



Connecting to ESI and Culturally Responsive Education (CRE) Goals

ESI Strategies	Relation to Best Practice	CRE Goals	Relation to Best Practice
<p>Academic Practices These strategies relate to Common Core standards and expectations for what students must know and demonstrate to be on track for college success.</p>	<p>The summer bridge program gave students exposure to the rigors of high school academics. Our program had a STEM focus. Over the duration of the program students participated in math literacy (algebra) and science literacy sessions. Students worked together to problem solve and to write justifications for their answers.</p> <p>In the science literacy sessions students researched topics of choice and wrote essays.</p> <p>Students were exposed to the shifts in reading non-fiction texts and responding to them in writing and in groups. Math and Science Literacy sessions incorporated the use of Cornell note taking, constructing informative and argumentative essays, looking at rubrics as guidelines in writing and editing work. In addition, students were exposed to evaluating and selecting appropriate websites used in research. These sessions included introducing our students to our school system, mission, vision, goals, rules and technology support system, such as emails, online assignments, and online progress reports.</p>	<p>Student Learning and Achievement Culturally relevant teachers clearly explain what achievement means in their particular classroom and the ways students can obtain it through a variety of measures, especially as they believe all students are capable of learning and achieving academic success.</p>	<p>All Summer Bridge teachers received CRE training and used baseline assessments to drive Science, Technology, and Mathematics instruction. We also used the following methods to establish a college-going culture in the classrooms:</p> <ol style="list-style-type: none"> 1- Students Binders with Cornell notes 2- Student know and recite School motto 3- Students stand and deliver in classroom <p>Parents and guardians received weekly update emails to inform them of their child's progress and areas of growth in the program. Summer Bridge Professors also established high expectations, as well as a caring and responsive learning community. For example, The Math Literacy component of the Summer Bridge Program was geared towards teaching students to be critical thinkers in order to connect and apply classroom learning to real world situations. They were also sensitized to the importance of being able to clearly articulate their mathematical thinking (based on evidence) orally and in writing. Students were introduced to using the "Accountable Talk" protocol, Cornell note taking, learning logs, levels of</p>

			questioning, writing questions, quick-writes followed by discussion, and philosophical chairs. The Science Literacy component of the Summer Bridge Program focused on reading and analyzing the Informative and argumentative essays.
<p>Youth Development Practices These strategies focus on building student resilience, commitment to life beyond high school, and restorative approaches to school discipline that prevent negative outcomes, like suspension.</p>	<p>Students were continuously exposed to one of the efficacy strategies of FADAF (Failure and Difficulty are Feedback)It was written on every correspondence sent home and summer professors infused this tenet into their instruction. We were explicit in using the trio " We know that the work is hard, we know you can do it and we will not give up on any scholar" To support commitment to life beyond high school students participated in a campus tour of Hofstra University. They rotated sessions at Brooklyn College. There they had access to student mentors/ students of color who shared their own life journeys and helped our students to envision their life on a college campus as a college student. Restorative approaches were used as we conference with parents and scholars as needed.</p>	<p>Cultural Competence Teachers use the students' culture to affirm their cultural backgrounds and build on knowledge they possess to support them in learning new concepts while supporting their college-going identities.</p>	<p>Students began the Summer Robotics program with a Pre- survey designed to determine what percentage of incoming ninth grade male students exhibited the following non-cognitive skills and strong Habits of Mind: Persistence, Engagement, Work Habits/Organization Skills, Communication/Collaboration Skills, and Self-Regulation. This data was then used to target individual students to support their learning and preparedness towards college-readiness.</p>
<p>School Culture These strategies promote a college and career focus among 9th grade Black and Latino young men, influencing the ethos, mission, and explicit (and implicit) communications in the entire school building, even outside the classroom.</p>	<p>Our goal is always to prepare and help students enter careers and colleges of their choices. To that effect we worked closely with our Brooklyn College partners to make students were exposed to college. Students recited our motto every morning. They practiced standing and delivering themselves in the sessions.</p>	<p>Sociopolitical Consciousness Culturally relevant teachers support the sociopolitical consciousness of their students, so that students are able to develop a critical stance toward inequities in their schools, communities, and the larger society.</p>	<p>Students participated in CRE learning sessions where they learned about: culture, identity, community, ethnicity, sex/gender roles, and societal issues and concerns (effects of Stop- and Frisk policy on young Black and Latino men living in Brooklyn, N.Y.). Students also constructed and performed collaborative creative writing poems entitled: "Where I'm from..."</p>

	<p>Each scholar was given a binder to practice and utilize Cornell Note taking. The binders also served to build on a culture of organization.</p> <p>We had 2 parent events: orientation and culminating student exhibition. We celebrate our scholars and always give parents and guardians an opportunity to share in their success.</p> <p>We included 2 teambuilding trips (A New York Liberty Game and Great Adventures). Our school community is committed to providing students with safe and structured ways to build the school community while being active.</p>		
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