

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**32K564**

**School Name:**

**BUSHWICK COMMUNITY HIGH SCHOOL**

**Principal:**

**LLERMI GONZALEZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bushwick Community High School School Number (DBN): 32K564  
Grades Served: 10-12  
School Address: 231 Palmetto St. 3<sup>rd</sup> floor, Brooklyn, NY 11221  
Phone Number: 718-443-3083 Fax: 718-919-0781  
School Contact Person: Natalie Genao Email Address: [Ngenao@mybchs.com](mailto:Ngenao@mybchs.com)  
Principal: Llermi Gonzalez  
UFT Chapter Leader: Tom Deignan  
Parents' Association President: Emily Ramos  
SLT Chairperson: Llermi Gonzalez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Madeline Lopez  
Student Representative(s): Anyssa Ortega  
Octavia David

**District Information**

District: 32 Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 East New York Avenue Suite 304, Brooklyn, New York 11212  
Superintendent's Email Address: LRobinson5@schools.nyc.gov  
Phone Number: 718-363-7436 Fax: 718-778-7385

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston St., Room 501, Brooklyn, NY 11201  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: (718) 935-3954 Fax: 718-935-4314

## 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)
Llermi Gonzalez	*Principal or Designee	
David Reynolds	*UFT Chapter Leader or Designee	
Emily Ramos	*PA/PTA President or Designated Co-President	
Alice Herdigian	DC 37 Representative (staff), if applicable	
Madeline Lopez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Anyssa Ramos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Octavia David	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jasmine Toro	Member/ Parent/PA Recording Secretary	
Taquana Dildy	Member/ Parent/PA Treasurer	
Dana Hollis	Member/Parent	
Damaris Santiago	Member/Staff	
Santa Calderon	Member/Staff	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

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

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

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

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

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

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

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

rewarding post-secondary employment and educational experiences.

Learning to Work offers academic support, career and educational exploration, work preparation, skills development, and internships. The LTW initiative is not a separate program from those educational options; rather, it is an integral component of the academic program at each site. The Learning-to-Work Program is designed for Bushwick Community High School students in order to provide them with an empowering environment to develop strengths and skills, explore opportunities and grow as lifelong learners. The LTW program seeks to provide educational reinforcement, college and career assistance and career readiness through quality work in various paid internships. LTW combines these elements to help BCHS students build positive work habits; increase knowledge of specific career fields; gain leadership experience; develop life skills; and attend periodic health awareness seminars and LTW-sponsored events.

Our school's strength lies in the relationships we build with our students. Our focus on students' social-emotional well being is evident in our student orientations, the relationships that are built between students and staff, our family/mentoring program, and academic support structures.

2. As a transfer high school and a school for transformation, all of our students fit into one cohort needing special academic and social-emotional attention. This year we would like to pay closer attention to students who need extensive remediation in ELA and/or math and students who are at or above grade level who need access to college-level courses.

3. The elements of the framework that the school made most progress on were on rigorous instruction and supportive environment. As a community we were able to create our own definition of what rigor looks like at our school, and determine five different components of assessments that would be indicators for rigorous tasks. In addition to this, we were able to successfully increase the number of students who successfully enrolled and completed College Now. This year we are focusing on improving rigorous, cohesive instruction in the classroom using Advance as leverage, and increasing teacher collaboration. We plan to focus on improving student writing by using a minimum of two of Judith Hochman's writing strategies. Our focus on writing will bridge all of our goals together and provide a consistent framework to evaluate our success towards achieving our goals.

### 32K564 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	10	Total Enrollment	304	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	1	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.9%	% Attendance Rate			66.6%
% Free Lunch	63.4%	% Reduced Lunch			1.2%
% Limited English Proficient	2.7%	% Students with Disabilities			13.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			35.4%
% Hispanic or Latino	62.8%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	1.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.01	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	5.0%	% Teaching Out of Certification (2013-14)			21.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.32
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	43.8%	Mathematics Performance at levels 3 & 4			47.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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.

Our review of Mock regents data indicates that our students are struggling in writing complete sentences and effective paragraphs. They also struggle in completing tasks that are multi-step. Further review of student writing samples in comparison to those of students in traditional high schools reveal a large gap between the writing skills of our students and that of students who are college ready.

Our school is strong in analyzing data and implementing scaffolds that support students in completing tasks. However, we need to prioritize the area that we focus on because our plan of action is not yielding results we want that span across classrooms and beyond high school. As a result, the focus on teaching students how to write more effectively and how to create more complex sentences will help us better prepare them for post-secondary writing.

### 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 June 2016, at least 2 teachers from each core department will implement 2 of Judith Hochman’s writing strategies in their classes, specifically Because, But, So and implementation of the quick outline for paragraph writing. We will measure the impact of these strategies by looking at the text complexity of student paragraphs in November, February and June.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Two teachers from every department will receive Professional Development on Hochman’s strategies by October 31, 2015</p>	<p>2 teachers from each department</p>	<p>Staff will receive professional development beginning September 21. The sessions should be completed by October 31, 2015</p>	<p>AP Tutti Touray and Keri Watkins</p>
<p>A minimum of 4 teachers will teach students how to form/write complex sentences using But, Because, So</p>	<p>Our target population for our inquiry work will be at least 10 students with 75 % or better attendance from the classrooms where the strategy is implemented</p>	<p>We will begin implementing this strategy on September 21, 2015. We aim to implement it to our designated classes by December 1, 2015</p>	<p>Brian Andre: Math Tom Deigna: ELA Andres Cruz: Science Seth Shapiro: Social Studies</p>
<p>A minimum of 4 teachers will teach students how to write complete paragraphs using Hochman’s “ quick outline” for paragraph writing</p>	<p>Our target population for our inquiry work will be at least 10 students with 75 % or better attendance from the classrooms where the strategy is implemented</p>	<p>We will begin implementing this strategy on December 1, 2015. We aim to implement it to our designated classes by February 1, 2016</p>	<p>Brian Andre: Math Tom Deigna: ELA Andres Cruz: Science Seth Shapiro: Social Studies</p>
<p>A minimum of 4 teachers will teach students how to write complete/effective essays using one of Hochman’s essay writing templates</p>	<p>Our target population for our inquiry work will be at least 10 students with 75 % or better attendance from</p>	<p>We will begin implementing this strategy on February 1, 2016. We aim to</p>	<p>Brian Andre: Math Tom Deigna: ELA</p>

	the classrooms where the strategy is implemented	implement it to our designated classes by June 1, 2016	Andres Cruz: Science Seth Shapiro: Social Studies
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use our funding for teacher training (PD), to purchase binders/portfolios of all students, and for staff per-session to standardize department templates.											
<b>Part 4b.</b> 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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
Student portfolios will be used to monitor progress for each component of the writing program we are implementing. We will specifically look at the data from our January 16 midterm assessments to determine the impact the strategies are having on students paragraph writing using DBQ responses.										
<b>Part 5b.</b> In <b>February 2016</b> , 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 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.

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

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

Our needs encompass:

- Providing more opportunities for students to have access to college/post secondary institutions
- Providing students with opportunities to know where they are academically and supports for improvement
- Revamping our family structure for a structure that further supports and develops relationships between all stakeholders in our community.

### 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.

By June 2016, at least 50% of our students who are seniors and juniors will receive weekly college counseling and individualized support towards graduation and post-secondary plans.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students will receive updated credit check sheets that will indicate expected date of graduation</p>	<p>Our returning and New students</p>	<p>From September 10, 2015 to October 31, 2015</p>	<p>Our guidance counselors</p>
<p>Every student will meet individually with a mentor to devise a plan for graduating on the expected date of graduation.</p>	<p>Students who have 28 credits and at least 1 regents</p>	<p>November 1 to November 15, 2015</p>	<p>The admin team</p>
<p>Our students who are seniors and juniors will be scheduled to work with either College Confident and/or our Post-secondary transition coordinator from our LTW program on exploring and applying to college/career programs.</p>	<p>Students who are juniors and seniors</p>	<p>September 10, 2015 to June 25, 2016</p>	<p>Our Assistant Principal of Administration</p>
<p>Coordinate at least 4 clubs to lead 4 cultural events in our school.</p>	<p>Students in clubs and all students in school.</p>	<p>Students should coordinate for the following events: November Thanksgiving Café Malik, January End of term Café Malik, February Black History Month Café Malik, and April Regents Pep Rally Café Malik.</p>	<p>Teachers leading each club, under the supervision of the Assistant Principal of Administration</p>

**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.

We will need to meet as a staff and decide to use Tuesday afternoons for Club activities. We will need all students to take the survey, and a system to address latecomers. We will also use our funding to fund clubs as a per-session activity.

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By February 21, 2015 we will give both students and club runners an evaluation form to get their feedback on the success of clubs and cultural events. We will make adjustments based on the feedback.

**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 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.

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

Our strengths in this area are:

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

Areas of improvement include:

- Common understanding of the important components of a lesson plan and how to increase the rigor of these components
- Include peer visitations and feedback sessions as a way for teachers to give each other feedback on the implementation of the lessons discussed.

### 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.

By June 2016 all teachers will participate in 3 cycles of professional learning focused on analyzing data and teacher practice on the implementation of our school wide writing strategies and the implementation of our 5 rigor indicators for assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use the Rigor and Relevance framework for inter-visitations to provide feedback to our colleagues.</p>	<p>All teaching staff</p>	<p>We will review this protocol by November 9, 2015 and will implement it by December 15, 2015</p>	<p>Principal, Assistant Principal of Instruction , and UFT staff developer</p>
<p>Create a system, such as a calendar, to organize visitations. The system should include the ability for teachers to choose a date, what they want feedback on, and their lesson plan so that feedback is aligned with lesson objectives.</p>	<p>Individual teachers who are being peer-observed.</p>	<p>The system/calendar will be created by September 15, 2015.</p>	<p>Principal, Assistant Principal of Instruction , and UFT staff developer</p>
<p>Create a common planning time schedule to debrief with visited staff about the observations made during the visit and supports for areas of improvement.</p>	<p>Each of the 4 content area departments</p>	<p>The Common planning time schedule will be created by September 15, 2015</p>	<p>Principal, Assistant Principal of Instruction , and UFT staff developer</p>
<p>After the 2<sup>nd</sup> round of observations, analyze the data collected during the instructional rounds to drive the professional development that occurs during common planning time and after school.</p>	<p>All teaching staff</p>	<p>These areas and staff should be identified by October 31, 2015</p>	<p>Principal and Assistant Principal of Instruction.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>We will need to create calendars for all components of the peer visits and debrief sessions. We will have to survey teachers on areas of strength and growth. We will also need to develop the protocols needed to keep the work focused on writing and the indicators of rigorous assessments in this school.</p>											
<p><b>Part 4b.</b> 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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By November 30, 2015 we would gather feedback from all parties involved to make adjustments in the observation cycle. By December 20, 2015 we will evaluate the effectiveness of the strategy by comparing multiple ratings for individual staff visited for component 3c and 3d.

**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.

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

**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.

By June 1, 2016, at least 5 teachers will show improvement in domains 3B and/ or 3D as a result of 2 cycles of collaborative non-evaluative visitations made by the instructional team which is led by the principal.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>By October 1, 2015 the principal will have staff self-reflect on our work and help identify areas of development</p>	<p>All Staff, primarily</p>	<p>Reflection will occur between</p>	<p>Principal and ELA teacher</p>

	teachers and APS	September 21 and October 1, 2015	
By October 21, 2015 all teachers will be observed by the principal and instructional AP to provide feedback from Multiple perspective	All Instructional Staff	We will begin this by October 1, 2015 and finish by November 1, 2015	Principal and instructional AP
By November 1, 2015 The principal will institute informal support visits to staff who sign-up for this type of visitation. These visitations will not be evaluative and will be conducted by the principal, UFT staff developer, and the instructional AP. Feedback provided will be driven by the analyses of student work from former ELLs and SWDs.	Teachers who sign-up for visitation	Visits will begin November 4 and run through June 1, 2016	Principal, Instructional AP and Staff developer.
By February 1, 2016 teachers involved in these visitations will have at least 1 informal observation that is evaluative. The feedback provided will be driven by the progress of students in our graduation cohort. Teachers will inform parents of specific academic goals set by students in the cohort and how parents can help them achieve said goals.	Students in our graduation cohort and their parents	This will be ongoing beginning February 1, 2016	Teachers that are part of the visitations, lead evaluators, and the guidance team

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This activity will require a shift in our “formal” observation cycle to allow for the visitations and the in-class support. We will use our funding to provide targeted PD and seminars for teachers based on the data gathered from the visits. This activity will also drive our professional development on Mondays.											
<b>Part 4b.</b> 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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> 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.
<u>By February 1, 2016, at least once cycle of visitations will be complete. A comparison of the informal observations and the non-evaluative feedback will take place to address areas of growth for both the teacher and the process.</u>
<b>Part 5b.</b> 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 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.

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

What the school does well:

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

What the school needs to improve:

- The school needs to engage parents more consistently on what students are learning
- The school needs to engage parents in more frequent post-secondary planning

The school needs to provide parents with the tools to frequently monitor their child’s progress towards established goals.

### Part 2 – Annual Goal

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.

By June 25, 2016 parents will have been involved in 4 major cultural events created by students and staff, in order to involve them in discussions about our curriculum.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Families are required by October 31, 2015 to complete a parent orientation to meet all staff, learn about school events, and complete parent survey.</p>	<p>All parents of incoming students</p>	<p>Parents will be informed of the required parent workshops beginning September 2, and ending with last orientation on by October 31, 2015.</p>	<p>Intake Team (social workers, guidance counselors, Parent coordinator, other support staff, and ELA Teacher that developed protocol for creating goals)</p>
<p>Families are invited to our annual Thanksgiving celebrations on November 25, which includes performances from students</p>	<p>All parents of enrolled students</p>	<p>Families will be informed beginning November 3, 2015.</p>	<p>Parent Coordinator</p>
<p>By December 22, 2015 families receive a least two progress reports and an invitation to discuss child’s progress, including college admissions information</p>	<p>All parents of enrolled students</p>	<p>Beginning November 1, 2014 all students will have credit checks indicating their potential graduation date. Progress reports will be given in late October and again in Early December.</p>	<p>Guidance and Admin Team</p>
<p>Parents will be developing, with the aid of staff, their own goals aimed at helping their child succeed. This will help drive some of the workshops provided by the school and the parent association.</p>	<p>All parents of incoming students</p>	<p>Parents will be informed of the required goal setting workshop beginning September 2. All parents of incoming students will have developed their goals October 31, 2015.</p>	<p>Intake Team (social workers, guidance counselors, Parent coordinator, other support staff, and ELA Teacher that developed protocol for creating goals)</p>

**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.

We will need to create a viable music/spoken word club. For the events, staff will participate in the planning of the performance. We will use our current resources to provide teachers the supports they need for their class projects.

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By February 28, we will evaluate the impact on parent participation on our school community through parent surveys relating to the two cultural events that take place by that time.

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

**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.)
<b>English Language Arts (ELA)</b>	Provided to students based on their current IEPs, annual and/or triennial review. Also provided to students who are not achieving proficiency in their June or January regents, and mid and end of term in class assessments.	<ul style="list-style-type: none"> <li>• One-on-one tutoring during the day</li> <li>• After school tutoring</li> <li>• Collaborative Team Teaching in ELA</li> <li>• Academic support classes during the day</li> <li>• Castle Learning online assessment and student-directed Regents practice</li> <li>• BCHS PM school</li> <li>• College Prep course prepares students for college level courses</li> <li>• Development and introduction of a blended learning instructional program</li> </ul>	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	All services are provided during the day, unless indicated by the activity description.
<b>Mathematics</b>	Provided to students based on their current IEPs, annual and/or triennial review. Also provided to students who are not achieving proficiency in their June or January regents, and mid and	<ul style="list-style-type: none"> <li>• Foundational math course provided during the day</li> <li>• Goemeter sketchpad during class time</li> <li>• After school tutoring</li> </ul>	All services are delivered in Small groups, one-to-one when indicated, and tutoring when indicated.	

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

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

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

### Directions:

- 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.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

We have a hiring committee that puts new teachers through a rigorous hiring process that includes group interviews and modeling lessons. Students and staff are involved in the hiring of new staff. In addition, all new teachers have to attend professional development in various areas that are required in order to help our students progress in our school environment.

In order to ensure we have HQT we will assist any teachers who are working outside of their license to obtain appropriate credentials through coursework. We will also utilize our network as a resource for offering support along with our individualized PD plan to assist all teachers in acquiring the necessary pedagogical skills needed to be considered HQT.

#### 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).

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

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**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our school’s instructional focus is on data-driven instruction. As a result, the use of assessments to drive data is critical. Teachers work with the Assistant Principal of Instruction, our school’s professional developer and with their colleagues at department meetings to create baseline, interim, and summative assessments. Teachers receive feedback from three different sources before the assessments are implemented. In addition, assessment results are analyzed as a group during common planning time, in order to use assessment results to drive instruction. Professional development is driven based on the analysis of assessment results and is customized towards the needs of the students and the individual teacher’s strengths and weaknesses.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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 Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	234,145.00	X	12, 14, 15, 17, 19, 20, 22.
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,126,910.00	X	12, 14, 15, 17, 19, 20, 22.

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **Bushwick Community High School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Bushwick Community High School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

**Bushwick Community High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

- participate in or request training offered by the school, district, central and/or State Education Department 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 my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>564</b>
School Name <b>Bushwick Community High School</b>		

**B. Language Allocation Policy Team Composition** 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 <b>Lermi Gonzalez</b>	Assistant Principal <b>Ebony Singleton</b>
Coach <b>Keri Watkins</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>Millie Lopez-Martir</b>
Teacher/Subject Area <b>Tom Deignan</b>	Parent <b>Dana Hollis</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Natalie Genao</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

**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	0	Number of certified bilingual teachers <b>not</b> 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 <b>not</b> 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	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	245	Total number of ELLs	04	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 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 checked="" type="checkbox"/> No <input 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 type="checkbox"/> No <input checked="" 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 #
<b>Transitional Bilingual Education</b>											0	0	0	0
<b>Dual Language</b>											0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	4	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	0	0	0	0	0	0	4	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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											4			0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: _____
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### 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											4	0	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)											3			0
<b>Expanding</b> (Advanced)											1			0
<b>Commanding</b> (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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											5			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	3		3	
Integrated Algebra/CC Algebra	2		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2		2	
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	2		2	
Geography				
US History and Government	3		3	
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.  
 BCHS uses NYSESLAT diagnostic and in class assessments to assess the literacy skills of our students. We also use achieve 3000 literacy assessment to determine at what reading levels the students are currently performing. Students also take a literacy test upon entering the school. BCHS uses all of this data to set goals for each student and to inform instruction
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns reveal that our ELLs score lower in the reading/writing modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Current patterns across modalities impact the focus of our instructional program and how we provide feedback to our teachers teaching ELLs. Because we are a transfer school receiving new ELL students each semester, the AMAO report will be used to develop individual student targets based on student baseline assessment results and our literacy program.
- 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?  
 Because we are a transfer school, all of our students are in the same grade. All of our students take their exams in English and all need proficiency on 3 or more regents exams. The school does not have/use the result of students periodic assessment because such data for our students is invalid because such data is older than a year if it even exists.
- 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](#).]  
 We are a transfer school grades 10-12.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
We make sure that our ELLs take native language classes to strengthen second language development and provide opportunities for development in through our literacy program, which is informed through assessment data.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate our programs by reviewing student portfolios, which include student goals, reflections, and data.

## Part IV: ELL Identification Process

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

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.  
For the initial identification of those students who may be an ELL, a trained pedagogue administers the HLIS (Home Language Identification Survey) to parents to identify which language the child speaks at home. We interview the parent in the parents' home language. This is done by one of our licensed pedagogue, including the ESL teacher. If the home language survey shows that a language other than English happens to be spoken at the student's home, then our ESL teacher administers the LAB-R. We administer the LAB-R and the Spanish LAB-R for Spanish speaking students to identify the English proficiency level within 10 days of enrollment.
2. 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).  
A combination of assessments is used to determine SIFE status. Upon enrollment at the school, students take assessments in ELA and Math to determine gaps in their learning. A review of the student's transcript and an interview with a social worker, that includes the student's parents, is conducted.
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).  
Because we are a transfer school, all students enrolled have already been identified as ELL.
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.  
All of our ELLs apply to our school as identified ELLs. As a result, we have not administered the NYSITELL in the last 10 years.
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).  
We are a transfer school. We do not enroll students who are attending high school for the first time in NYC.
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.  
Parents/students are given program choice. We discuss the three program choices during our orientation. The ESL teacher and guidance counselor are involved in the orientation with families. All of our students/parents have chosen ESL at BCHS. During the orientation, our staff explain the three program options in the parent's home language through a translator where needed. We use a video that is available on the Department of Education's website that explains the programs in different languages. After the viewing of the three programs highlighted in the video (transitional bilingual, dual language, and freestanding ESL), we describe our ESL program, which focuses on rigor so that our students are able to graduate with a Regents diploma. We contact the Office of English Language Learners when a parent has selected a program that we do not offer. This process occurs within the mandated 10 day timeline. When programs that we do not offer become available, parents are contacted using the parent information survey completed when students are registered. Parents are invited to the school for an information session regarding their program of choice so that they are aware of the changes to the student's program.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that parents and students are aware of their options, we mail letters home in both English and the home language (Spanish/French). We give the student the letter to take home for parents to review. Once the letter is signed we place it on file in our Part 154 Binder. Continued entitlement letters are distributed at the beginning of the school year along with student lunch forms to parents. Students receive a metrocard when letters are returned back to the school acknowledging receipt.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We mail the letters at least two additional times if there is no response. Our Parent Coordinator also makes an attempt to reach the parents of all our ELL students.
9. Describe how your school ensures that placement parent notification letters are distributed. Our parent coordinator and our guidance counselors ensure that all parents receive the placement letters upon student enrollement in our program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is kept on file in our Part 154 Binder.
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. We start the scheduling and administration of the NYSESLAT as soon as the administration window opens so that we have ample time to test our students. Our test coordinator schedules the students who need to take the NYSESLAT based on ATS reports (RELC, RLAT and RNMR). She dedicates the staff to meet with students to complete all parts of the exam. Before the exam is administered, all staff receive training in administering and scoring the NYSESLAT. We ensure that the entire exam is administered. When students are absent, home visits are conducted to ensure that students come to school to take the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. To ensure that parents and students are aware of their options, we mail letters home in both English and the home language (Spanish/French). We mail the letters at least two additional times if there is no response. Our Parent Coordinator also makes an attempt to reach the parents of our ELL students. We give the student the letter to take home for parents to review. Once the letter is signed we place it on file in our Part 154 Binder. Continued entitlement letters are distributed at the beginning of the school year along with student lunch forms to parents. Students receive a metrocard when letters are returned back to the school acknowledging receipt.
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). All of our parents select free standing ESL for their children. Over the past 3 years we have had about 12 ELLs and all have chosen ESL as their program of choice. Because we are a transfer school, parents get the information of our programs before students are registered. When they decide to register the student, their program request is aligned with student programming.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction 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.  
Our program is a self-contained ESL program. The program model is ungraded and homogenous.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
All of our students scored an advance on the NYSESLAT. As a result, every student receives 230 minutes per week in ESL, ELA and NLA instruction as per CR Part 154.
3. Describe how 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.  
We only offer an ESL program based on parent choice. Content areas are delivered using a variety of strategies to support ELLs. All content areas are common core aligned and support strategies are implemented aimed towards helping ELLs achieve Common Core learning standards. Content is also delivered using Empower 3000 to help improve literacy. Instruction that is scaffolded and differentiated is utilized to meet the needs of our ELLs in the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
All students are given the opportunity to take their assessments in either their native language and in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We currently are revising our curriculum across subject areas to ensure that all curricula focus on strengthening the four modalities throughout the year. Tasks that are aligned to the NYSESLAT are developed throughout the content areas to strengthen students' English acquisition. Assessments in the different content areas focus on reading, writing, listening, and speaking. Assessments are given twice per semester to measure student progress.
6. How do you differentiate instruction for 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 statusHistorically we do not have SIFE, newcomers, or ELLs receiving service 4 to 6 years. Historically our students are long term ELLs. We differentiate instruction for this subgroup by assessing students in the 4 different modalities and giving them a learning styles survey. Instruction is differentiated based on the results of such assessments and the results of their daily work. In addition, students have access to Empower 3000, Ilearn, and tutoring that focuses on differentiated learning for ELLs. Our former ELLs are giving extended time and other testing accommodations based on the assessment they are taking for up to 2 years after they score a proficient on the NYSESLAT.
7. 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.  
As a transfer school we do not enroll any students where the re-identification appeal applies.
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?  
We do not have ELL-SWDs. Students identified as ELL-SWDs have their IEP and NYSESLAT modalities assessed in addition to the testing we conduct for all of our students registering to our school. ELL-SWDs are placed in appropriate classes based on their IEP recommendation/accommodations and their proficiency level. Historically we have differentiated instruction for these students via the analyses of their entry level assessments. We also provide these students with access to Compass learning and Empower 3000 for access to grade level materials.
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?

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

### 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)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (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	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

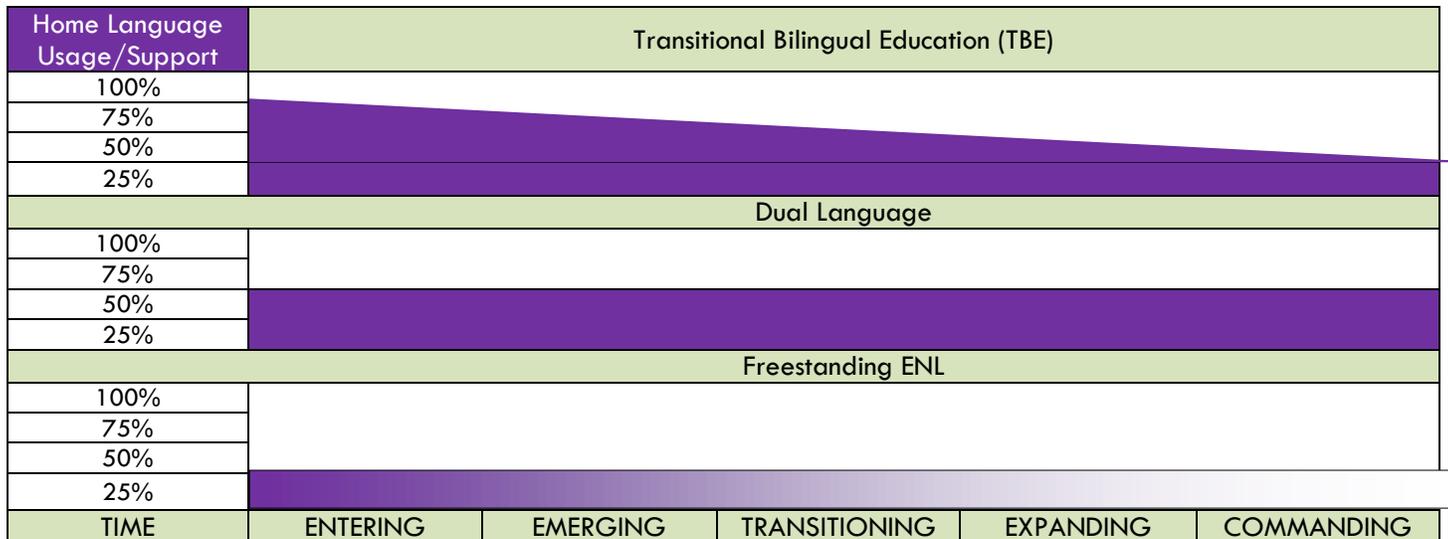


\*Note: “other approved services” does not apply to New York City at this time.

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

### Description of Strategies Used in Mathematics and Science

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

### Description of Strategies Used in English and Social Studies

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

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

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

learning

experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling.

□ Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

Program Description: Attendance Improvement for ELLS

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

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

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

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

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

No programs will be discontinued.

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

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

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.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

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

19. What language electives are offered to ELLs?

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

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

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Most content area teachers that have ELLs have been trained in the Teaching Basic Writing Skills curriculum by Judith Hochman. The training focuses on helping emerging writers develop the necessary skills to develop sophisticated sentences, paragraphs and essays.
2. 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?  
To support teachers in the teaching of literacy to ELLs BCCHS uses strategies outlined in the BCCHS Literacy Plan. The BCCHS Literacy Plan is a guide for all teachers to provide them with guidelines and strategies to better support and incorporate high standards of literacy into their instruction. The guide spells out ways to approach both reading and writing in the classroom. It is designed to help teachers emphasize these skills with their students. By implementing the specific instructional strategies outlined in the plan, our approach to literacy instruction will become more clear and consistent throughout the school. This consistency will improve our students' skills as readers and writers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teachers of ELLs receive professional development focused on data driven instruction through the lens of rigor and culturally relevant pedagogy to engage students in the common core learning standards. Teachers also receive professional development in differentiated instruction on a regular basis. These professional development seminars support teachers in meeting common core-aligned instruction by increasing rigorous instruction with the use of scaffolding activities that allows students to complete common-core aligned assessments and tasks. Our Assistant principal, Special Education coordinator, and Staff developer coordinate professional development sessions in groups and work individually with teachers to ensure differentiation for ELLs and all students.
4. 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.  
At various times per year during our intakes, staff as a whole review the academic data of our ELLs with the help of school leadership. This is possible because only 3% of our students are ELLs. At these sessions, we look at their assessment results, attendance data and anecdotal information to determine best instructional supports/strategies and next steps for each ELL. More than 7.5 hours of professional development is planned based on the findings we make during our intake analyses. Records of these professional development activities are kept by our school's staff developer in our UFT teacher center.

### 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?

Parents of ELLs are invited to various meetings throughout the year to discuss goals of the program, student progress, and assessment results. Parents are also involved in student action plans to ensure support at home.

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

1. A bi-yearly parental luncheon.

2. Parent workshops on computer literacy, job hunting, college and careers for their child, obtaining a G.E.D and supporting their child academically.

3. Parent incentives for involvement, parent awards, the PTA, School Leadership Team and Parent-Teacher conferences.

4. Parents are called daily if their child is absent.

5. Parents are invited up for a meeting with all of their child's teachers during case counsels.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? BCHS is partnered with several Community Based Organizations. One of the most important is the Learning to Work program through St. Nicks which offers paid internships to ELLs and all students. This is a key program for older students who often need to work while in school.

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

Parents are given a needs assessment survey at the beginning of the year and at intake to identify the workshops that we will offer during the school-year. We also assess parents to see what services they are willing to offer and deliver to other parents.

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

All of our parental activities are based on the needs assessment survey that is then led and implemented by our parent coordinator. Interpretation services are made available to parents as soon as they step into the school through our parent coordinator, social workers, and DOE translation services.

### 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:

## Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Llermi Gonzalez	Principal		10/21/15
Ebony Singleton	Assistant Principal		10/21/15
Natalie Genao	Parent Coordinator		10/21/15
	ENL/Bilingual Teacher		1/1/01
Dana Hollis	Parent		10/21/15
Tom Deignan	Teacher/Subject Area		10/21/15
	Teacher/Subject Area		1/1/01
Keri Watkins	Coach		10/21/15
	Coach		1/1/01
Millie Lopez-Martir	School Counselor		10/21/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	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: **32K564**

School Name: **Bushwick Community High School**

Superintendent: **LaShawn Robinso**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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.

Before a student is enrolled in the school, parents meet with the Parent Coordinator and a Social Worker for an admissions interview. Part of this interview requires parents to indicate both their written and oral language preference. Language preferences are recorded on the student emergency contact cards and shared via a google document so that all members of the school community have access to the language preference for both written and oral communication.

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 and Spanish are the preferred languages of communication .

### Part B: Creating a Communications Calendar

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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.)

Admissions/intake forms  
Attendance Contract  
Parent Association Invitations  
Announcements regarding our Meet and Greet events and Parent-Teacher Conferences  
Overview of student curriculum  
Graduation Requirements  
After-School and Saturday programming

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.

Admissions/Intake meetings: September, October, and February  
Parent-Teacher conferences: September, November, February, and April  
Meet and Greet Night: September and November  
Attendance Meetings: Various Times throughout the month from September to June  
College Application Information Sessions: October, November, December, and February

### **Part C: Providing Language Assistance Services**

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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.

All documents have been translated by our Parent Coordinator and our Spanish Teacher. When needed, the Translation and Interpretation Unit is summoned to assist with translation.

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.

All interpretation needs are met by in-house staff.

## **Part D: Training Staff on Policies and Procedures**

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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.)

Staff are trained at various times of the year on how to access translation assistance from certified school staff or the over-the-phone interpretation service.

## **Part E: Providing Notice of Language Assistance Services**

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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

All required parental notification for translation and interpretation services are contained throughout various areas of the school. The main office provides parents with the Parent's Bill of Rights in English and Spanish. Proper signage is displayed at the entrance of the school building, including a Welcome Poster in both English and Spanish and the available translation and interpretation services parents have access to.

## **Part F: Monitoring and Quality Control**

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

Written surveys and feedback from parents conducted during the social work interview of our admissions process and during various events where parents come face-to-face with school staff are some of the mechanisms used to gather feedback on the quality and availability of services provided by the school.