered in all disciplines:

- ELA and ESL
- Social Studies
- Foreign Language
- Science
- Math
- Phys. Ed
- Art and Music

By November 22nd

Second Round of assessments must be administered in all disciplines.

By March 12th

Third Round of assessments must be administered in all disciplines.

By May 20th

Final Round of MoSL must be administered in all disciplines.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A	Column B

			Verify with an (X)	Section Reference(s)
Title I Part A (Basic)	Federal	296,989.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,804,769.00		

¹Explanation/Background:

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

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

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

- 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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Bushwick School for Social Justice, 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. The Bushwick School for Social Justice, 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

The Bushwick School for Social Justice, 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>66</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

-
MacDevitt (Tuesdays)

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

-
Swamy (Thursdays)

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

comprehension, short essay writing and writing with a critical lense. Classes operate from 9:00 am to 11:00 am.

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

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

OTPS

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

Part C: Professional Development

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

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

Begin description here: Along with additional data points that the teachers will receive from other teachers in ELA & SS classes, the ESL team will use the NYC Performance Task as a baseline to determine the current level of the targeted students. Additional data will be collected from the various forms of work and assessment collected during the after school and Saturday school programs to monitor progress. In addition to the DOE mandated professional development time, the ESL team will meet once a month for 6 months to analyze the data and develop new learning strategies based on the data to ensure that progress is taking place. The meeting dates are the first Tuesday of the month for November, December, February, March, April and May from 3:15pm to 4:15 pm. Each session will focus on tracking the data of the student's progress compared to the baseline assessment. Topics of discussion will center around strategies used and the success of that strategy or the necessity to change that strategy. PD's are run as a department by 3 certified ESL teachers. All teachers have been encouraged to seek out and participate additional PD as they come about. Dates and times of these PD's are not yet known.

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

Part D: Parental Engagement Activities

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

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

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

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

Part D: Parental Engagement Activities

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 549
School Name The Bushwick School For Social Justice		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Ana Marsh	Assistant Principal Michael Bolt
Coach Charles Glassman	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Chris MacDevitt	School Counselor Frances Carrasco
Teacher/Subject Area S. Swamy / TESOL	Parent Jasmin Orengo
Teacher/Subject Area S. Caufield / TESOL	Parent Coordinator Jacquilene Sierra
Related-Service Provider Abraham Sabbagh	Borough Field Support Center Staff Member Yazmin Torres
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	392	Total number of ELLs	83	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	9
SIFE	25	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	54	20	3	17	4	2	12	1	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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 _____										30	22	15	15	0
Arabic										1				0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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										30	22	15	15	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										20	9	5	5	0
Emerging (Low Intermediate)										2	5	3	4	0
Transitioning (High Intermediate)										3	3	2	0	0
Expanding (Advanced)										4	4	3	0	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA															
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA															
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS															
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Total													2	2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	28		8	
Integrated Algebra/CC Algebra	22		6	
Geometry/CC Algebra	6		1	
Algebra 2/Trigonometry				
Math <u>CC</u>	20		2	
Chemistry				
Earth Science	9		3	
Living Environment	30		7	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	15		1	
Geography				
US History and Government	24		7	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
As a school we use teacher generated diagnostic intake assessments in English and Spanish in addition to the NYSITELL. These assessments provide both content and language ability levels as they align to state and school standards. The results from these assessments help to guide modification of instruction to prepare for student learning outcomes on school, city and state assessments (i.e: Content Area Exams, Regents, NYC Assessment)
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data reveals a pattern of student progress during the school year. This information helps to determine class placement, student scheduling and other supports to ensure academic progress for the individual students. Both NYSITELL and NYSESLAT reveal an increase in Entering level ENL students and have necessitated the creation of a Newcomer ENL class.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the information from the AMAO to assess the progress of our ELL students across multiple disciplines and exams. What we have noticed is that some of our data was incomplete and that none of our students are meeting proficiency in the AMAO 2.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - The students initially are struggling with assessments as emergent learners in the English-only classes. As modifications are applied, including translations, based on student need, improvement on exams is noted. Student often do better when they take their tests in their home language, particularly in later grades. But, by that time they have gained some proficiency in English and use English to support their home language.
 - The school leadership and teachers meet frequently in grade and discipline teams to monitor and discuss academic progress to determine the necessity for additional support or modification. The discipline team implemented a new after school program for emerging

ELL to address high level student need in addition to targeting groups of students for focused content area improvement.

- c. Periodic assessments provide useful and practical information which inform instruction. Native language is used to engage learners at the beginning levels. Much of the communication can be conducted in the native language, including progress reports and important school announcements. In addition, limited native language instruction facilitates learning in the ESL classrooms and after school programs.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Awareness of student ability in native language is a key factor in planning for successful English learning. Frequent assessment of student progress helps to inform instruction and guide the learning process for individual students. Differentiation enables students to progress in the content while continuing to attain second language skills. Class placement and scheduling are largely determined by the teacher teams and take into account the second language ability of the student. Additional supports, if needed, are also provided based upon second language ability. Programming a specific class of high need ELL students addresses credit and content concerns across grades. RTI is provided to Tier II students through stand-alone double period ENL classes which exceed the minimum minute requirements and our afterschool program which provides weekly classes for Tier II students. We also offer programming on selected Saturdays throughout the school year. Tier III students receive pull-out services from content classes.
6. How do you make sure that a student's new language development is considered in instructional decisions? Student abilities in English directly inform all instructional decisions related to second language development. Students are placed in classrooms based on prior assessments and are promoted after mastery is demonstrated. Classroom focus on academic vocabulary development and immersion whenever possible help to promote L2 development as well as after school and weekend programs for ELLs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Success in ESL program revolves around a cycle of periodic assessment on both the individual teacher and the grade team level. As students demonstrate mastery, they are promoted to a more challenging context and teacher teams discuss the best approach to the transfer from both academic and social standpoints. Results on local, city and state exams are used to help identify specific skills students need support with and enable teacher teams to address these skills in a more focused manner. This focus helps to keep students on track for AYP as well as providing teachers with important assessment data. Administrative and peer observations provide valuable feedback for measuring progress.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section. Upon enrollment student results on standardized assessments (NYSESLAT, NYSITELL) are reviewed in addition to an initial screening (HLIS) conducted by an ESL teacher, the parent coordinator, the guidance counselor and the student guardian. If no data for school performance is available, informal evaluations (oral interviews, classroom diagnostics) are conducted in addition to the HLIS to establish a baseline for ability in English. Parents are accommodated through translation of all documents and oral communication. Immediately upon the first day of attendance, the suite of documents in need of completion is presented to the parent and assessment begins. The NYSITELL and Spanish LAB are administered by one of the ENL teachers, who are all TESOL Certified: C. MacDevitt, S. Caufield, and S. Swamy. Additionally, all ENL teachers can effectively communicate in Spanish. The HLIS is administered by the LPT. The LPT is comprised of a member of the parent association, V. Benjamin (Special Education Director), F. Carrasco (Bilingual Certified School Provider), Michael Bolt (AP) and Jacqueline Sierra (DOE Certified Translator - English/Spanish). These evaluations serve to provide for the student the most appropriate class schedule, including additional supports as needed.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Reviewing information on HLIS and the SIFE Questionnaire determine the administration of the LENS. If necessary, identified students will be given the test within the course of 2-3 days. Records of administration dates will be filed in the students folder. Additional classroom assessments conducted in ESL and Content classrooms (verbal and written) provide opportunities to identify gaps in education directly following intake..

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

In addition to TESOL Certified ENL teachers, the LPT is comprised of a member of the parent association, V. Benjamin (Special Education Director), F. Carrasco (Bilingual Certified School Provider), Michael Bolt (AP) and Jacqueline Sierra (DOE Certified Translator -English/Spanish). The LPT recommends immediate placement of new students upon completion of NYSITELL (and LENS if applicable). Translations of all forms are provided upon intake to parents, including the option to decline LPT recommendations. Where an ELL student demonstrates consistent inability to function at grade level, classroom assessments and anecdotal evidence is gathered in order to make an informed and informal recommendation.

These steps are outlined as follows:

Enrollment, Intake (HLIS, SIFE), Assessment: NYSITELL & LENS, Placement: LPT Recommends Immediate Placement once Assessment is Completed.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

During initial contact, parents are informed of the program choices and the right to appeal the decision within 45 days by the LPT as well as the LPT's ability to make a decision should none be submitted and the possibility of elective continuance of ENL services. Parents are shown a 20 minute video, "ELL Parent Information (Middle / High School)".

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of entitlement during the initial intake process involving parent coordinator, guidance counselor and teacher.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

BSSJ prides itself on the high levels of communication with parents. During initial contact, parents are invited to Parent Association meetings designed to inform and orient parents new to the system. These meetings focus on providing information about the educational options available to their students, including an explanation of the state and city standards, the core curriculum, assessments, student expectations and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models: Transitional Bilingual Education, English as a Second Language and Dual Language. Two parent orientations will be conducted during the year, one in the fall and another in the spring. Additionally, parents will be offered Saturday and monthly workshops in parents' and students' native language in collaboration with the community organization Make the Road New York. These workshops will focus on topics such as: Regents' exams, school procedures, rights and responsibilities of parents and students, the school grading policy and the citizenship and immigrant services available to parents in the community. Additionally, parents will be offered Saturday and monthly workshops in parents' and students' native language in collaboration with the community organization Make the Road New York. These workshops will focus on topics such as: Regents' exams, school procedures, rights and responsibilities of parents and students, the school grading policy and the citizenship and immigrant services available to parents in the community.

The overall process can be summarized as follows:

These steps are outlined as follows, including:

Enrollment, Intake (HLIS, SIFE),

Assessment: NYSITELL & LENS,

Placement: LPT Recommends Immediate Placement once Assessment is Completed.

All parent outreach and communication is conducted in dual language format, including Newsletters, Individual and Group Conferences, Phone Calls.

All ENL pedagogues are TESOL Certified. LPT notifies the parents of TBE/Dual language availability. However, such a need has not been expressed. Parents have consistently chosen the ENL educational model.

At intake, parents notify LPT of preferred language of communication.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Initial intake is crucial in the early days of attendance. All subsequent correspondence and responses are examined and filed by the LPT in a timely manner. All correspondence is collected and reviewed by Youth Development office after which is checked and monitored by the LPT in weekly meetings. Lead ENL teacher is Mr. MacDevitt. Program choice is noted and every effort is made to ensure that parents complete the survey and program selection. The school ensures that entitlement letters and Parent Survey and

Program Selection forms are returned through continual contact with the parent. Once returned, a copy of forms is held in the YD office and original forms are kept securely in the AP office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents with selection forms that have not been returned are contacted frequently by YD until form is completed and returned. A regular count is done to determine how many items
9. Describe how your school ensures that placement parent notification letters are distributed. Letters are mailed or distributed in person by the LPT as part of the initial intake and immediately reviewed as next steps are taken in the placement process. This is handled by the Parent Coordinator, Jacqueline Sierra.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Originals are kept in a secure office space and copies are kept by the ESL Dept. (room 106) in a locked closet.
11. 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.

As per the NYSESLAT Calendar, all exams are completed within the mandated timeframe. In order to administer the NYSESLAT to all ENLs each year, the current official list of entitled ENLs in ATS and the RLAT is consulted by LPT. After an initial planning meeting attended with the ENL coordinator, the AP and all ENL teachers, all non-proficient ENLs are scheduled to sit for the components of the test. The ENL coordinator also attends city organized NYSESLAT workshops to better facilitate the tests smooth administration. Make-up opportunities are also made available to the students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Parental contact is maintained through the guidance and parent coordinator, Jacqueline Sierra, along with teachers throughout the school year. All school correspondence to ENL parents and guardians is reviewed to ensure letter distribution. As information is received and based on NYSESLAT results, conferences about best plans for the student are discussed.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Identified ELL students are placed in the program chosen for them by their parents after the program choice workshop is attended. If an ESL instructional program is chosen, we meet with the parents and student to explain to them (in their native language) exactly what this program looks like at our school and what the student's schedule will be. LPT reviews and monitors parent responses for trends in selection. Parent responses show continued desire for Stand Alone ENL courses. Up to this point, 100% of parents completing the program selection have chosen our school's Stand Alone ENL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

There is a combination of instructional models that varies by class and teacher. ELL classes are generally collaborative with co-teachers. The beginning ESL students are scheduled for a double period of stand alone ESL in addition to CTT in two content areas. Lower intermediate students receive a double period of stand alone ESL and two CTT classes in content classes. The intermediate students are programmed for a single stand alone ESL class and at least one CTT content class. Additionally, students at the advanced level are either in a stand alone ESL class or a CTT content class. While ESL teachers push-into classes, they can also pull-out students, depending on the need and situation. Program models see students generally travelling by grades, and not necessarily by blocks. Some classes might have mixed grades and proficiencies. If a situation arises that a student needs more credit, they will be placed in the necessary class. In any case, teachers are expected to serve the needs of all students in their classes.
 - b. TBE program. *If applicable.*

- c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering students are scheduled a minimum of one double period ESL stand alone and two CTT content, sometimes with an additional .5 of additional ESL support. Emerging are programmed for a minimum of one double-period stand alone ESL class and two CTT content classes. Expanding ENL students receive a minimum of one stand alone ESL class and one CTT, while Transitioning and Commanding students receive either a stand alone or a CTT class.
 3. Describe how core content is delivered in each program model. 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.

Stand Alone ENL classes use a variety of materials and methods. AVID and Springboard are two resources for materials being used in ELA classrooms in conjunction with the ENL teacher in a sheltered environment. In the ENL classrooms, Light Sail Reading program is being implemented in order to promote and track progress in reading comprehension and vocabulary acquisition. All of these programs are aligned with CCLS for rigor and address the shift toward informational and text complexity.
 4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are provided multiple opportunities to demonstrate proficiency in content areas in L1 as needed. Additionally, Regents Exams are provided in translation to ENL students. Newcomer Entering and Emerging students are able to submit work for credit in L1.
 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading and Writing are the most frequently assessed modalities for all ENL students, across disciplines. Students complete an initial diagnostic based on the MoSL task in addition to regular classroom assessments, both formal and informal. The MoSL BOY and EOY assessments are a further formal tool to track the progress of ENL students in reading and writing. Full Sail offers a further opportunity to track progress in an informal manner. While the ELA CCLS Regents Exam no longer requires a Listening component, the importance of assessment in the areas of Listening and Speaking cannot be overstated. NYSESLAT provides a yearly opportunity for data acquisition. The use of in class discussions and Cornell notes for extended lectures and film clips provides an informal measure for both speaking and listening. A more formalized way to periodically assess Speaking and Listening is needed.
 6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Differentiating instruction for ELL subgroups involves the following:

 - g. a) SIFE – afterschool programs and intensive intervention (one to one), pair/group learning model, tailored modified tasks, translated texts.
 - h. b) cooperative learning, translated texts and afterschool support.
 - i. c) Intermediate ELLs, and while ESL instructional minutes are reduced, these ELLs will be offered the same opportunities (intervention, scaffolding, etc.) as early ELL learners.
 - j. d) follow schedules of general education students with additional ELL support, and sometimes become tutors for new ELLs, given their language competency.
 - e) Former ENLs are follow schedules of general education students with ESL support as needed (CTT, stand alone) Additionally, all students designated as ENL or Former ENL receive extended time, translating dictionaries and translated copies of exams (when applicable).
 7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Reviewing transcripts and consulting with student, parent, teachers and guidance counselors. When a student is reclassified based on an appeal, the LPT will take the necessary steps to address the change. All LPT ENL Pedagogues are Certified TESOL. We will continue to monitor the students progress through our advisory program. Until the re-identification process confirms their status as a non- ELL, the student will continue to receive support in content classes co-taught by an ENL teacher.
 8. 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?

Chart students receive grade level materials with scaffolding as needed in CTT and stand alone ESL classes in order to better prepare them for graduation and beyond.

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

Programming issues are decided by administration well in advance of actual programming for the new school year. Mandated instructional minutes are calculated as part of the academic scheduling. For example, ESL beginner classes see instructional periods of 480 minutes plus 140 minutes of instructional intervention. Cooperative learning is encouraged in all classrooms so ELLs have a chance to develop in the four language skills. As mentioned above, ESL teachers are actively involved in lesson planning so changes are made to accommodate language needs. While there may be a disproportionate stress on writing and reading, ELLs can still develop in both ESL and RTI classes.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

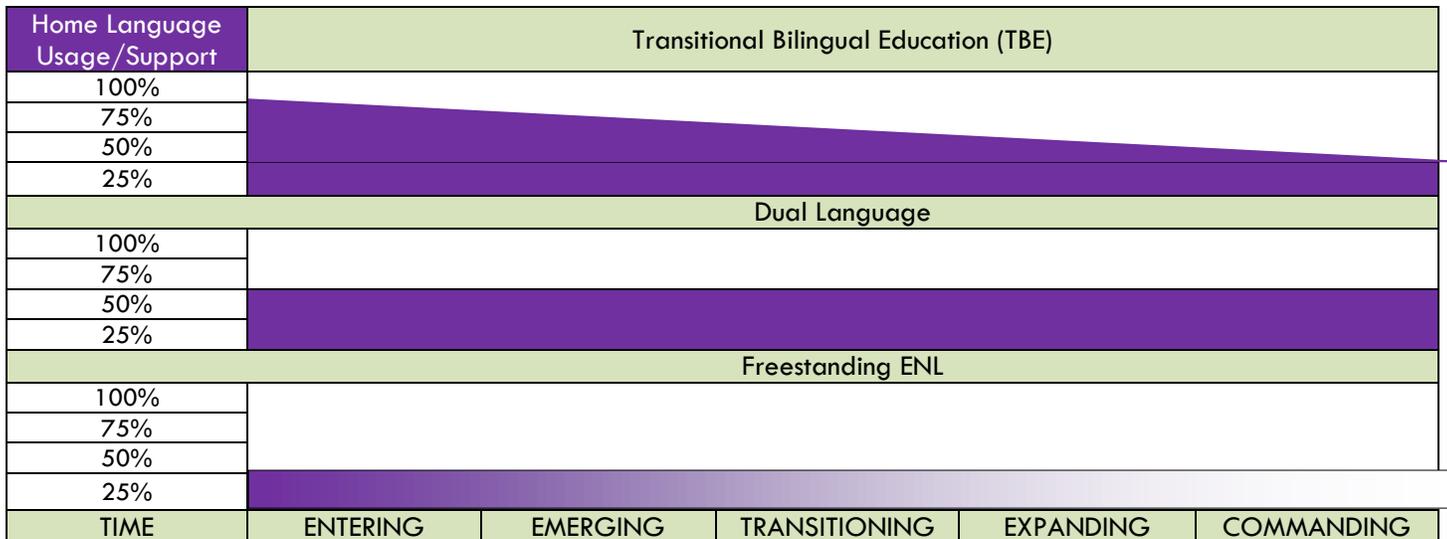


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention goals are based on students' performance on both classroom and formalized assessments (NYSITELL, NYSESLAT, Regents Exams). RTI targets high-need areas of students, and includes content areas. An ENL specific interventions include a scheduled double period of Stand-Alone ENL for Entering and Emerging students. An after school program also targets the newcomer ENL through class meetings twice a week for 1 hour each on Tuesdays and Thursdays.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Since BSSJ uses a collaborative learning model, teachers frequently meet to discuss needs and progress of students. There is an inter-departmental approach to learning so teachers are familiar with content curricula of all subject areas. Teachers monitor progress of students, assist in the creation of in class materials, provide language support and translation. The school also maintains contact with parents to ensure that students attend frequently. The afterschool program includes an ESL for beginners as well as an ESL specific Global History class and ELA. Instructors use progress on NYSITELL, NYSESLAT, Regents Exams, Castle Learning, Light Sail Reading Comprehension Software and Brain Pop in addition to formal and informal classroom measures to review and strengthen the intervention programs. Review occurs at least twice per semester.
12. What new programs or improvements will be considered for the upcoming school year?
The maintenance of Saturday Explorers Club with ESL enrichment trips throughout the year. Strengthening the amount of Parental Engagement and involvement. A more timely use of ENL data to inform instructional practice. Creating new classes to address changes in student needs. Monitoring progress throughout the year using individualized data collection. The use of Light Sail Reading, Brain Pop interactive software, Springboard ELA Curricula, and AVID are new.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ENLs are encouraged to participate in all academic programs. Curricular activities include an Advisory period and access to AP courses in English, Spanish, US History and Biology. In addition to after school, Saturday and RTI programs, there are elective clubs, competitive athletics, social action projects (in conjunction with the non-governmental organization, "Make the Road NY"). There is also a resident program, in partnership with Brooklyn College, that offers both academic and leisure activities. The newly added Healing Arts Initiative (HAI) provides Vocal Arts, Martial Arts, Filmmaking, Mural Painting.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
BSSJ uses a uniform grade-level curriculum for each subject area. Teachers determine the types of materials (e.g. traditional texts, handouts, etc.) to be used in the classroom. Media in the classroom has always played an important role in classroom instruction. Each classroom is equipped with technology -- such as Promethean Boards, access to laptops -- that allows all students ready access to the media, which the teachers incorporate into their instruction. Additionally, L1 texts and programs are used to provide access to contents. New technology for this year includes Springboard, AVID, Castle Learning, Light Sail and Brain Pop software.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In free-standing ESL classes, native language is only used when necessary. In cases where students are absolute beginners, teachers use dual language texts that students can utilize. Native language is used primarily to facilitate comprehension of new material, and ELLs, depending on language ability, will frequently receive assessments in their native language since learning outcomes are based on core standards set by the city.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
With rigorous curricula in each of the content courses and a school-wide emphasis on Common Core alignment, grade level texts are presented in context and with necessary scaffolds. By using rich content, students engage in critical thinking and express ideas about grade-level topics.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
There is an orientation program, the Bridge Program, which introduces all new students, including new ELLs, to the types of programs and services they will encounter at BSSJ. Additionally, parent coordinators and guidance counselors continue to work with parents through workshops and informational sessions to keep them abreast of all new services and general information. Existing services and programs support new ELLs because they are placed according to the number of years in the school system and number of credits from their home country.
19. What language electives are offered to ELLs?

Except for the Spanish elective, there are no other language electives offered at this time. However, each of the clubs with a focus on literature provides additional support in both language and content for ELLs through promotion of interaction in English.

20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All ESL teachers participate in departmental development: These PD sessions address topics such as using data to drive instruction, using team-teaching strategies to support the general education teacher and developing students' writing strategies. All general education teachers participate in in-house workshops on using ESL strategies in the general education classroom. Youth development personnel participate in in-house training sessions on providing services for ELLs and families of ELLs. Frequent off-site opportunities to attend ESL PD. Specifically, ENL teachers will participate in AVID training and learn WICOR strategies which include Writing, Inquiry, Collaboration, Organization and Reading every 3rd Wednesday of the month.
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Attend PD preparing teachers of ENL to address the transition to CCLS in ENL and content classes. Access to the catalogue of PD opportunities as listed in the ENL Blast. Additionally, working with Facing History to design curriculum is an added resource to assist with CCLS Implementation. .
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Translated reading materials and other translation services.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

BSSJ's professional development on ENLs is provided by the ESL teachers and Administrative Team during our Professional Development days at the beginning of the school year as well as the professional development time after January Regents. In addition, since every teacher is part of a teacher team, which is a strong aspect of our school, they get continuous support throughout the year as well. All staff participate in these professional development workshops. Furthermore, our guidance counselors who have attended and continue to attend outside training on working with ELLs provide and guidance to teachers and other staff on helping ENLs with their transition into our educational system in addressing the specific needs of these students. The ENL teachers regularly attend ELL specific PDs to assist with meeting the needs of our ELL populations as we transition toward the Common Core Learning Standards. Records will be logged on a departmental and grade team basis and later compiled at the school level to ensure that both percentages are being met. After the PD plan is finalized, the AP will check school wide completion. ENL Instructors will attend sufficient PD to satisfy the percentage and keep records of all PDs in the ENL cabinet.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

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

These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Members of the school learning community are asked to translate written communications and serve as oral interpreters as needed. Translation services include translated versions of all documents provided by the DOE in addition to informational and narrative communications with parents. Staff able translate and communicate with parents and students are utilized during phone calls, parent conferences and other instances as needed. Translation equipment is used for workshops and parent events to allow for simultaneous translation.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents and families of BSSJ students, including ELLs, are provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home-school partnerships, NYS Regents information sessions, workshops which promote an understanding of performance standards and promotional criteria. BSSJ will support families in accessing information from DOE resources and various community resources and services. To encourage parent involvement, we will continue to:

- Conduct yearly Parent's Association elections for the Executive Board
- Conduct monthly Parent's Association Meetings
- Conduct annual parent walkthrough of all classes
- Host the regular parent-teacher conferences mandated by DOE and additional sessions for parents of at risk and ENL students
- Provide parents with the opportunity for active and meaningful participation on the School Leadership Team
- Hold grade-level orientation for parents with classroom teachers, supervisors, guidance, and related-services providers
- Distribute all notices in English and students native language when possible
- Recognize student/parent accomplishments through annual award dinner

Parents of ELLs are invited to school trips, which adds to their culture experience. Our guidance counselor interview parents to assess their interests in contributing to our school community.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school partners with organizations like Make The Road New York that provides ESL and GED classes as well as provide other types of legal and advocacy help for all of our parents and families. We also work with VOLS which provide free legal assistance to families, including immigration and housing issues, which often affects our ESL population in particular. All these agencies provide interpreters for families when needed or our school assists in getting interpretation services if the agencies are not able to provide it

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Paste response here:

School Name: The Bushwick School for Social

School DBN: 32K549

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ana Marsh	Principal		10/30/15
Michael Bolt	Assistant Principal		10/30/15
Jacqueline Sierra	Parent Coordinator		10/30/15
Christopher MacDevitt	ENL/Bilingual Teacher		10/30/15
Jazmine Orengo	Parent		10/30/15
Sabrina Swamy	Teacher/Subject Area		10/30/15
Sarah Caufield	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Frances Carrasco	School Counselor		10/30/15
Karen Watts	Superintendent		10/30/15
Yazmin Torres	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: K549 **School Name: Bushwick School For Social Justice**
Superintendent: Karen Watts

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We will utilize the RHLA report to regularly update our families home languages. Several forms of data collection are used to assess language preferences of the parent community at BSSJ.

- Individual meetings with parents
- Blue cards
- Potential parent info collected at school fairs
- Parent Teacher Association
- students

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, & Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Disseminated documents

- Welcome letters
- Notifications, i.e., cell phone policy, handbooks, chancellors regulations, opt-out letters, parent teacher conference notices, progress reports, report cards, skedula invitations, special announcements from the Principal, school programs, permission slips, etc.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Typical formal face-to-face meetings

- Parent teacher conferences (as scheduled by the DOE and 2 weeks before the end of each marking period)
- PTA Meetings (as scheduled by the parent coordinator and the PTA council)
- Award Ceremonies (June)
- Signing of Face to Face letters
- Guidance intervention meetings
- Pre-Suspensions
- Return from superintendant suspensions
- student transfers
- New Entrants

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

If our parents don't speak english, they speak spanish. More than 20% of our staff are spanish speakers. There will be a roster of these teacher and staff available for translation. Translations happen with the support of this population of staff. Written correspondence is run by our Youth Development department or through google translation. Final translation are reviewed and edited by a live person. Documents are created two weeks in advance to accommodate for editing and translation and proper signatures.

In PTA or other meetings where parents are assembled, technology is used to assist in translation by

having wireless earphones for spanish speakers and a translator simultaneously translating why the speaker is speaking.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

See above response.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are made aware of who identified translators are and asked to include them in any scheduling of appointments in which translation services are required. Our main resource are the counselors, parent coordinator and family paraprofessional. Grade teams are also used to discuss a particular student and the need to schedule a translator to be present at any meeting if required. professional development sessions on translations and interpretation services will be provided for the staff. All teachers and staff receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school has a 20% population of English Language Learners. 60%- 70% of the entire student body is of spanish heritage whose parents may or may not speak English. Every document that leaves this building is translated into spanish.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

- Parent Surveys

- Feedback from parents at school day - Scheduled annually by the schools SLT team in which parents visit their child's classes and then give feedback on their experience.

- Parent Walk through - Also arranged by the SLT team, but usually consists of the SLT team giving constructive feedback on what they observe in the classrooms and offer suggestions about things they would like to see.

- Community walk - An event that is part of the BSSJ culture in which we visit the homes of the students in our school. The purpose is not to talk about the child's performance, but more so to ask how is the school serving their needs and to ask if there is anything that they would like to have in place to assist them.

We will consider other ways to assess our cultural sensitivity including small group discussions with parents and staff.