2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 32K556
School Name: BUSHWICK LEADERS HIGH SCHOOL FOR ACADEMIC EXCELLENCE
Principal: CATHERINE REILLY
School Comprehensive Educational Plan (SCEP) Outline

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# Section 1: School Information Page

## School Information

- **School Name:** Bushwick Leaders’ High School for Academic Excellence
- **School Number (DBN):** 32k556
- **Beds Code:** 333200011556
- **Grades Served:** 9-12
- **School Address:** 797 Bushwick Avenue, Brooklyn, NY 11221
- **Phone Number:** 718-919-4212
- **Fax:** 718-574-1103
- **School Contact Person:** Catherine Reilly
- **Email Address:** creilly@schools.nyc.gov
- **Principal:** Catherine Reilly
- **UFT Chapter Leader:** Woodley Francis
- **Parents’ Association President:** Orlando Ojeda
- **SLT Chairperson:** Woodley Francis
- **Title I Parent Representative (or Parent Advisory Council Chairperson):** Pillar Sanchez
- **Student Representative(s):** Christian Belle, Andy Checo
- **CBO Representative:** Adam Bartholomew, Good Shepherd Services

## District Information

- **Geographical District:** 32
- **Superintendent:** Janice Ross
- **Superintendent’s Office Address:** 1396 Broadway, Room 110, Brooklyn, NY 11221
- **Superintendent’s Email Address:** jross11@schools.nyc.gov
- **Phone Number:** 718 455 4635
- **Fax:** 718 455 4684

## Field Support Center (FSC)
Brooklyn North Field Support Center

Executive Director: Bernadette Fitzgerald

FSC: ____________________________
Executive Director’s Office Address: 131 Livingston St., Brooklyn, NY 11201

Executive Director’s Email Address: BFitzge2@schools.nyc.gov

Phone Number: 718-935-3954  Fax: 718-935-4456
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Catherine Reilly</td>
<td>*Principal or Designee</td>
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<tr>
<td>Woodley Francis</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Orlando Ojeda</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Angelica Tirado</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Pillar Sanchez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Christian Belle</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Andy Checo</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Adam Bartholomew</td>
<td>CBO Representative, if applicable</td>
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<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td>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.</td>
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<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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</tbody>
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Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 7:** 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: SCEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>Bushwick Leaders’ High School Mission Statement:</strong> Bushwick Leaders’ High School for Academic Excellence will provide ninth through twelfth grade students with a quality secondary education, fostering active leaders with an emphasis on academics, college preparation and career readiness. In collaboration with parents, teachers, and the community, students will develop skills to become critical thinkers and problem solvers who will reach their highest potential enabling them to compete in the 21st century. The school will take advantage of its small size to develop strong interpersonal relationships based on trust and shared high expectations for students.</td>
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<thead>
<tr>
<th>2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</th>
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<tbody>
<tr>
<td>Bushwick Leaders’ High School for Academic Excellence is completing its fifteenth year of providing quality education, having opened its doors for the first time in September of 2003. The school was founded as a collaborative effort between the New York City Department of Education, East Brooklyn Congregations, and a community based organizing effort consisting of 50+ member congregations in the East Brooklyn area, and local community educators. Bushwick Leaders’ High School for Academic Excellence was founded to provide a quality education enabling students to graduate and compete in the global economy as well as to encourage students to become active elements of change within their communities. Bushwick Leaders’ High School for Academic Excellence utilizes the small learning community to support the goal of developing strong interpersonal relationships between parents, teachers, students, and the community.</td>
</tr>
</tbody>
</table>

The school primarily serves the Bushwick community where the majority of its students live. However, students from surrounding communities such as East New York, Brownsville, Bedford-Stuyvesant, Williamsburg, and Cypress Hills are also serviced by the school. As per data provided by ATS 98% of our students are eligible for free lunch and 76% of our students are of Latino background and 19% are black, with 89% having Spanish as the language at home and English the language at school. 87% of our incoming 9th graders are level 1 or 2 in Math and 87% of our incoming 9th graders are level 1 or 2 in ELA. For this reason we have provided our incoming 9th graders with a double period of Math, in preparation of the Common Core Algebra Regents in June. We provide our 10th graders intensive instruction in ELA, using the HMH curriculum, in preparation for the Common Core ELA regents exam, which we offer to our 10th graders. We also offer a group of 9th graders the opportunity to sit for the CC ELA Regents and all students sit for the US History Regents, the Living Environment Regents and the CC Algebra Regents. Several students acquire all four regents exams with 4 receiving college readiness in ELA and Math as well. This is partially attributed to our use of AVID strategies and the AVID elective class as a support for students. This year will begin year 4th of AVID. |

Our work has been around fostering student academic growth and development by challenging them and by having high expectations. At BLHS we believe that students learn best when they are actively engaged in their learning. Teachers present students with unfamiliar problems, uncertainties, questions or dilemmas, resulting in continued growth within these skills. Additionally, in collaboration with East Brooklyn Congregations, parents, teachers, and the community, our mission is for students to develop skills to become critical thinkers and problem solvers who will reach their highest potential enabling them to compete in the global economy. We take advantage of its small size to develop strong interpersonal relationships based on trust and shared high expectations for students. |

BLHS capitalizes on its small size to foster strong interpersonal relationships between staff, parents, and students. Our school’s hallmark is our four-year gender-based advisory program where the relationships between these three groups are joined. Advisors are paired with their groups for four years. During this time advisors build a strong foundation of trust and communication with their advisees. Moreover, advisors are the main liaison between the
school, parents/guardians and other staff and act as advocates throughout high school. Advisors, like classroom teachers, utilize Skedula to create anecdotes (that can be shared with staff and/or parents and students) and to capture up-to-date information on academic progress. Advisors utilize a recently revamped CCLS-aligned curriculum in order to prepare students for the rigors of high school and higher education.

School administration has created meaningful interaction between different teacher teams that focus on specific areas of teacher development that guide our teachers in their work with students in college and career readiness. Teacher teams use student grade data and attendance data to formulate interventions with students who are at-risk for academic failure. Teachers utilize the guidance referral process to refer students who are at-risk for non-promotion/no-graduation and/or social-emotional issues/concerns.

BLHS leverages close relationships with community partners to further enrich our school. The following grants will be received for the 2018-2019 school year: Community Schools and Advantage. Both of these grants provide funding to our CBO, Good Shepherd Services. We have collaborated with Good Shepherd Services and they have received an Advantage grant that provides us with in school social work services, a youth advocate, an afterschool tutor, and enables us to offer afterschool credit recovery and recreational activities. We will utilize our school budget to support extended academic supports to our students.

Good Shepherd Services provides both in-school and an afterschool component of support to our students. They provide social-emotional development and support by meeting with students on an individual basis or through thematic groups. Additionally, GSS provides quality after-school programming such as Open Gym, Art, Music, Dance, Boxing, and Academic Tutoring. GSS works with Expanded Learning Options for our students in various areas (Lifeguarding, Music Therapy and UBS mentoring).

College and Career Readiness is a multi-faceted process at BLHS. Our College Counselor has worked closely with administration and staff to create a ‘college going’ atmosphere supported by College Confident that is funded through College Access for All. Students have access to an open computer lab with built in support from our College Counselor and our College Confident counselor. The consultant also provides in classroom support in the 10th and 11th grades and individual support in the 12th grade. Moreover, both school counselors recruit for College Bridge programs such as College Now, Building the Gap, Spring Focus, Life Link, Options Institute, Bottom Line and Ridgewood Bushwick. Both School Counselors and five other staff members have received extensive training through Options Institute at Goddard Riverside Center. During the College month, in October, we have an advisory college door competition as well as college trips and speakers from various colleges come in to talk to students.

This year we will enter into our third year as a College Access for All School as well as an AP for All School. Both programs have been instrumental in the 5% increase we have made in the College Readiness Index for this year’s 12th grade, as well as the continued growth in acceptance of college applications as well as increased participation in college level classes and AP classes. We will continue to grow our AP classes by offering an AP English Literature class and AP Computer Science class this year. Additionally, with our school entering it’s forth year as an AVID school, all teachers entering the 2018-2019 school year, teaching core classes in grades 9 – 12 will be trained in AVID strategies. To further support our school’s College and Career Readiness focus, we will continue to support students with IEP’s in obtaining paid work experiences through the DOE TOP program. We will also encourage and support all students in
working towards the CDOS credential. This year will also be the first year we plan on offering our students the Seal of Biliteracy.

We hold three vital meetings once a week including Guidance, Attendance, and Pupil Personnel Team. In these meetings we focus on both big picture issues such as overall attendance, patterns of student academic performance, and establishing goals. We also focus on individual student issues such as homelessness, academic performance, Language and Literacy, crisis intervention, drug prevention and intervention.

In addition to our work with students on college and career readiness and in addition to our work in building partnerships with the community, we require all students to participate in two annual community service days per year. They do this through advisory class and to date our advisory students have developed relationships with agencies both in and out of Bushwick.

Collaboration and teacher teams are a major focus for us at BLHS. Each teacher at BLHS is a member of two teams which engage in inquiry-based collaboration to improve the implementation of CCLS, support the instructional shifts, and enhance college/career preparatory instruction. All advisory teachers also belong to a grade level advisory team. Each team provides opportunities for distributive leadership since teachers take on several roles in the groups. To ensure teams function effectively and teachers are successful in their roles, administrators monitor the progress of teams through additional team structures, focused on analyzing current data (i.e., transcripts, Regents, MOSL data).

3. Describe any special student populations and what their specific needs are.

To support our ELL’s and Special Education students, we have worked to make Bushwick Leaders’ High School a full inclusion school. All students with disabilities are placed in the least restrictive setting. At this time, our school has a departmental Special Education Teacher to ensure Integrated Co-Teaching classes demonstrate differentiated instruction and support for our various learners. Additionally the school has developed a CCLS Career Readiness Class, which ensures students with disabilities not only prepare for their Regents but also the CDOS credential and gain insight and skills for the professional world. To support our English Language learners we provide students with the mandated number of periods of instruction as per CR-154 and their performance level. Additionally, we provide our 10th grade ELL’s with an ESL teacher as a push-in to their Global Studies class. This is to provide our ELL’s, who have not done well on the Global History Regents, additional literacy support using ELL strategies. We also provide all of our students who have not passed the Living Environment Regents Exam with a Third term of Living Environment. Additionally, students who have not passed the Global History Regents Exam take a World Trend elective class and students who have not passed the American History Regents Exam take a Legal Studies Elective Class. We are also excited to open our first Dual Language classes for ENL students this year. Students will receive instruction in a dual language class in 9th grade math and in global history.

4. Identify 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.

Our work around The Framework for Great Schools has been extensive. In examining goals that are embedded in The Framework for Great Schools, we have taken time as a staff to discuss where we are within the framework, and where we need to improve so that our work is more closely aligned with the framework. In our conversations, we discovered that we need to maintain our focus on Common Core aligned, rigorous instruction. This year we began year 4 of full
implementation of HMH Common Core English Language Arts Collections Curriculum and CPM Math Curriculum for all grades. Although we have worked very hard at developing our ELA curriculum, having a rigorous ELA curriculum that is already aligned to the Common Core is a way we will provide our students with a curricula that is accessible to all students and is rigorous. Although challenging at times, the curriculum has proved to be challenging for our students but with the supports and rigor needed to help our students to make the strides necessary to do well on state exams. We had a group of 9th graders take the ELA regents exam. Additionally, to support our teachers of math, we will begin our first year as an Algebra for All school. Our 9th grade math teacher has attended training and we look forward to seeing the impact of the implementation of the program in our June 2019 data.

In an effort to make college more accessible to our students, we are creating more college experiences for our students both on site and at colleges. This year as a part of AP for All, we have 5 AP classes and 2 pre-AP class. As part of Computer Access for All will have one AP Computer Science class. Teachers are receiving coaching and mentoring from an offsite coach and from a peer collaborative teacher who is a member of our staff. We will also be offering a college math class in collaboration with Medgar Evers for the this year.

Additionally, we will focus professional development on best practices in engaging students in learning. Our PD will also focus on Danielson’s Framework for Teaching especially in domain 3. Professional Development is an essential part of Effective School Leadership and it is a goal for our PD plan to build teacher capacity around student engagement.

Out teachers will continue to collaborate and to look at student work and data in a way that fosters data driven decision making and programming. We will work collaboratively to set goals based on student data and to use ongoing assessment to achieve our goals, measuring where we are at each step towards our goals. The end result will be to make gains enough to meet our AYP in ELA for the coming school year.
School Demographics and Accountability Snapshot for 32K556

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
<th>Special Education Programs/Number of Students (2015-16)</th>
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<td>09,10,11,12</td>
<td>281</td>
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<td>N/A</td>
<td># Special Classes (ELA) 27 # SETSS (ELA) 14 # Integrated Collaborative Teaching (ELA) 89</td>
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<td># Special Classes (Math) 18 # SETSS (Math) 11 # Integrated Collaborative Teaching (Math) 94</td>
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<td># Visual Arts 4 # Music 4 # Drama 1 # CTE</td>
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<td># Foreign Language 4</td>
</tr>
</tbody>
</table>

School Configuration (2017-18)

- % Title I Population: 97.0% Attendance Rate: 82.3%
- % Free Lunch: 95.4% Reduced Lunch: 1.4%
- % Limited English Proficient: 26.7% Students with Disabilities: 26.3%

Racial/Ethnic Origin (2017-18)

- American Indian or Alaska Native: 0.0% Black or African American: 17.1%
- Hispanic or Latino: 79.0% Asian or Native Hawaiian/Pacific Islander: 9.7%
- White: 1.1% Multi-Racial: 2.1%

School Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: N/A Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: 74% Mathematics Performance at levels 3 & 4: 64%
- Global History Performance at levels 3 & 4: 66% US History Performance at Levels 3 & 4: 65%
- 4 Year Graduation Rate: 74.0% 6 Year Graduation Rate (2011 Cohort): 72.7%
- Regents Diploma w/ Advanced Designation: 0.0% % ELA/Math Aspirational Performance Measures (2015-16): 7%

Overall NYSED Accountability Status (2018-19)

- Reward: No Recognition: N/A
- In Good Standing: Yes Local Assistance Plan: No
- Focus District: Yes Focus School Identified by a Focus District: No
- Priority School: No Focus Subgroups: N/A

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)

- 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

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

- 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

Met Adequate Yearly Progress (AYP) in Science (2016-17)

- 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

High School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)

- 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: NO Multi-Racial: N/A
- Students with Disabilities: NO Limited English Proficient: N/A
- Economically Disadvantaged: NO ALL STUDENTS: NO

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

- 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: NO Multi-Racial: N/A
- Students with Disabilities: NO Limited English Proficient: N/A
- Economically Disadvantaged: NO ALL STUDENTS: NO

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

- American Indian or Alaska Native: N/A Black or African American: N/A
- Hispanic or Latino: YES Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: YES Multi-Racial: N/A
- Students with Disabilities: YES Limited English Proficient: N/A
- Economically Disadvantaged: YES ALL STUDENTS: YES
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

3.2 Systematic Plan of Rigorous and Coherent Curriculum

Areas of Strength:

- Our strengths are aligned with the Framework for Great schools in that they speak directly to student achievement.
- This year we initiated our third year using CPM as our common core aligned curriculum. This came with extensive professional development and coaching for all teachers.

Our priority needs that will be addressed with our goal for this year is to meet the demand for getting students college ready by having them successfully complete Geometry classes and the regents. To date our student participation and pass rate on both exams has been poor. Our goals is to have all math instructional classes and to increase the percentage of students sitting for passing the CC geometry regents exam by 5%, from 1% from the June 2018 testing period to 6% by June 2019.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will increase our pass rate for the geometry regents exam from 1% pass to a minimum of 6% passing.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPM uses Inspiring Student Success with Math, to help teachers dedicated to teaching parents how to facilitate their students’ learning process so children can grow up to be well-educated, creative and collaborative adults.</td>
<td>Parents</td>
<td>August 2018 – June 2019</td>
<td>Parents and teachers</td>
</tr>
<tr>
<td><strong>CPM Professional Development:</strong> to build the capacity of all geometry teachers to have confidence in the mathematical content, plan lessons purposefully, assess understanding and give effective feedback to students, and work in the role of the more knowledgeable person in the classroom through engagement in CPM Professional Learning. CPM is based on research done by Dr. Tom Sallee of the University of California</td>
<td>Geometry Teachers</td>
<td>August 2018 – June 2019</td>
<td>Math Teachers and school leaders</td>
</tr>
<tr>
<td>CPM uses Desmos to provide Math At Desmos, universal math literacy, where no student thinks that math is too hard or too dull to pursue. Desmos provides teachers with activities and strategies where students are learning by doing. Additionally, the Math Learning Center provides teachers and students with resources to enable individuals to discover and develop their mathematical confidence and ability. MLC offers a range of resources including Bridges in Mathematics, an elementary curriculum used in classrooms throughout the United States and in many international locations.</td>
<td>ENL and SWD Students</td>
<td>August 2018 – June 2019</td>
<td>All students and CPM Math teachers</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Parents and teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

We will use the additional Family nights in September and in May to work with parents and to inform them of what students are learning in their classes. We will also conduct workshops for parents at PTA meetings and at SLT meetings. The Parent Coordinator and Community Associate will support this work in addition to all teachers, guidance staff and administrators.

### 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.

NYSTL funds for textbooks

Tax levy dollars will pay for CPM coaching

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
<th>P/F Set-aside</th>
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<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
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</table>

**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.

Teachers will administer a beginning of the year and midyear assessment based on CPM and Common Core Standards for Geometry. By February, 2019, 50% of all students will show a 10% increase in scores on a midyear assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teacher made baseline and midyear assessment made with the assistance of the CPM coach.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>x</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td></td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td></td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Areas of Strength:
Our strength is that we have a very strong and sustainable advisory program that has been the basis of all of our social emotional learning initiatives thus far. We have a foundation that we can build upon in support of our work.

A priority that needs to be addressed is to create a common language and framework where all teachers may be involved in the work. Last year we developed a RULER team that began the work of creating a sustainable way of guiding our school community in addressing social emotional issues. Due to staffing changes, we will again train a new team in Yale RULER and will fully implement the program into our advisory classes. Our suspension data and student removal data indicates a need to address students in crisis in a consistent and supportive manner.

Part 2 – Annual Goal
Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 we will implement the Yale RULER social emotional framework into all aspects of our school community. By June 2019, all teachers and 90% of staff members will be trained in RULER.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and AP will identify staff who need to be trained in RULER and will put a PD plan in place to assure all teaches and staff are trained by June 2019</td>
<td>9-12 September-June</td>
<td>Administration, Teachers and Staff</td>
</tr>
<tr>
<td>Team teachers who have already been trained with a teacher who has not been trained so that teachers who are new to the program, have a mentor to support them.</td>
<td>9-12 September-June</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Identify data to see the impact of how the program is effecting incidents and occurrences. This will be done at monthly safety and guidance team meetings. Data will be shared with staff on a bi-weekly basis via email.</td>
<td>9-12 September-June</td>
<td>Administration, Guidance Team, Safety and Security tea,</td>
</tr>
<tr>
<td>Provide opportunities for meaningful dialogue between the school and the family in various venues such as Curriculum Night, College Night, Open School Day and Night, PTA meetings on specific topics related to RULER and it's purpose in supporting students in our school</td>
<td>9-12 September-June</td>
<td>Administration, Teachers, PTA</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will use the additional Family nights in September and in May to work with parents and to inform them of the resources we have available to them. We will also conduct workshops for parents at PTA meetings and at SLT meetings. Additionally, we will utilize PPT and guidance meetings to meet with parents, teachers, guidance and administrative staff to address the one on one needs of our students. The Parent Coordinator and Community Associate will support this work in addition to all teachers, guidance staff and administrators.

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.

1. Data reports for systems such as ATS and the SchoolNYC program for parents.

2. Weekly guidance team meetings with staff and administrators
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<th>Tax Levy</th>
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<td>Other</td>
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</table>

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 2019, we will demonstrate at 2% reduction in incidents and suspensions as compared to February 2019.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

OSYD portal and anecdotal data

Part 5c. In February 2019, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td></td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td></td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td></td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Strengths**

Our strength is that as per ADVANCE MOTP data, teachers are getting better at using summative and formative assessment to inform instruction.

A priority is that we need to create uniform formative and summative assessments across content areas but particularly in social studies. This is indicated by our June 2018 Global History regents pass rate of 55%. Our goal will be to increase the pass rate of the GH regents exam.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, all teachers of social studies will develop common summative and formative assessments to support student learning as compared to 2018 when only global history teachers shared common assessments. The success of this initiative will be measured by an increase in the pass rate on the global history regents from 55% school wide to 58% by June 2019.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide social studies teachers with planning time to support the development of common formative and summative assessments that can be utilized by all social studies teachers.</td>
<td>9,10,11,12 September – June</td>
<td>Teachers, Peer Collaborative Teacher, Admin</td>
</tr>
<tr>
<td>Provide Social Studies teachers with AP for ALL Peer Collaborative Teacher to support their lesson and unit planning and development of assessments, especially as it relates to meeting the needs of ENL students and students with disabilities.</td>
<td>9,10,11,12 September – June</td>
<td>Teachers, PCT, Admin</td>
</tr>
<tr>
<td>Provide professional development for SS teachers in examining curriculum and determining benchmarks for each year so that students are ready for the rigour of AP classes by the 11th and 12th grades.</td>
<td>Students 10,11,12 September – June</td>
<td>Teachers, PCT, Admin</td>
</tr>
<tr>
<td>Provide workshops for parents in all grades to increase parent knowledge and understanding of summative and formative assessments and how they relate to college and career readiness within SS content classes.</td>
<td>Parents September - June</td>
<td>Teachers, PCT, Admin</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will use the additional Family nights in September and in May to work with parents and to inform them of what our curriculum, the AP Course standards and what it means for our students. We will also conduct workshops for parents at PTA meetings and at SLT meetings. The Parent Coordinator and Community Associate will support this work in addition to all teachers, guidance staff and administrators.

### 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.

1. Monday and Tuesday contracted professional development and professional period time.
2. Common Planning and preparation periods
3. After school and Saturday per session
4. Books and materials for study groups

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
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</table>

**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.

A mid-point benchmark(s) that will indicate school progress toward meeting the specified goal will be February 2019 are the . By February 2019, teachers should have created at least one formative assessment per "class" and at least 3 summative assessments. Additionally, at least 30% of students will pass a mock global history regents in January 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Assessments that are created and aligned to the standard will be the measure of progress.

**Part 5c.** In **February 2019**, 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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
</tbody>
</table>

| 2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). |   |
| 2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. |   |
| 2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. |   |
| 2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | X |

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

2.5 There is a need for school leaders to work with teachers on systems and structures to improve how we are engaging students in the classroom.

Strengths in this area are:

- Our teachers mostly score effective or highly effective in the area of creating an environment of respect and rapport.
- Our teachers have all agreed that engaging students in learning is our instructional focus and are therefore invested in the success of this goal.

This goal is directly related to the Framework for Great Schools in that it is focused on student achievement. Our needs that will be addressed are:

- making students become actively engaged in their learning.
- helping to connect students to what they are learning.
**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th><strong>Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By June 2019, school leaders will create and implement a professional development plan that builds teacher capacity in engaging students in learning, resulting in 5% increase in teachers improving one performance level in component 3C Engaging students in learning, in Advance.</strong></td>
</tr>
</tbody>
</table>


Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Teachers</td>
<td>September 2018 - May 2019</td>
<td>School Leaders and teachers</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>September 2018- June 2019</td>
<td>School Leaders and teachers</td>
</tr>
</tbody>
</table>

Professional Development provided by the Office of Teacher Effectiveness for a core team of teachers who will then turnkey to other staff members

Provide feedback to teachers using Advance, with a focus on 3C

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will use the additional Family nights in September and in May to work with parents and to inform them of what students are learning in their classes. We will also conduct workshops for parents at PTA meetings and at SLT meetings. The Parent Coordinator and Community Associate will support this work in addition to all teachers, guidance staff and administrators.

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.

1. Monday and Tuesday contracted professional development and professional period time.
2. Common Planning and preparation periods
3. After school and Saturday per session
4. Books and materials for study groups

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
<tr>
<td><strong>Part 5a.</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>By February 2019, 50% of teachers will have made a 2% gain in domain 3C as per Advance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong></th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCE teacher evaluation data and reports.</td>
<td></td>
</tr>
</tbody>
</table>

| **Part 5c.** | In February 2019, 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.
(Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>]</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>]</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>]</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

6.5 We will better support our parents in the use of data and data systems provided by our school and by the NYC DOE.

Our strengths in this area are:

- We have a very active and engaged PTA Executive Team that is enthusiastic about working with teachers and administrators to best meet the needs of students.
- We have teachers and staff who are committed to working with parents to make them more aware of academic expectations and with the data systems to support them.

Our focus as it relates to the Framework for Great Schools is within Strong Family and Community Ties.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, we will provide our parents with at least 4 workshops focused on our data systems such as Skedula, SchoolNxt and NYC Schools.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Parents</td>
<td>August 2018-June 2019</td>
<td>Administrators, Guidance, Parent Coordinator, Good Shepherd Services</td>
</tr>
<tr>
<td>• 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).</td>
<td>Parents</td>
<td>August 2018-June 2019</td>
<td>Administrators, Guidance, Parent Coordinator, Good Shepherd Services</td>
</tr>
</tbody>
</table>

Create a team of teachers and staff members who will own this process and be accountable for its success. The team will meet with the PTA Executive Team to plan and execute each workshop. Create a shared calendar of events

In parents preferable language, provide workshops, in addition to regular PTA meetings, that are focused on data systems. Use computers for hands on learning.

Provide parents with guidance on how to get free or reduced Internet and equipment via resources and supports.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We will use the additional Family nights in September and in May to work with parents and to inform them of what students are learning in their classes. We will also conduct workshops for parents at PTA meetings and at SLT meetings. The Parent Coordinator and Community Associate will support this work in addition to all teachers, guidance staff and administrators.

### 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.

1. Monday Parent outreach time for meetings
2. EBC trainer to assist with parent individual meetings
3. Tech specialist as needed

#### Part 4b.
Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
</table>
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.

Weekly meetings to plan and adjust followed by a meeting in February 2019 to look at the parent data and to determine next steps.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Skedula login reports

Parent sign-in at workshops

Reports to determine parent usage of accounts and systems

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The goals of the Expanded Learning Time program are as follows:

1. By June 2019, in order to increase credit accumulation for the lowest third in all grades through our Expanded Learning Time program, there will be a 3 percent increase in credit accumulation, as evidenced in STARS, and the School Quality Snapshot.

2. By June 2019, in order to increase pass rates on all students taking the Algebra Regents, through the support of our Expanded Learning Time program, there will be a 5 percent increase in passing rates, as evidenced in STARS, L2RPT data.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory? Voluntary

If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

In order to both motivate and mandate those students who are currently on our lowest third to participate in out ELT program, we will conduct parent and student orientation, guidance meetings with individual students, and use our advisory program and curriculum.

Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

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

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
1. Summer School – Summer School credit recovery and regents preparation mandated for students who have failed classes or regents exams, who are overage entering the 9th grade for the first time, or who need to retake a regent’s exam for a college readiness score of 85 for ELA and 85 for Integrated Algebra. Classes run from 8AM – 12PM from Monday – Thursday during the months of July and August for a total of 48 hours per class. Students take between 1 and 2 classes per day for a total of 96 hours of extended school time hours.

2. After School Program Credit Recovery and Tutorials – Students who have failed a class or regents exam are mandated to attend an after school or Saturday credit recovery program. Classes are offered in all of the core subjects as well as Physical Education for a minimum of 54 hours per term per class. We offer these classes in the fall and the spring terms. The program operates on Monday, Tuesday, Thursday and Friday from 3PM – 6PM and on Saturday from 8AM – 12PM. The total hours per school year are 512 hours or program.

3. Good Shepherd's After School Program – This is an extra-curricular activities program based on student interest. It begins with a student social hour, where students gather for a snack and socializing and then break out into interest based activities such as dance, art, music, martial arts, boxing, yoga and open gym. The program goes hand in hand with our After School Credit Recovery and Tutorials, allowing students to both attend After School classes and the interest based GSS After School Program. The goal is to provide students with a place to go after school so they are not on the street and where they can study, socialize and if necessary, receive counseling. This portion of our GSS program is funded by the office of Community Schools and Advantage funds. The total hours of program are 384 hours.

4. TASC Expanded Options Program – selected students will participate in internships after school and on weekends. These internships will lead to paid summer employment and possible certification in a specified area such as Lifeguarding.

5. CDOs Internships for career exploration for selected students, especially special needs students. Students will have the opportunity to learn a skill in a work environment that may lead to a job.

6. As 85 percent of our incoming students in ELA are scoring at levels 1 and 2, and 84 percent of our incoming students in Math are scoring at levels 1 and 2; these students require quality Expanded Learning Time services. We believe that we are meeting the unique needs of these students through our ELT programs. Our services provide targeted supports for the subgroups within the ELT program, that includes ELL’s and SWD’s. As each student in our ELT group is closely monitored through our formative assessment systems, and reviewed by our fully scaled ELT team, we are meeting the needs of each student through targeted instruction. Our students look forward to the daily and individualized instructional supports they receive during ELT.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

1. Principal, 12 month Assistant Principal, teachers, guidance staff, school aids, parent coordinator, community associate, and CBO personnel. The CBO personnel will include support from our comprehensive partnership
with Good Shepherd. Our ELT program, in conjunction with Good Shepherd, implement the After School Credit Recovery Program, TASC Expanded Options Program, and CDO Internships program.

2. Expanded Learning Time programs are designed in conjunction with our CBO partners. Tailored programming is put in place to meet the needs of our subgroups, including Special Education students, and English Language Learners. Our ongoing partnership fosters continuity of instruction during ELT, as well as trust with our students. Our students look forward to extra layer of tailored supports that we provide through ELT.

3. In order to evaluate our ELT program impact, we have identified multiple markers where we expect to see growth from our students. We are using our formative assessment systems in ELA and Mathematics to monitor student progress. These assessments are reviewed on a bi-weekly basis to determine next steps for targeted supports. Our in house staff meet with our partners on a bi-weekly basis to determine the next learning steps for our students. In addition, we ensure that our ELT program is working in alignment with daily AIS programs, to ensure streamlined supports.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

- Ongoing from July 2018 – August of 2019

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

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

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program. **Note:** If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>×</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>×</td>
</tr>
</tbody>
</table>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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.

We have a CBO Impact Report that we will update three times a school year, to determine the impact a CBO and/or program is having on student achievement. January, June and August of 2019 will be our benchmark target dates to look at data. The specific data that will be collected, analyzed, and reviewed will include: school wide formative data tracking systems in ELA and Mathematics. We will also utilize our Reading and Writing rubrics during ELT to...
determine next instructional steps for our students. In ELA and Mathematics, we are utilizing our school wide, Common Core aligned, Common Assessment Program. For our ESL students, we are utilizing the AVENTA program to more accurately track student progress. This program help us find gaps in learning, where we can rapidly address student learning needs.

| Part 6b. Indicate the instrument of measure that is used to assess progress. |
| STARS, ATS, DOE Accountability Systems |

| Part 6c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
**Section 7: 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>All students entering grade 9 as a level 1 or 2</td>
<td>All students entering grade 9 as a level 1 or 2 receive after school tutoring</td>
<td>Grade 9 – after school tutoring</td>
<td>Grade 9 – after school tutoring</td>
</tr>
<tr>
<td></td>
<td>Grade 10 – Level 1 or 2</td>
<td>Grade 10 – Level 1 or 2 receive afterschool tutoring and regents prep</td>
<td>Grade 10 – afterschool prep and tutoring</td>
<td>Grade 10 – during school but in addition to the regular program</td>
</tr>
<tr>
<td></td>
<td>Grade 11 and 12 who have not earned the passed the regents</td>
<td>Grade 11 and 12 regents prep and tutoring</td>
<td>Grade 11 and 12 – after school tutoring SIFE and Long Term ELL’s</td>
<td>Grade 11 and 12 – after school tutoring SIFE and Long Term ELL’s</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All students entering grade 9 as a level 1 or 2</td>
<td>Grade 9 receive after school tutoring and double period Math classes to support their Math development.</td>
<td>Grade 9 – after school tutoring and double period Math classes</td>
<td>Grade 9 – after school tutoring and double period math classes</td>
</tr>
<tr>
<td></td>
<td>Grade 10 – who have not earned the College Readiness</td>
<td>Grade 10 – After school tutorials are offered to at – risk students</td>
<td>Grade 10 – after school tutorials</td>
<td>Grade 10 – after school tutorials</td>
</tr>
<tr>
<td></td>
<td>Grade 11 and 12 who have not earned the College Readiness</td>
<td>Grade 11 – 12 regents preparation and tutoring</td>
<td>Grade 11 and 12 – after school</td>
<td>Grade 11 and 12 – after school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>For all students who are failing or who failed a regents exam</td>
<td>After school tutorials for all students who are failing or who failed a regents exam</td>
<td>Small group, one to one and peer tutors</td>
<td>After school and on Saturday</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>11th and 12th graders who have failed a regents exam</td>
<td>§§5 elective focused on content to</td>
<td>Whole class and small group</td>
<td>After school, in class as program permits</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>who need credit for an elective support regents exams. After school and Saturday classes</td>
<td>Counseling</td>
<td>Counseling, Mediation</td>
<td>Individual and group</td>
</tr>
</tbody>
</table>

|   |   |   |   |   |   |
Section 8: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>We currently have 51 out of 311 students on register in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>To support our STH population we will designate a homeless liaison. Responsibilities of the designee include:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identifying homeless students using the &quot;Residency Questionnaire”</td>
</tr>
<tr>
<td></td>
<td>• Informing homeless families about the McKinney-Vento Act</td>
</tr>
<tr>
<td></td>
<td>• Disseminating McKinney-Vento Posters throughout the school</td>
</tr>
<tr>
<td></td>
<td>• Arranging transportation</td>
</tr>
<tr>
<td></td>
<td>• Assisting students with immediate enrollment, even if they do not have: 1) school records, 2) medical records/immunizations; 3) proof of residency; 4) guardianship papers; 5) birth certificates or other documents normally needs</td>
</tr>
<tr>
<td></td>
<td>• Assisting with tutoring and related support services</td>
</tr>
<tr>
<td></td>
<td>• Providing school supplies</td>
</tr>
<tr>
<td></td>
<td>• Assisting students with free school lunch</td>
</tr>
<tr>
<td></td>
<td>• Assisting students with Special Education</td>
</tr>
<tr>
<td></td>
<td>• Providing students access to Summer Programs</td>
</tr>
<tr>
<td></td>
<td>Provide counseling and support to students and families as needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 9: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

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.

2b. High Quality and Ongoing Professional Development

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

A professional development plan is in place at the beginning of the year and is based on a staff needs assessment as well as the Citywide Instructional Expectations and the new teacher evaluation system.

Teachers are provided with weekly coaching by a coach who comes into the school, visits the classroom and the provides professional development to a team of teachers.

School leaders also provide professional development for teachers as well as study groups.

Teachers and staff also participate in network and DOE professional development,

All professional development focuses on our Instructional Focus as well as Danielson's Framework for Teaching and aligning lessons to the Common Core State Standards.

Evidence from observations is also used to determine areas for growth for teachers.

School leaders also participate in professional development offered by the ISA, the network, the cluster and the NYCDOE.

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).

\[N/A\]

### 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/information, early intervention services, etc.).

\[N/A\]

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

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

> We have a MOSL committee that has met with the principal to determine the measures to be used for the purpose of teacher evaluation. This was a collaborative process as per the DOE and state mandates.

All assessments are expected to be aligned to the CCSS. Teachers meet in grade teams and departments to discuss and determine assessments to be used, School leaders attend these meetings.

#### 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. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Column A Verify with an (X)</td>
<td>Column B Section Reference(s)</td>
</tr>
</tbody>
</table>
Title I Part A (Basic)  Federal  $0  \checkmark  N/A

Title I School Improvement 1003(a)  Federal  $0  \checkmark  N/A

Title I Priority and Focus School Improvement Funds  Federal  $0  \checkmark  N/A

Title II, Part A  Federal  $0  \checkmark  N/A

Title III, Part A  Federal  $0  \checkmark  N/A

Title III, Immigrant  Federal  $12,366  \checkmark  §A-Action Plan

Tax Levy (FSF)  Local  $2,456,794  \checkmark  §A, SB, SC, 5D, 5E - Action Plan

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
• **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

• **Title I Priority and Focus School Improvement Funding:** To 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

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

• **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 10: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Bushwick Leaders High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bushwick Leaders’ High School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
</tbody>
</table>
● 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;

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds 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;

### Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

Bushwick Leaders’ High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum**

Ensure that all students meet State Standards on 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 Every Student Succeeds Act (ESSA);

---

### I. School Responsibilities: Supporting Home-School Relationships

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

● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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### I. School Responsibilities: Providing Parents Reasonable Access to Staff

**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;

---

### I. School Responsibilities: Providing General Support to Parents

**Provide general support to parents by:**
creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

supporting parental involvement activities as requested by parents;

ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

encourage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child’s school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child’s education;

communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

As a community school, we focused on designing a strong social-emotional support system for the students which involved all members of the community school team as well as the existing counseling and support services team at the school. By providing different counseling systems for students throughout the day (one-on-one and group sessions, family counseling with the guidance counselors, boys/girl groups, etc.) students had the opportunity to work on some of the social-emotional struggles they were facing which in some cases prevented them from focusing on their academics and daily peer and adult interactions. As a result we saw improved social interactions in the classrooms, student-led activities and groups during math and literacy lessons, student participation and Leadership at school events as evidenced by informal classroom observations and attendance at school-wide events.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, The Community School Team will collaboratively with school leaders and stakeholders to increase overall school attendance by leading the Attendance Team, provide case management and family outreach to students and their families who are chronically absent, parent workshops, and a rewards system and incentives program for students who maintain their attendance, as evidenced by weekly and monthly ATS and data sorter attendance reports.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

The Community School structure will provide activities and coordination with the school’s academic and social-emotional program by providing leadership and activities to support the goals of the program. Included are tutorial courses, individualized academic tutoring and social-emotional support. These supports will become part of the regular school day that extends into after-school. For parents, literacy courses, parenting workshops, English language learning and computer skills are just a sampling of the kinds of support that will be hopefully developed this school year.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Shepherd Services</td>
<td>All students</td>
<td>counseling, social-emotional development in collaboration with the</td>
<td>Attendance will rise from 80%-85% this school year.</td>
</tr>
</tbody>
</table>
Part 3 – Budget and Resource Alignment

Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our school will need continued support from the Office of Community Schools providing connections with different NYC organizations.

Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Community School Team will meet every months, the meetings will include an agenda drafted by the team based on current needs and will include brainstorming, action planning, and allocation of resources to address the needs of students and families. The data sorter and the data gathered will be used to surface gaps in attendance, communication with parents, as well as parent engagement.
### Part 4 – Community School Partnerships Oversight

#### Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

The Community School program at Bushwick Leaders High School For academic Excellence will be overseen by the Office of Community Schools. The principal and the lead Community Based Organization, Good Shepherd Services. The organization and coordination of the Community School program will be managed and coordinated by:

- The Community School Director (CSD) who will drive the day-to-day implementation of the program.

- The Principal and Assistant Principals (AP) will provide general oversight and will participate in SLT and cabinet level meetings.

- The Parent Coordinator will be a leader in outreach and engagement of parents in monthly forums.

- Representatives from various Community Based Organizations (CBOs) associated with the school will provide monthly reports on progress and challenges to the CST in accordance with their service agreements where applicable

#### Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Community School Team meeting times with school leader and other stakeholders has been incorporated into existing school calendar.

#### Part 4c. Timeline for implementation and completion, including start and end dates.

September 5, 2018 – June 26, 2019

#### Part 4d. Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ________</th>
<th>DBN: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

- The direct instruction component of the program will consist of (check all that apply):
  - Before school
  - After school
  - Saturday academy

<table>
<thead>
<tr>
<th>Total # of ELLs to be served: ________</th>
</tr>
</thead>
</table>
| Grades to be served by this program (check all that apply):
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12

<table>
<thead>
<tr>
<th>Total # of teachers in this program: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: ________</td>
</tr>
<tr>
<td># of content area teachers: ________</td>
</tr>
</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______

Our Title III program’s primary focus, an afterschool dual language program, is to provide ELL students with the strategies they need to meet the learning standards. The program will continue to provide both parents and students with the tools and strategies they will need to succeed and increase students’ academic performance. Student academic performance will be enhanced in the following ways:

This year we have decided to focus our Title III monies to fund our Extended Day Programs, which include our after school dual language program and support to students in content area classes. We intend to provide these students with various ENL strategies, SIOP methodologies, and other research based strategies and methodologies, to strengthen their literacy skills across all content areas. The program was designed to offer one period of home language instruction and one period of ELA/ENL. Our Extended Day Program will focus on both students and parents as follows:

Extended Day Program 2018-2019: Program Duration: 9/17/2018-6/14/2019; Totalling around 52 sessions

Class Schedule

Wednesday/Thursday - 3-4:30PM (90 minutes 2 days per week)

Wed/Thurs- Dual Language Program Ms. Morel, ESL Teacher ENL/ELA Certification. /Ms. D’Acunto. Certified LOTE Spanish Students will spend 45 minutes with ENL teacher and 45 minutes with Spanish teacher each day the classes meet; one group of 30 Entering and Emerging students that will meet with each teacher for 45 minutes. In the Spring 2019 term, we expect to serve the same Entering and Emerging students in these classes.

Wed/Thurs- Living Environment Co-teaching class: Mr. Panganiban, Science Certification and Ms. Siaccouli, certified ENL Teacher Each class will last 90 minutes per day; 15 students served in the fall term by both teachers on both days that the classes meet. In the Spring 2019 term, 15 ENL students will be served in this class by both teachers for 90 minutes on each day.

In addition to Title 111 funded programs, we offer our ENL students and monolingual students the following afterschool classes at no cost to Title 111:

Monday/Tuesday - 4-5:30PM (90 minutes 2 days per week) - US History - Mr. Archer, Social Studies Certification

Wed/Thurs Tues- ELA room 102 Ms. Pope, ELA Certification

Wed/Thurs- Math Mr. Mandel, Math Certification

• Extended Day Program

Our Extended Day Program will be serving about 75 ENL students. One aspect will focus on about 40 ENL students enrolled in extended day content courses with a common core/next generation standards aligned curriculum that uses various ENL strategies, SIOP methodologies, and other research based strategies. Additionally the program will increase vocabulary and reading comprehension in the content areas through benchmarks, measuring lexile levels, and
Part B: Direct Instruction Supplemental Program Information

writing arguments from prompts. These students will be working with a content teacher. 30 Entering/Emerging ENL students will receive extra assistance with ENL strategies and literacy building skills through the after school dual language classes which will be 45 minutes of instruction in Spanish and 45 minutes in English. The dual language program will be staffed by an ENL teacher and a LOTE teacher, as well as a science teacher. The teachers will use SIOP and ENL methodologies, as well as other research based strategies, and deliver instruction to students in their native language in the content areas while following with a period of the instruction in English. The focus for this program will be for students who are Entering/Emerging Level status based on the NYSESTEL and the NYSESLAT, including those with SIFE status. The teachers will also be focusing on literacy for the core subjects through culturally relevant and responsive such as but not limited to, immigration, identity and community issues. Content subject teachers will be also using student data driven lessons and activities, such as DBQ writing, argumentative essay writing and critical thinking skills. Class rosters for content classes are based on student transcript needs and class performance. Classes are aimed to be small and assigned one teacher per class. Teachers are encouraged to use purposeful groupings to support students and identify as such through the lesson plan in both the dual language program and Extended Day Program.

Teachers will use the following supplemental materials: Buen Viaje - Glencoe Spanish 1; Pearson's Basic English, 2nd Edition, Level C The Reader as Detective; Reading Explorations Level A; Getting Ready for the NYSESLAT - Student Book. All texts are used in the extended day program. Online supplemental materials include NYTIMES.com, MLA formatting supports such as Perdue OWL and National Geographic online.

The following texts will be used by the after school Dual Language Program students: Cajas de Carton by Francisco Jimenez; Senderos Fronterizos by Francisco Jimenez; Mas Alla de Mi by Francisco Jimenez; Rebeldes by S.E.Hinton and Beisbol en Abril y Otros Cuentos by Gary Soto (all published by Santillana USA Pub Co.), during home language instruction. In the ENL/ELA class students will utilize Reaching Out by Francisco Jimenez and Breaking Through by Francisco Jimenez (all published by Hough Mifflin), as well as The Outsiders, by S.E. Hinton. Additionally reading book copies in the students' native language will be sent home to the families to support their child who will also be reading the book in English.

In order to monitor student participation, the teacher records attendance as per class lists and their attendance is reported to the parent via phone calls in their preferred language and progress reports. Phone calls, letters, and any other communication will be delivered to the family as per their home language survey. Parents are given access to skedula to monitor their child's academic progress.

Part C: Professional Development

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

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

Begin description here: 

During the 2018-2019 school year, we will continue our ongoing efforts to incorporate SIOP methodologies into classroom teaching. Last year, we helped teachers shape and implement several of the SIOP methodologies while our Assistant Principal worked with teachers in
Part C: Professional Development

Assisting with planning units, lessons, and activities using SIOP methodologies. The Principal, NYS SBL, ELA, and Guidance certified, will lead a group starting in September 2018 and continue with professional development for SIOP strategies and teaching with our returning teachers and new teachers to our school community, through whole staff instruction and small group strand PD workshop series. PD sessions will use the Making Content Comprehensible for English Language Learners: The SIOP Model. Strands will be 5 (10/15, 10/21, 10/28, 11/4, 11/12) sessions of 80 mins each session to use SIOP methodologies and the book study. Work will include best teaching practice share, lesson plan study, and chapter reviews of the SIOP Model.

Currently our PCT, AP, ENL instructional team leaders, and Administrative leads are leading vertical planning and benchmarking professional development sessions as well as weekly sessions around best practices in ENL instruction.

Teachers will be held accountable for their PD work through observations and intervisitations with the group. They will also share their lessons, results and next steps as part of the observation cycle and PD work.

We will also send our staff to professional development through NYCDOE offerings as well as NYS Language RBERN at NYU and Fordham University. Topics included will support LOTE teachers, CR-154 programming regulations for high schools, ENL teachers and content area teachers. PD will help us to become Bi-Literacy Certified. The principal and key content and ENL teaches will deliver their knowledge of QTEL by participating in 6 sessions of professional development for principals. Teaches and staff who participate in offsite PD will turnkey to other staff members during department and grade team meetings.

Additionally, we worked with this year's new teachers the week before school started to give them professional development on the strategies and methods that we covered in last year's professional development. We will use our Monday afternoons to continue our SIOP Professional Development in small group settings, to support teachers in the use of data to plan for instruction, and to provide teachers with resources and tools in support of ENL students. For the teachers who teach Extended Day, we will offer intense SIOP PD, as well as QTEL strategies, Integrated ENL strategies and other research based strategies to support ELL's in their specific content areas. We will look at both SIOP as well as various websites (Colorin Colorado; National Writing Project, LDC) that support the work of teachers of English Language Learners. The focus of all PD sessions will be to provide teachers with strategies to enable ENL students to become more effective and proficient writers and readers in content areas.

We collect agendas, handouts and attendance for each professional development presentation as well as for teachers and staff who attend professional development onsite.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: ______

Extended Day (Parent) (At no cost to Title III)
One Saturday every month, we hold a PTA meeting and inform parents of our parent workshops.
The ELL parents receive the workshops and materials translated in the parent preferred language, and are encouraged and expected to participate in the following event dates:
- September 14, 2018 - What is Title I, SLT, and its importance? Principal, APs, and Parent Coordinator.
- October 19, 2018 - School Safety & Security Workshop/Restorative Justice, Mr. Beauford, Dean & Respect for All Info Session, Mr. Santos,
- November 16, 2018 – CBO Parent workshop, Mr. Ojeda, PTA president
- December 14, 2018 – Common Core, Next Generation Standards and College and Career Readiness Session, Marlene Pacheco, GC
- January 18, 2019 - Graduation Requirements & College Readiness, Ms. Pacheco and Mr. Santos, Guidance; CR-154 Graduation Requirements for ENL students - C. Santana-Eccardi
- February 15, 2019 - Good Shepherd Services (GSS)- School CBO
- March 21, 2019 - College Panel: What do you need to know when your child is going to college?
- April 18, 2019- Partnership for the Homeless, GSS
- May 16, 2019 - Brooklyn Lifelink, GSS
- June 13, 2019 - Summer Programs Info Session; Next School Year Information 2019-2020, Ms. Gonzalez, Parent Coordinator

In addition to the above, we have incorporated a Parental Involvement piece to the Extended Day program, where family events and workshops will be held. The purpose behind our parent workshops are to make parents aware of school requirements, and forums pertaining to their children's education. Examples of such workshops include the NYS Language RBERN Parent Academy and the AP for All workshop for parents of students who will take AP classes.

Materials promoting the events are sent home in the parent preferred languages and our Parent Coordinator and advisor's follow up with phone calls using the appropriate translations to remind parents of the events and the supports in place. Agendas, handouts and attendance documents are kept in binders with our school Parent Coordinator and with our school CBO-Good Shepherd Services who support the workshops.

Additionally we offer individual sessions to families which is promoted through our school CBO as identified by the student and family. Individual services for families can include, Single Stop, or counseling outreach which is translated in the parent preferred language.

Our rationale to the program is that: Parents of ENLs demonstrate the ability to better assist their children in the learning process and a better understanding of the requirements for graduation as evidenced by the implementation of strategies learned through their ENL classes such as how to read a transcript and what is the best environment for doing homework or reading at home.

Parent participation at monthly PTA meetings will increase due to the support of both parents and effective Extended Day and Saturday Programs. By the same token, students' language proficiency level will increase in the following ways:
1. Demonstrate improvement in writing, reading, and speaking skills
2. Demonstrate improvement in all comprehension of content skills
3. Increased scores on standardized tests including the new CC aligned NYSESLAT and Regents Exams
### Part D: Parental Engagement Activities

These workshops are provided by bilingual staff members in the preferred language of the parent.

### Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Brooklyn</td>
<td>556</td>
</tr>
</tbody>
</table>

| School Name | Bushwick Leaders' High School |

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Catherine Reilly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Carolyn Gabriel-Green</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Michael Mundy</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Marlene Pacheco</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Dillion Archer, PCT/Social Stu</td>
</tr>
<tr>
<td>Parent</td>
<td>Orlando Orejda</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Luke Moffitt, Math</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Yvette Gonzalez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Kevin Santos</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Karen Watts</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Ms. Morel, ENL</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>2</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>1</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>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]</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply:

- Transitional bilingual education program (TBE) [Yes] [No]
- Dual language program (DL) [Yes] [No]
- Freestanding ENL [Yes] [No]

This school offers (check all that apply):

- Transitional bilingual education program (TBE) [Yes] [No]
- Dual language program (DL) [Yes] [No]
- Freestanding ENL [Yes] [No]

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>15</td>
<td>0</td>
<td>15</td>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>0</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   1. To assess early literacy skills, we regularly administer ESL Periodic Assessment Exams and MOSL exams to monitor student progress throughout the year and teacher based assessments. Teachers use data from periodic assessments and MOSL administrations to inform their instruction. Aside from English literacy skills, we use the Spanish LAB-R to evaluate all Spanish-speaking new admits that have already taken the NYSETEL and the score showed to be as low, so the Lab-R is used. The LAB-R is administered and based on the score, the new admit is determined to be eligible, the student is placed appropriately. Additionally, this is used in conjunction with the MLS (Multilingual Literacy SIFE Screener) to determine if the students are SIFE.

2. What structures do you have in place to support this effort?
THE ENL coordinator or ENL teacher interview with the parent coordinator (as the parent coordinator may be used as an interpreter.) They also conduct the home language survey at the interview.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? 
We measure success by AYP in Math and ELA for ELLs, credit accumulation, passing of other state mandatory Regents Exams and progress with NYSESLAT scores.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We conduct data analysis of each assessment and disseminate to teacher teams (both vertical and horizontal), the programmer, counselors, paraprofessionals, and administration. Teacher teams assess the different areas for example the Math department would specifically assess trends identifying strengths and weaknesses and share their plans for intervention with guidance and the programmer as well as families. ELA would do the same. All teams create action plans to support ELL student needs.

5. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([ Refer to the ELL Data Analysis Tool and RLAT from ATS].
In review of data reports such as we still need to increase the percentage of students who are making gains on the ELA regents. Additionally, the majority of our ENL students are graduating on time, with this year 4 graduating, especially with the 4 plus one option and the addition of an advisory program and CDOS career ready class at BLHS.

6. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
We use teacher teams to, such as grade team and department teams to drive data analysis. Team disseminate, make adjustments, annotate the data and connect their findings to lesson plans and team inquiries. For example at our school, teacher grade teams conduct lesson plan studies, where they use data to drive a grade team wise skill use, creating benchmarks and assessments to check its effectiveness. They prepare their findings to share with the whole school and connect their work to showing the impact on specific groups.

### Part IV: ELL Programming

#### 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.
   Instruction is delivered through free-standing and integrated in humanities subject models of ENL instruction as per CR-154. Students are scheduled as mandated by New York State for the appropriate number of classes per day. In free-standing ESL classes, students are grouped in heterogeneous groups by grade level and by homogeneous groups by proficiency level. In integrated classes, students have an ENL teacher push into either a content area class or an ELA class or both. This grouping allows teachers to concentrate on needs that are specific to a grade level (e.g. 10th grade Global Studies) and needs that are specific to a proficiency level (e.g. subject-verb agreement).

   b. TBE program. If applicable.
   N/A
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)?

Currently our students receive services as follows:
Entering ENL: 220 minutes of a stand alone ENL class + 220 minutes of integrated service for a content for a total of 660 minutes on instruction because we program students one period a day for the week in each of the above categories.
Emerging ENL: 220 minutes of a stand alone ENL class + 220 minutes of a integrated for ELA + 220 + a integrated service for a content for a total of 660 minutes on instruction
Transitioning: 220 minutes of integrated service for ELA + 220 minutes of integrated service for a content class for a total of 440 minutes of instruction.
Expanding ENL: 220 minutes of integrated service for ELA + 220 minutes of integrated service for a content for a total of 440 minutes of instruction.
Commanding ENL: 90 minutes of integrated service for ELA or content class for a total of 90 minutes of instruction.

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.

Content area instruction is delivered to ENL students in English with ESL supports. Last year, a group of teachers were trained in Sheltered Instruction Operational Protocol strategies via Administration. This practice will continue. These strategies were then turn-keyed to the entire staff at professional development throughout the year. All teachers in the school are expected to use lesson plans that incorporate a content objective, a language objective, and other ENL methodologies. Additionally, ESL teachers integrate into content-area classes with heavy concentrations of ELLs. Using Title 3 monies the school has developed a dual language PM class that involves co-planning and instruction delivered for one period in their native language and one period in English (Spanish/English).

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

Spanish-speaking students who are newly enrolled are given the LAB-R in Spanish by a pedagogue who is fluent in Spanish. Students who can read and write in Spanish are offered Native Language Arts classes, taught by a certified Spanish teacher. Additionally they are enrolled in our AP Spanish Language and Culture. We also offer a dual language class after school, as an additional support for students. During these classes students are assessed in class. Students who do not have Spanish as their native language are given the LOTE at the end of their first year at BLHS. That data is then used as a guide for further evaluation.
To determine if a student has had an interrupted education, they are identified.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

5a) Upon ENL identification steps as per regulations, to meet their needs, we offer after-school tutoring and coursework in the content-areas, 660 minutes of ESL instruction per week during their day program (entering students), and adapted materials. Content-area teachers also meet regularly with ESL teachers to discuss strategies and activities that will enable SIFE students to be engaged in lessons and make progress, both in language and content. Additionally, we offer a dual language after school class to develop native language literacy skills.
5b) Newcomers are offered ESL for 660 minutes per week, with one class period per day focusing on Language Arts. Teachers use adapted texts and ENL strategies, such as Sheltered Instruction Observation Protocol (SIOP, to ensure that students are gaining language skills and language arts skills simultaneously. Newcomers are also offered tutoring and given extra support in their content classes.

5c)ELLs receiving service for 4-6 years are given different options, depending on how their language skills have progressed. Students who have moved up to the advanced level are given 660 minutes of support by an ESL teacher per week. They are also offered the same supports and tutoring as newcomers and SIFE students, as well as differentiated instruction and small group instruction.

5d) Long-term ELLs are also given the number of minutes per week according to their proficiency levels. Additionally, the NYSESLAT modality report is used to determine strengths and challenges in the English language so that teachers can plan accordingly to meet their language needs.

5e) Former ELLs are still eligible for testing accommodations (up to two years). They are allowed to have an integrated classroom ESL teacher at their parent's request, and are also encouraged to enroll into the Saturday Academy and PM School Program.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
To better support ELLs and SWDs, there are a variety of materials available to aid in language development. Teachers are expected to use ENL strategies, such as SIOP components in their planning and in their classrooms, including, but not limited to visuals, PowerPoints, content/language objectives, supports in L1, multiple modalities, graphic organizers, and writing prompts. Additionally, there are adapted texts available, technology laptop carts in all classrooms and smart boards. We will continue to provide accommodations as per the IEP to support individual needs and instruction.

7. 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?
As with all of our Special Education students, Special Education ELLs are given options that allow them the least restrictive environment. They are offered flexible scheduling, which allows for access to all classes such as AVID and AP classes and can be placed in general education classes in certain subject areas, as per their IEPs. They are given additional accommodations as per their IEPs, and if designated by the IEP, they are given paraprofessionals (bilingual). We have 5 bilingual/alternate language paraprofessionals in the school. Overall students are programmed according to their needs as specified by their IEP.

8. 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.
A variety of targeted intervention programs are used for ELLs in all content areas.
- AVENTA – literacy and credit recovery for SIFE and LTELLs
- After-school tutoring in Social Studies, Science, and Math (Spanish-speaking teachers present to assist content teachers)
- Bilingual glossaries and dictionaries available in all subject areas
- My brother’s Keep (attendance initiative)
- Good Shepherd Services – After-school programs
- Advantage Grant (through GSS)
- Community Schools Grant
- Community Schools
- 100 schools
- College Access for All/College Confident/Creative Connections Coach
- AP for ALL- AP Spanish Language and Culture
- Seal of bi-literacy process
- Seal of Service
- Planning a dual language program for the 2018-2019 school year in math. (awarded the DOE grant)
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? Community Schools is geared towards parent involvement, after school activities and academic support for our ELLs. In accordance with the new CR-154 regulations, we are integrating ESL teachers into more content area classes than ever before. We also use Achieve 3000 as a literacy support for our school to support our ENL students and we have purchased Collections, which as strategies and supports for ENL students.

10. If you had a bilingual program, what was the reason you closed it? 

n/a

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

This will be our 7th year working with Good Shepherd Services. They work with students during lunch and after school, offering activities that give students something to do in the after-school hours. These activities include dance, sports, and arts. This program runs until 6pm on Monday-Friday and Saturday 8am-12pm. This allows ELLs the opportunity to go to tutoring or AVENTA and still be able to participate in Good Shepherd activities. Additionally, ELLs are encouraged to play on school teams (e.g. basketball and volleyball) through our partnership with EBC Bushwick High School. Aside from extra-curricular programs, ELLs are offered access to counseling and outreach in both English and Spanish. Additionally the school is a community school member, AP for ALL, College Access for All, Algebra for All and Computer Science for All (allowing us to be supported with our AP Spanish & Language curriculum), offering bilingual post secondary support and instruction.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We are aware of the potential for technology to aid in language development and acquisition. Teachers are offered projectors so that they can use PowerPoint and other software to more easily incorporate visuals and other ELL-friendly components into their teaching. We have also added a SMARTBOARDS, elmos, and desktops to every classroom with a state of the art media center and library. Classrooms have access to laptop carts to provide students with all possible technology to make their learning more accessible and engaging. Additionally, we have a computer lab that is open after school for students to work on projects and/or essays and college applications. AVENTA is an online credit recovery program that is offered to ESL students. We are also bringing Achieve 3000 back to our school to support our ELL’s and we have ipads and chromebooks, with all students having a bushwickleaders.org email account, to aid students in content area classes.

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

In all content areas, there are measures taken to give native language support to ELLs. Though not all teachers speak other languages, bilingual glossaries are available in the subject areas, as well as bilingual dictionaries. Moreover, teachers meet with ESL teachers to find materials in the native language when possible. Flexible grouping is also used in the classes so that students can get clarification in L1 from other students in their groups.

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

ELLS are provided with additional support in a PM School or Saturday class. During this period students are engaged in learning activities based on their current grade and English proficiency levels. The program incorporates AVENTA, literacy skills, content based instructions, and reinforces daily instructional classwork.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

n/a
16. 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).

Newly enrolled ELLs’ coming to us from the 8th grade or over the counter this summer, were given access to our summer ESL enrichment program. Additionally, through the Good Shepherd services and other grant sources, students are given a variety of academic and social activities. For example, cooking classes, boxing, dance, basketball and so on. Academic tutoring is also offered as well as instructional classes. The social activities such as group counseling, café jam, provides opportunities for our newly enrolled ELLs to become familiar with our school, staff members, peers and it also gives them the opportunity to become more acclimated with their new environment. This year we also help showcases which highlighted student cultural dances, food and celebrations with parents and all members of the school community.

17. What language electives are offered to ELLs?

Electives offered are: Spanish for native speakers and AP Spanish Language and culture.

18. For schools with dual language programs:

a. 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.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

We will begin the planning phase for the 2018-2019 roll out of a dual language program.

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 and non-pedagogic staff.) 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?

All personnel at the school that services ESL students are provided with professional development from our Peer Collaborative Leader (PCL). Administration and the PCL visit classrooms and provide teachers with actionable feedback and best instructional practices to work with their ELL population. Administrators provided additional support with SIOP workshops for new staff. Teachers were provided with SIOP materials and additional supports at administrative feedback sessions to support ELL's in their classrooms. Additionally teachers were provided with AVID training.

In an effort to assist teachers, administrators, and support staff in addressing the needs of ELLs, the following professional development opportunities and the use of the common core, staff have agreed to use a common curriculum maps and aligned units across the school which includes sections of "differentiation" and "common core standards."

Staff will participate in strands which will target a particular area for a certain amount of weeks based on HEDI ratings, student class needs, and educational trends.

We will continue:

- implementation of SIOP program, building on what we did last year, as well as other researched based ENL strategies.
- Encourage staff to register for graduate courses in differentiated instruction and ESL methodology and supporting biliteracy certification needs
- Continue to train teachers, administrators, and guidance counselors in technology and web-based programs for ELLs
- Continue to provide teachers, administrators, guidance counselors, psychologists, and other staff with professional literature to build awareness as to the needs of ELLs and best practices to address those needs.
- Continue to train teachers and administrators in Common Core Standards and how they apply to ELLs
- Plan to use the NYC writing project workshops
- Build a list of web resources for teachers of ELLs, guidance staff, and administrators
2. 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.

Students and parents are invited to student orientations that are offered in English and native languages. At these meetings, families meet with teachers and administrators to discuss the school year, calendar, expectations and coursework. Additionally the school holds countless parent-teacher meetings with grade teams and offers open houses and parent literacy workshops to assist with the transition to high school and college. On such workshops is around credits and regents (graduation requirements for families new the school and system).

This school year, staff will be trained in Restorative Justice and 100 schools initiative so that they can work with their advisories to establish norms as to what is expected socially and academically in high school. Advisory is a major support of transition for our students and ELLs.

Throughout the year, the entire staff is trained in ELL strategies, as it is one of the central focuses of our school and our professional development programs. This is done in department meetings, grade-team meetings, after school, and on DOE-designated professional development days. Additionally, ELL teachers are sent out to professional development through the Office of English Language Learners, and a workshop series on cross curriculum wiring was held here by their office. They do intervisitation with schools with large populations of ELLs.

Records are kept with sign in sheets and agendas which are housed in binders in our main office.

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**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?

Our school has 4 marking periods per semester as an initiative to inform parents of their child’s progress throughout the semester as per their child’s program. ESL teachers schedule parent meetings and send out progress reports as needed. Our parent coordinator assists with the outreach as well. We also hold one extra parent-teacher/curriculum night per semester with translation services. The school invites bilingual staff members to translate to Spanish speaking parents during these conferences. All materials are translated in the home language survey and we use translation services if for a language need other than Spanish.

Records of meetings are kept on sign in/attendance sheets and with counselor logs of meeting minutes if guidance and/or parent coordinator attends.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our school has an active parent coordinator who assists the executive members of the PTA to hold monthly PTA meetings. ELL parent participation is high in these meetings and they are conducted in English and in Spanish. The PTA meeting have great participation of teachers as well. Additionally, we hold meet and greet nights by grade level and offer ESL classes for parents. We also hold one extra parent-teacher night per semester with translation services available for teachers to speak with parents of ELLs. The school invites bilingual staff members to translate to Spanish speaking parents during these conferences.

This school year, through grant work, we offered bilingual college counselor workshops to parents about graduation requirements, the college application process and financial aid. We held multiple parent workshops throughout the year about housing, literacy, and other topics as surveyed by parents. Our cultural celebrations were highly attended, specifically by parents of students with ESL and all events we have translations.
### 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.

| na |
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Catherine Reilly, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Reilly</td>
<td>Principal</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Carolyn Gabriel-Green</td>
<td>Assistant Principal</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Yvette Gonzalez</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Michael Mundy</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Orlando Orejda</td>
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<tr>
<td>Britani Kanhai</td>
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<td>Coach</td>
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<td></td>
<td>Coach</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Marlene Pacheco</td>
<td>School Counselor</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Karen Watts</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Anthony Pizarillo</td>
<td></td>
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<tr>
<td>Other</td>
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<td>1/1/01</td>
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<td>Other</td>
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<tr>
<td>Other</td>
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<td>1/1/01</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 32K556  School Name: Bushwick Leaders' High School  Superintendent: Karen Watts

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yvette</td>
<td>Gonzalez</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Our school uses the home language survey and emergency blue cards to assess our school's written translation and oral interpretation needs. Parents of new students and entering 9th grade students are interviewed in their native language or through translation if the native language is other than Spanish. All of our incoming students this year have indicated English, Spanish, Arabic and Haitian Creole as their preferred language. This has been entered on the BIOS screen at admission and communication is done in the preferred language. The school population as a whole consists of 553.23 Spanish, 45.22% English, and 1.55% other consisting of Arabic and Haitian Creole. Some parents have indicated they speak English, correspondence with these parents is delivered in both languages (English and their native).
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
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<tr>
<td>English</td>
<td>English</td>
<td>45.22</td>
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<tr>
<td>Haitian Creole</td>
<td>Haitian Creole</td>
<td>.52</td>
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<tr>
<td>Arabic</td>
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<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>53.23</td>
<td>Spanish</td>
<td>53.23</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Spanish & English

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School Progress Reports</td>
<td>July 2017</td>
<td>All information is sent home in English and the families native language. For some school generated forms, the school uses staff who are native in the language to translate the letter, ATS prints in home language survey, and/or the school prepares letter to give to families using translations (Google translate and translation services if necessary)</td>
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<tr>
<td>Event</td>
<td>Date</td>
<td>Information Description</td>
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<tr>
<td>School Year Orientation Letter</td>
<td>August 2017</td>
<td>All information is sent home in English and the families' native language. For some school generated forms, the school uses staff who are native in the language to translate the letter, ATS prints in home language survey, and/or the school prepares letter to give to families using translations (Google translate and translation services if necessary)</td>
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<tr>
<td>Orientation Information- lunch forms, afterschool consent forms, etc</td>
<td></td>
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<tr>
<td>PTA Letters</td>
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<tr>
<td>Welcome back Letter</td>
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<tr>
<td>PM/Saturday School Orientation Letters</td>
<td>September 2017</td>
<td>All information is sent home in English and the families' native language. For some school generated forms, the school uses staff who are native in the language to translate the letter, ATS prints in home language survey, and/or the school prepares letter to give to families using translations (Google translate and translation services if necessary)</td>
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<tr>
<td>PM/Saturday School Information Packets</td>
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<td>Curriculum Night</td>
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<td>PTA Letters</td>
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<tr>
<td>Open School Night</td>
<td>October 2017</td>
<td>All information is sent home in English and the families' native language. For some school generated forms, the school uses staff who are native in the language to translate the letter, ATS prints in home language survey, and/or the school prepares letter to give to families using translations (Google translate and translation services if necessary)</td>
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<td>PTA Letters</td>
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<tr>
<td>College Information/Financial Aid Forms</td>
<td></td>
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<tr>
<td>PTA Meetings</td>
<td>November 2017</td>
<td>All information is sent home in English and the families' native language. For some school generated forms, the school uses staff who are native in the language to translate the letter, ATS prints in home language survey, and/or the school prepares letter to give to families using translations (Google translate and translation services if necessary)</td>
</tr>
<tr>
<td>Celebrations</td>
<td></td>
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<tr>
<td>Holiday Celebrations</td>
<td></td>
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</tbody>
</table>
Summer School Promotion in Doubt Letters | December 2017 - March 2018 | All information is sent home in English and the families native language. For some school generated forms, the school uses staff who are native in the language to translate the letter, ATS prints in home language survey, and/or the school prepares letter to give to families using translations (Google translate and translation services if necessary)

PTA Letters
Summer School Orientation Material
Incoming Freshman Interview

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Progress Meetings (as needed)</td>
<td>July</td>
<td>The school hosts many face to face meetings throughout the school year that are on going, such as academic meetings, behavioral meetings, parent-teacher conferences, IEP meetings, incoming student interviews, all of which parents are provided translations. The school will utilize staff who are native the families home language to translate, as well as the</td>
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<tr>
<td>School Year Orientation</td>
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<tr>
<td>PM/Saturday School Orientation</td>
<td>August</td>
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<tr>
<td>Curriculum Night</td>
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<tr>
<td>PTA</td>
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<tr>
<td>Incoming Student Interviews</td>
<td>September</td>
<td></td>
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<tr>
<td>PTA</td>
<td></td>
<td></td>
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<tr>
<td>College Week</td>
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<tr>
<td>Event</td>
<td>Date</td>
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<td>------------------------------------------</td>
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<tr>
<td>PTA Open School Night</td>
<td>October</td>
<td></td>
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<tr>
<td>PTA Holiday Extravaganza</td>
<td>November</td>
<td></td>
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<tr>
<td>Promotion in doubt meetings</td>
<td>December</td>
<td></td>
</tr>
<tr>
<td>PTA Open School</td>
<td>January</td>
<td></td>
</tr>
<tr>
<td>Celebration of Sisterhood</td>
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<tr>
<td>PTA Celebration of Brotherhood</td>
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<tr>
<td>PTA Promotion in Doubt</td>
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<tr>
<td>Senior Meeting</td>
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<tr>
<td>Advanced placement Orientation</td>
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<tr>
<td>PTA Summer School Orientation</td>
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</tbody>
</table>

Translation hotline to support communication.
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In case of an emergency our school uses autodialer (Blackboard Connect) which translates messages to families in their native languages when it does its mass calling.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

At the beginning of the school year, all staff are required to participate in a training session that reinforces Chancellor's Regulations for Staff, where to locates the regulations, and one policy highlighted is A-663. Additionally, staff are given the autodialer information, DOE translation hotline number, and other supports to ensure all information is communicated to parents and families in their native language.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Information regarding parents in need or translation and oral interpretation assistance is maintained in ATS and on the student emergency cards.

b. All monolingual (English-speaking) school staff are required to have a translator for interactions with parents whose dominant language is not English; this can be done in-house or via the translation phone number.

c. Written translation for documents in mailed and/or backpacked home.

d. Oral translation at all school-related functions and at Open School night and afternoon.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

In order to gather feedback, parents will be issued surveys and service use will be discussed at PTA and SLT meetings.