



**DRAFT**

**BROOKLYN PREPARATORY H.S.**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 14K488**  
**ADDRESS: 257 N. SIXTH STREET**  
**TELEPHONE: (718) 486-2550**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 14K488      **SCHOOL NAME:** Brooklyn Preparatory High School

**SCHOOL ADDRESS:** 257 N. Sixth St. Brooklyn, N.Y. 11211

**SCHOOL TELEPHONE:** (718) 486-2550      **FAX:** (718) 486-2505

**SCHOOL CONTACT PERSON:** Noah Lansner      **EMAIL ADDRESS:** [nlansner@schools.nyc.gov](mailto:nlansner@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** rotating

**PRINCIPAL:** Noah Lansner

**UFT CHAPTER LEADER:** Wayne Tobias

**PARENTS' ASSOCIATION PRESIDENT:** Patricia Wright

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Gloria Lopez

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 14      **CHILDREN FIRST NETWORK (CFN):** 20

**NETWORK LEADER:** Terry Byam

**SUPERINTENDENT:** Karen Watts

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Brooklyn Prep's mission is to prepare all its students to succeed in a challenging college program and a fulfilling career and ultimately, to take on an extraordinary responsibility for our world. We are a small, college preparatory high school where academic rigor is accompanied by intensive individual support; a nurturing community where every student is known well; and a learning organization where both young people and adults are actively engaged in inquiry, reflection, and collaboration.

Our curriculum and assessment revolve around the Habits of Mind that we believe students must develop in order to be successful in college, career and life. Teachers work together on interdisciplinary grade level teams and are jointly responsible for the students they serve. Every student has an advisor who runs a special class for about 15 students and whose special responsibility is to know each advisee well. Class size is limited to about 25 in all our classes with two teachers in Collaborative Team Teaching classes, to maximize the attention that teachers can give to individual students.

Brooklyn Prep is supported by an active parent association and the following valued partners:  
Lead Partner: The Institute for Student Achievement. Corporate Partner: Digitas. Community Partners: Educators for Social Responsibility; St. Nicholas Neighborhood Preservation; Camelot; Junior Achievement; ENACT; Teachers and Writers; College Summit; Futures and Options. Academic Partners: Edu-Change; City University of New York; College Now; New York City College of Technology; Teachers College.

Among our distinctive features are:

- Interdisciplinary portfolio evaluations at the end of each semester
- Advanced Placement English and U.S. History
- College Now classes for both high school and college credit both City Tech and other CUNY colleges
- The opportunity to take four years of high-level laboratory science in biology, chemistry and physics beginning with a challenging, two-year curriculum integrating biology and chemistry around themes such as the environment, nutrition and fitness and health and disease

- Opportunities to publish and exhibit work to a wider audience—e.g. all ninth graders become published authors by collaborating on a beautiful paperback publication
- Internships for high school credit at businesses, government agencies and community organizations
- Multiple opportunities to use the arts and technology for classroom projects across the curriculum, including two art studios, computer labs and wireless laptops
- Peer mediation, peer tutoring and peer mentoring programs

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>		Brooklyn Preparatory High School					
<b>District:</b>	14	<b>DBN:</b>	14K488		<b>School BEDS Code:</b>	331400011488	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	3	7	11			√
K	4	8	12				√
1	5	9	√				Ungraded
2	6	10		√			
<b>Enrollment</b>		<b>Attendance - % of days students attended:</b>					
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	0	0	0	82.9			TBD
Kindergarten		0			0		
Grade 1		0	0				<b>Student Stability - % of Enrollment:</b>
Grade 2	0	0	2007-08	2008-09	2009-10		(As of June 30)
Grade 3	0	0		97.8			TBD
Grade 4		0			0		
Grade 5		0	0				<b>Poverty Rate - % of Enrollment:</b>
Grade 6	0	0	2007-08	2008-09	2009-10		(As of October 31)
Grade 7	0	0		61.2			81.9
Grade 8		0			0		
Grade 9		113		122			<b>Students in Temporary Housing - Total Number:</b>
Grade 10	106	78	2007-08	2008-09	2009-10		(As of June 30)
Grade 11	92	84		3			TBD
Grade 12		73			67		
Ungraded		0	0				<b>Recent Immigrants - Total Number:</b>
Total	384	351	2007-08	2008-09	2009-10		(As of October 31)
2			0				
<b>Special Education Enrollment:</b>		<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	0	0		127		TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	43	49		22		TBD	Superintendent Suspensions
Number all others		19				12	
<i>These students are included in the enrollment information above.</i>		<b>Special High School Programs - Total Number:</b>					
2007-08		2008-09		2009-10			(As of October 31)
0		0					CTE Program Participants

0	0	<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)			Early College HS Program Participants
<i>(As of October 31)</i>	2007-08	2008-09	2009-10		2009-10
# in Transitional Bilingual Classes	0	0	0		<b>Number of Staff - Includes all full-time staff:</b>
# in Dual Lang. Programs	0	0	0		<i>(As of October 31)</i>
# receiving ESL services only	3	4	28	TBD	Number of Teachers

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Periodically in 2009-10, the SLT, administrators, grade team leaders, and staff reviewed our interim measures of success in achieving our CEP goals. Data that was discussed included the 2008-09 Progress Report and School Survey,;average daily attendance; participation rates on the February and June portfolio panels; pass rates on the Integrated Algebra Regents for ninth graders in January and June; the pass rate for 9<sup>th</sup> graders for the Fall semester and the second marking period of the Spring semester; and information regarding the development and implementation of a college and career curriculum across all grades. At the May SLT meeting and staff meeting, we looked carefully at an attitudinal survey of our 9<sup>th</sup> and 11<sup>th</sup> grade students provided by the Institute for Student Achievement and our partners at Teachers College

### **Student Performance Trends**

This year's ninth grade (2009 cohort) had significantly better course pass rates, average daily attendance and math Regents results than the previous cohort (2008 cohort), which just completed the 10<sup>th</sup> grade. We were able to meet and surpass our goals for 9<sup>th</sup> grade credit accumulation and for the integrated algebra Regents. The 2007 cohort, our rising seniors, also has better course pass rates, ADA and Regents results than the 2008 cohort. Our rising juniors, the 2008 Cohort, remain our problem child. Their skills when they entered as 9<sup>th</sup> graders were lower than most of our cohorts, but not lower than our very successful 2006 cohort in which one third of entrants were in the bottom third citywide. The biggest presenting issue for the 2008 cohort, we conclude, based on discipline data, and lateness and attendance figures, is a lack of engagement in their own learning.

### **Greatest Accomplishments**

After receiving an A for School Environment on the 2007-08 Progress Report our grade went down to a B for 2008-2009. The biggest decline in the school survey was in teacher responses to safety and respect issues. The scores for the 2009-10 Learning Environment Survey Reports rose in every area, suggesting we are back on track. Our ADA also improved from 82.9% in 2008-09 to 86.8% in 2009-10.

We have made great strides in creating and implementing a college and career readiness curriculum for all four grades, thanks to the dedicated efforts of a committee of representatives from each grades

working with the assistant principal, the 11<sup>th</sup> grade guidance counselor and an ISA consultant. The curriculum, which works backwards from what seniors must know and be able to do to apply for college admission and financial aid. The PD day on June 8 was dedicated to unfurling and discussing the curriculum which will be implemented by all advisors next year. The 11<sup>th</sup> grade version of the curriculum was implemented this year, so that the rising seniors will be better prepared than their predecessors to get through the college admissions process and policies firmly in place that would outlast changes in staff. We began to address this issue last spring working with Educators for Social Responsibility.

Our 2009-10 graduation rate we expect to be at least 80% after a few students complete work this summer. This is an improvement over the 76.5% graduation rate last year.

Portfolio participation rates went up dramatically in January and remained steady in June, reversing a downward trend.

## **Challenges**

Although our attendance has improved, it is still below 90%. Approximately one-third of our students have already had 20 or more absences as of May 31 this year. This includes 34 ninth graders, 27 tenth graders, 22 eleventh graders and 21 twelfth graders. Latinos are disproportionately represented in the group of students whose attendance rate is below 70% and overall, the average daily attendance (ADA) for students on public assistance was six points lower than that of other economic groups. The strong correlation between grades and attendance is dramatically illustrated by achievement results in portfolio panels, when students present a selection of their most important work for the semester to their advisor and a small group of peers. The portfolios are a good measure of students' ability to sustain effort over time and of their degree of engagement in learning. Last year, the average daily attendance (ADA) of students who were no-shows for their panels was 72%. The ADA for students whose portfolios were deemed unsatisfactory was 84%. The ADA for students whose portfolios were found to need improvement was 90%. The ADA for students whose portfolios were graded proficient was 91% and the ADA for students with distinguished portfolios was 95%.

Our lateness issue is even more dire. On a typical day, 45 students are 20 or more minutes late to their first class and another 10 wander in two or three periods late. In May alone, 108 of our students were more than 20 minutes late to school three or more times! We know from high school admissions database that a total of 47 of our incoming students have a history of severe lateness and/or absence problems. A comparable number of our current ninth graders have attendance and/or lateness issues.

Discussions in the SLT meetings and staff meetings have come to the same conclusion. To improve attendance and course pass rates, we need strategies to increase student engagement in learning. In addition to implementing the college readiness curriculum in advisory next year, the strategies identified were increasing the quantity and quality of extended day offerings and focusing professional development efforts on developing engaging inquiry learning activities.

Our FY2011 budget, however, makes it more difficult to expand the extended day program. Our budget has been cut about 12%. In addition to the systemwide cuts, we have cuts due to register loss, the elimination of state VESID grant funding, and a reduction in subsidies for ATRs we hired last year. We applied for but did not receive a substantial grant from United Way for CBO services. We are

awaiting word on whether ISA will be able to renew our \$10,000 extended day grant, which it provides with state funds.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. **Improving ADA from 86% to 89%**
2. **Improving the Living Environment Regents pass rate for first time takers from 38% to 60%**
3. **Improving the Global Studies Regents pass rate for first time takers from 40.5% to 60%**
4. **Strengthening curriculum and instruction to promote inquiry learning.**
5. **Increasing student engagement by increasing the quantity and quality of extended day and extracurricular activities for students. (note, this goal is contingent on our receiving \$10,000 from Institute for Student Achievement which has applied for a renewal of a state grant that we are part of).**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase ADA in 2010-11 to from 82.9 (2008-09) and 86% (2009-10) to 89 % in 2010-11</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Emphasis in advisory on attendance including individual conferences with advisees.</b></p> <p><b>Advisors will identify the students who are between 80 and 90 per cent ADA and provide incentives, family outreach, and informal counseling to students with this moderate attendance problem.</b></p> <p><b>CBO, counselors and attendance workers will do home visits, parent meetings, regular counseling as well as incentives for students identified over the summer as being at high risk for truancy.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>We will fund advisory as most teachers' fifth class to give them a smaller class size and extra time to reach out to families and conference with students.</b></p> <p><b>If we get the ISA Extended day grant, we will provide engaging after school activities selected by students from menu that require minimum school attendance rates to participate.</b></p> <p><b>We will use at least 25% of parent coordinator's time to do outreach to families of students with attendance issues and at least 15% of other office staff's time.</b></p> <p><b>We will employ three guidance counselors plus a SPARKS counselor to advise students with attendance problems, and reach out to their families as well as coaching</b></p>

	<p>advisors in attendance-improvement strategies.</p> <p>If we receive a register increase, we will use up to \$1,500 to purchase incentives such as trips, pizza coupons, movie tickets as rewards for perfect attendance and for attendance improvement</p> <p>We will use the data analyst line to support analysis of attendance data.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Daily tracking of attendance of students targeted as at risk of truancy</p> <p>Weekly tracking of percentage breakdown of ADA (e.g. above 90, above 80, etc.)</p> <p>Weekly tracking by advisors of their advisees' attendance</p> <p>Monthly tracking of attendance by sub group (special education, ELL, boys, girls, grade level, etc.)</p> <p>About 58% of our students had above 90% attendance in 2009-10. Our goal is to increase that number to at least 65% in June 2011. This number typically declines during flu season and again in the late spring. As we track this number weekly, we will be on target to meet this goal of in November 2010 at least 80% of our students still have above 90% ADA and in February 2010 at least 75% still have above 90% ADA.</p>

## Living Environment Regents

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the pass rate for first time takers of the Living Environment Regents from 38% in 2010 to 60% in 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Department PD on designing and using periodic assessments</li> <li>• Periodic assessments given at least twice each semester in 9<sup>th</sup> and 10<sup>th</sup> grade</li> <li>• Item analysis of assessment results used to differentiate instruction and select topics for re-teaching and review</li> <li>• Targeted work in class on test preparation ( Ninth grade: ½ period per week. Tenth grade: 1/2-1 period per week in fall; 1-2 periods per week in spring) including short Regents-based quizzes through which student apply what they have learned in each unit in a test-taking situation</li> <li>• Class work on literacy and vocabulary using Concept Construxions cards</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Per session for department chair (Title I 10% set aside)</li> <li>• DYO and Inquiry Team per session for living environment teachers to develop periodic assessments and analyze results</li> <li>• June 2010 staff development on Concept Construxions cards with Edu-Change included materials to be used in 2010-11</li> <li>• If we receive the ISA extended day grant or get a register increase, part of funds will be used for after school or Saturday test prep for approx. six weeks before each exam.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• An increase in the median score on the four annual Periodic assessments of at least five points each time with the median score for 10<sup>th</sup> graders in the last administration in May 2011 being at least 65%.</li> </ul>

## Global Studies Regents

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the pass rate on the Global Studies Regents for first time test takers from 40.5% to 60%</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Targeted work in class on thematic essays and document based essays in both 9<sup>th</sup> and 10<sup>th</sup> grades</li> <li>• Class work on literacy and vocabulary</li> <li>• Spiraled multiple choice assessments given every two weeks and timed class essays assigned once per month, with scores tracked on Edline and available to all parents and students</li> <li>• Looping students so 10<sup>th</sup> graders have same teacher they had in 9<sup>th</sup> grade</li> <li>• A low-stakes writing assignment using the “TIED” strategy for essay writing will be given bi-weekly, requiring students to integrate information and quotations from primary and secondary sources</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Per session for department chair (Title I 10% set aside)</li> <li>• DYO and Inquiry Team per session for global studies teachers to analyze results of periodic assessments and revise lesson plans accordingly</li> <li>• If we receive the ISA extended day grant or get a register increase, part of funds will be used for after school or Saturday test prep for approx. six weeks before each exam.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• In November, 2010, 65% of 10<sup>th</sup> graders taking a Global Studies mock Regents will correctly answer at least 50% of the multiple-choice questions.</li> <li>• By May, 2011, 50% of 9<sup>th</sup> grade students will be able to score a 3 on a Regents-style thematic essay and 60% of tenth graders will be able to score a 4 on a document based essay.</li> <li>• An increase in the median score on the spiraled multiple choice assessments so that by January 2011, the median score for 10<sup>th</sup> graders is 70% and by May 75%.</li> </ul>

**DRAFT Subject/Area (where relevant):**

**Strengthening curriculum and instruction to promote inquiry learning.**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>All teachers will participate in minimum of 6 PD workshops on inquiry learning strategies.</b> <b>All teachers will visit other teachers' classes a minimum of 5 times.</b> <b>All grade teams will conduct sessions focused on instruction a minimum of 2 times per month.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Monthly PD sessions on Wednesday afternoon focused on classroom strategies that promote inquiry learning through engaging activities with differentiated scaffolding</b></li> <li>• <b>Department and grade team meetings where teachers present their assignments and resulting student work (student writing or a video of exhibitions) to their peers using tuning protocols</b></li> <li>• <b>Department and grade team peer intervisitation and teacher/administer learning rounds with the focus on evidence of inquiry and student engagement</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>A portion of our AP's salary will be paid for with ARRA stimulus funds and Title I funds specifically for her planning and leading of the professional development program detailed in our action plan</b> <b>Grade team leaders and department chairs will receive per session for their work organizing and facilitating the looking at student work and the conducting of intervisitation. This work represents their C-6 assignment as well.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>We will be on track for meeting our goal if all teachers have participated in at least two PD sessions and two visits to other teachers by the end of the fall semester and if at least two hours of the Election Day PD is dedicated to inquiry learning strategies.</b> <b>The ISA student survey, administered to 9<sup>th</sup> and 11<sup>th</sup> graders in February, includes some questions linked to whether students find school work challenging, interesting, and connected to their own lives. Results are generally available in May. Improvement in the 11<sup>th</sup> grade cohort's scores on these questions over their ninth grade scores and/or improvement in 2010-11 9<sup>th</sup> grade cohort scores over the 2009-10 9<sup>th</sup> grade scores would suggest increased student engagement in inquiry learning. Student reflections on the projects that go into their portfolios at the end of each semester also measure the degree to which they are engaged in inquiry in those projects. Students write about how they have used the habits of mind, including perspective, analysis and connections, in completing each project. They are graded using school wide rubrics.</b></p>

**Expanded arts classes and  
Extended day**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Involve at least 40% of our students in some form of extended day or lunch time activity Enroll at least 60% of our students in a music or art class.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Offer visual arts to all 9<sup>th</sup> graders and music to all 10<sup>th</sup> graders Offer choice of at least four electives in the arts to 11<sup>th</sup> and 12<sup>th</sup> graders Strongly encourage students to try out for PSAL teams Create an intramural program for all students to be engaged in team sports Provide at least 5 extended day enrichment activities for students to choose from including music and art. Make computer facilities available to students every day before and after school and at lunch. Provide teacher “office hours” before or after school or at lunch and mandate attendance for students who are failing class after 3-week progress report</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>If we get the ISA Extended day grant, we will provide engaging after school activities selected by students from menu We will provide per session or coverages for some teacher office hours if we receive additional funds for anticipated register growth Use C-6 assignments to provide study halls and computer lab access at lunchtime Continue fund-raising efforts to bring in arts groups and CBOs for enrichment and youth development activities (we applied for but did not receive the United Way grant) Fund a full-time music teacher, a full-time art teacher, and an F-status art teacher.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Review attendance at extended day activities on a weekly basis On a monthly basis, calculate an unduplicated count of participating students. If by November, that count is 30% of all students and by February that count is 35% of all students we will be on track to meet our goal.</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	125	125	28	28	20			4
10	43	15	43	43	11			8
11	30	20	20	16			8	12
12	20		20	16			13	8

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Extra 5 periods of ELA instruction each week during school day for all 9 <sup>th</sup> grade, Advisory classes provide pull out AIS once a week, CTT classes provide extra support to 28 students with a second teacher in the room, Wilson Reading Program: one-to-one provided during school day , Saturday Academy: small class provided on Saturday, Peer tutoring program: on-to-one tutoring offered two days a week after school, After School Computer Lab: after-school small group and individual tutoring three days a week, support class for students who have not passed the ELA Regents, Tutoring: teachers also offer before and after school tutoring for their classes.
<b>Mathematics:</b>	Math Lab: Extra 5 periods of Math instruction each week during the school day for all 9 <sup>th</sup> grade students, Advisory classes provide pull out AIS once a week, CTT classes provide extra support to 28 students with a second teacher in the room, Saturday Academy: small classes provided on Saturday, Peer tutoring program: on-to-one tutoring offered two days a week after school, After School Computer Lab: small group and individual tutoring offered 4 days a week, Regents Prep offered during the day during lunch, teachers also offer before and after school tutoring for their classes.
<b>Science:</b>	Science Study hall scheduled during the day for students who have not passed the LE Exam, Saturday Academy: small class provided on Saturday, Advisory classes provide pull out AIS once a week, CTT classes provide extra support to 28 students with a second teacher in the room Peer tutoring program: on-to-one tutoring offered two days a week after school, After School Computer Lab: small group and individual tutoring offered 4 days a week, Tutoring: teachers also offer before and after school tutoring for their classes.
<b>Social Studies:</b>	Advisory classes provide pull out AIS once a week, CTT classes provide extra support to 28 students with a second teacher in the room, Saturday Academy: small class provided on Saturday, Peer tutoring program: on-to-one tutoring offered two days a week after school, After School Computer Lab: after-school small group and individual tutoring offered 4 days a week, Tutoring: teachers also offer before and after school tutoring for their classes.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Small group counseling offered weekly for identified students, conflict mediation, peer-mediation, peer-counseling, PPT team weekly sessions for identifying at-risk students, referrals to outside agencies, in school support for advisories.

<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	One-to-one and small group counseling sessions offered weekly or bi-weekly to identified students, conflict mediation, peer-mediation, peer-counseling, PPT team weekly sessions for identifying at-risk students, referrals to outside agencies, in school support for advisories.
<b>At-risk Health-related Services:</b>	<b>SAPIS</b> counselor provides one-to-one and small group counseling, teen health-related workshops to all students in their advisory classes, leadership group for students, and academic intervention through after-school SAT prep.. <b>Camelot</b> counselors provide one-to-one and small group counseling for anger management.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

BROOKLYN PREPARATORY HIGH SCHOOL LANGUAGE ALLOCATION POLICY 2009-2010

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**I. Language Allocation Policy Team Composition:**

<i>Principal:</i>	Noah Lansner	<i>ESL Teacher:</i>	Marcia Biederman Angela Pruitt
<i>Assistant Principals:</i>	Angela Pruitt	<i>Special Ed. Teacher:</i>	Michelle Morgan
<i>Guidance Counselor:</i>	Madeline Marks	<i>Content Area Teacher:</i>	Tara Harding
<i>Content Area Teacher:</i>	John King	<i>Content Area Teacher:</i>	Jaimie Chamberlin
<i>Content Area Teacher:</i>	Yadeline Lynch	<i>Parent Coordinator:</i>	Zaida Paris

**II. Teacher Qualifications**

Brooklyn Preparatory High School has a dedicated staff servicing our five ELL students consisting of one ESL teacher awaiting her permanent license from the state, a supervisor with permanent NYS ESL certification. We are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2009-2010, and that at least one additional content-area teacher will continue a supplemental certificate in ESL .

**III. ELL Demographics and School Description:**

Brooklyn Preparatory High School, is located in the Williamsburg section of Brooklyn, New York. At present, the school shares the shares the same building with High School for Art and Design, and Williamsburg Preparatory High School. Each school is autonomous with the exception of school safety, cafeteria, gymnasium and the soon to come library. Over 60% of our students are eligible for free lunch reflecting the socio economic backgrounds of our families.

Brooklyn Preparatory High School has a student population 362 students predominantly African American and Caribbean. Our English Language Learner population is five students, roughly 1% of the school’s total population. We offer free-standing ESL services to all of our 9-12 entitled students.

All of our ELL population has general education programs with three of our entitled students holding IEPs with the classification of CTT.

**IV. Parent Choice**

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELLs and visit classrooms with the various programs at various schools. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Brooklyn Preparatory High School makes it very clear that we offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. Parent Association Meetings provide opportunities for parents to focus on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Advisors call parents on a regular basis to involve them in school and class process and activities. As part of our effort to strengthen the parental involvement, members of our school community who are bilingual provide translation and outreach to ensure communication between the school and the home.

## **V. Current English Language Learners Instructional Programs**

Brooklyn Preparatory High School implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within four years.

- To improve the literacy and academic skills of ELLs
- To incorporate recognized and researched based ESL instructional strategies into school-wide professional development.
- To provide students with the skills to reach a proficient rating on state high school exit exams.

### **English Program**

#### **Freestanding English as a Second Language Program**

In the Freestanding ESL component we have 5 students, from three grades and three languages. Students range from Intermediate to Advanced Proficiency levels. Depending on each student's level, students are scheduled for the state mandated amount of minutes of ESL instruction, or students are served as per their respective IEPs. Our ESL instructor has completed her course work and is awaiting confirmation from the state regarding her permanent certification.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All content area teachers who work with our ELL students are fully certified. In order to help students to progress, we utilize the following practices:

- Conferring between ESL and ELA teachers.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and periodic assessments and Regents benchmarks.
- Setting goals for individual ELL students and ELL groups.
- Additional small group AIS sessions on Saturdays and after school, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

#### **Instructional Materials:**

- The Freestanding ESL program does not use a particular text, a balanced literacy framework is used to support the four skills of reading, writing, speaking and listening. Grammar In Action is used to support grammar instruction. Content-area texts are used to model reading comprehension activities and supports.

#### **Supplementary Programs**

Although we do not receive Title III funding, we use a portion of our school-wide funding to create supplementary programs for all of our students including ELLs and their families. These include:

- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, English and History.
- **After School Programs:** After-school clubs in art, drumline, music, chess, environment, dance, peer tutoring, and College Now are offered.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including Parent Association pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquette. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in their student's education. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services assist in communication between school staff and parents when necessary.

## **VI. Assessment Analysis**

### **NYSESLAT**

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

- Speaking and listening scores are reflective of the current level of the students and tend to be higher than the reading and writing scores.
- Reading and Writing scores show the least amount of improvement for our students.

### **Implications for Instruction**

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, DYO Periodic Assessments, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target reading, writing, speaking and listening development across the grades and content areas, creating opportunities for active meaningful engagement.
- Utilization of the Saturday Academy to meet students' movement towards proficient scores on state exit exams.
- Additional professional development support for our sole ESL teacher.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

### ***Implications for LAP in All Content Areas***

In order to assist our students in both academic achievement and assessments, there are a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched-based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL and to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations using inquiry skills explored in school-wide PD.
- Provide opportunities for staff to follow correlations between teaching reading comprehension skills and comprehension improvement with the ELL population.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.

- Encourage teachers to participate on professional development opportunities outside of the school focusing in instructional strategies for ELLs outside of the school.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

## **VII. Plan for Newcomers**

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Advisory. The new student is assigned an advisory with an advisor who will identify a similar student in his/her class that will assist the student during the day
- Encourage student to participate in the Saturday Program and After School activities
- An informal assessment is provided to identify possible Academic Intervention programs
- Home school communication and review of Home Language Survey.

## **VIII. Plan for SIFE**

- N/A We have never received students with a SIFE classification. If we were to receive SIFE students we would reach out to the ISC for the ALLA assessment and create an appropriate AI plan for the students.

## **IX. Plan for Long Term ELLs**

Long terms ELLs are the largest number of ELLs across the grades . An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- Detailed PD for understanding and teaching reading strategies in the content area for informational texts.
- Monitoring the progress of students in all content areas through benchmark assessments to monitor movement in skill levels.
- Encourage participation in our Saturday Academy and after-school tutoring.

## **X. Plan for Special Needs Students**

We have three ELLs who hold IEPs and are classified as SETTTS:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP point person.
- Outreach to parents and students for increased student participation in AIS services after school and on Saturday.

## **XI. Professional Development:**

Professional development is provided in a school-wide setting and in department meetings and grade team meetings.

- School-wide PD:
  - Developing questioning skills
  - Reading comprehension through a vocabulary focus
  - Differentiation strategies in the content area
  - Using Data to inform daily lessons and curriculum.
  
- Department-wide PD:
  - Looking at student work to inform curriculum goals
  - Setting goals for the individual student and creating systems for tracking students
  
- Grade Team PD
  - Kid Talk sessions are used for staff to conference about the specific needs of students and to generate an action plan for them

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 8 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers \_\_\_\_\_ Other Staff (Specify) Assistant Principal, English teachers

### School Building Instructional Program/Professional Development Overview

#### Section II. Title III, Part A LEP Program Narrative 14K488 Does not receive any Title III Funds

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Professional development is provided in a school-wide setting and in department meetings and grade team meetings.

- School-wide PD:
  - Developing questioning skills
  - Reading comprehension through a vocabulary focus
  - Differentiation strategies in the content area
  - Using Data to inform daily lessons and curriculum.
- Department-wide PD:
  - Looking at student work to inform curriculum goals
  - Setting goals for the individual student and creating systems for tracking students
- Grade Team PD
  - Kid Talk sessions are used for staff to conference about the specific needs of students and to generate an action plan for them

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#### Section III. Title III Budget 14K488 DOES NOT RECEIVE TITLE III FUNDING

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

ATS and ARIS are used to flag incoming 9<sup>th</sup> grade students classified as ELL or having recently passed the NYSESLAT. These parents are given an informal intake assessment to determine translation needs in reading and speaking. Over the counter students are assessed as part of the family intake process and given the home language survey. Information gathered from the Home Language Survey and the intake interview determine if the parents or guardians need translation assistance. If the family member or guardian is then deemed in need of translation services, this is communicated to administration, Parent coordinator and staff accordingly.

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

Although we still translate important documents into Spanish, there are only a small percentage parents who request and receive written and or oral translation consistently. Ironically, these parents do not have students currently classified as ELLs. Our findings have determined that parents who receive oral translation do so to confirm understanding at intervals during conferences. Complete line-by-line translations are rarely requested. Communication to the staff regarding parents in need of translations happen in two fold. First a staff point person, based on the students grade and language group, is identified to be the liaison for the parents in need of translation. The staff point person communicates with the grade team of the student of the need of the parent, and a strategy for communicating to the parent about student achievement is established.

#### **Part B: Strategies and Activities**

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

Written translations are provided in-house by school staff members. Written translations of the portfolio process, extra-curricular and academic requirements are available.

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

Oral translation services are provided in-house by staff. There are only a small percentage parents who request and receive oral translation consistently. Ironically, these parents do not have students currently classified as ELLs. Our findings have determined that parents who receive oral translation do so to confirm understanding during conferences. Complete line-by-line translations are rarely requested. Communication to the staff regarding parents in need translations happen in two fold. First a staff point person, based on the student's grade and language group, is identified to be the liaison for the parents in need of translation. The staff point person communicates with the grade team of the student of the need of the parent, and a strategy for communicating to the parent about student achievement is established.

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

The parent coordinator is equipped with the EPIC box to aid parents in understanding their rights under the Chancellor's Regulations. Appropriate signage is visible for all schools in the Harry Van Arsdale Campus at the visitor's entrance.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	243,764	127,095	370,859
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,438	1,271	3,709
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,188	*	
4. Enter the anticipated 10% set-aside for Professional Development:	24,374	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%  \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **I. General Expectations**

Brooklyn Preparatory High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Brooklyn Preparatory High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Discuss parent involvement plan in Parent Association meetings and School Leadership Team meetings.
2. Brooklyn Preparatory High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:.) Parent representatives on School Leadership Team report back and get feedback from the Parent Association members.
3. Brooklyn Preparatory High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Workshops at PA meetings including training in using Edline.
4. Brooklyn Preparatory High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Every effort will be made to ensure that parents respond to the annual climate survey. Results will be analyzed at SLT meetings.
5. Brooklyn Preparatory High School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: through workshops at PA meetings and mailings
  - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: workshops at PA meetings and mailings.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: training staff to use Edline, training advisors on how and when to reach out to advisee families.

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: through twice-monthly mailings.
6. Brooklyn Preparatory High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Discuss parent involvement plan in Parent Association meetings and School Leadership Team meetings.
7. Brooklyn Preparatory High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:.) Parent representatives on School Leadership Team report back and get feedback from the Parent Association members.
8. Brooklyn Preparatory High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Workshops at PA meetings including training in using Edline.
9. Brooklyn Preparatory High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Every effort will be made to ensure that parents respond to the annual climate survey. Results will be analyzed at SLT meetings.
10. Brooklyn Preparatory High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - iv. the State's academic content standards
    - v. the State's student academic achievement standards
    - vi. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: through workshops at PA meetings and mailings
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: workshops at PA meetings and mailings.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: training staff to use Edline, training advisors on how and when to reach out to advisee families.
  - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: through twice-monthly mailings.

### III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by Brooklyn Preparatory High School on \_\_May 17, 2010 and will be in effect for the period of \_\_2010-11 The school will distribute this policy to all parents of participating Title I, Part A children on or before November 1 2010.

## **Brooklyn Preparatory High School School/Parent Compact**

### **School Responsibilities**

Brooklyn Preparatory High School will:

- ⇒ provide rigorous college preparatory curriculum and instruction in a supportive and effective learning environment that prepares students to meet state high school graduation requirements and to succeed in a demanding college program as follows:

*Classes will be limited to no more than 28 students;*

*Advisory classes will be limited to no more than 17 students;*

*Our five habits of mind (Perspective, Analysis, Connections, Imagination, and Commitment) will serve as the basis for all instruction;*

*There will be reading and writing in every subject;*

*Students will write research papers and, literary essays ,conduct science experiments and projects applying math to real life questions and engage in challenging projects in all their classes;*

*All teachers will employ the workshop model.*

- ⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*October (one evening and afternoon ) and March (one evening and afternoon )*

- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

*Report cards six times per year*

*Telephone conversations with advisor monthly, or as needed*

*Meetings with teachers as requested*

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Teachers will make appointments at the mutual convenience of the parent and teacher. Parents can call their child's adviser whenever they need to and can leave a message at the school for any teacher or counselor with the best time and phone number to return the call.*

- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

*Through programs arranged by the Parent Association or by appointment with the principal, guidance counselor or any classroom teacher.*

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed and checking my child's planner for homework assignments;
  - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom or for special trips and activities;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day and/or discussing books, current events and issues of importance to your family and the community;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ expressing high expectations and offering praise and encouragement for achievement.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

- 3. Instruction by highly qualified staff.
- 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- 6. Strategies to increase parental involvement through means such as family literacy services.
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x				x	13-17, 20
Title I, Part A (ARRA)	Federal	x				x	13-17,20
Title II, Part A	Federal			x			

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal			x			
Title IV	Federal			x		x	
IDEA	Federal	x				x	13-17,20
Tax Levy	Local	x				x	13-17,20

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.



## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

#### **FIVE STUDENTS**

2. Please describe the services you are planning to provide to the STH population.  
One-on-one counseling with grade level guidance counselor and/or SPARKs counselor. Conference in September with family to determine specific needs and make referrals as needed. Students are encouraged to stay after school to use computer lab, tutoring and enrichment opportunities. Parents encouraged to come to school to use computers, phones, etc. . Special one on one conferences regarding college and financial aid. Monitor living situation to determine whether they have adequate care and protection. If there are problems, we make appropriate referrals.

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Brooklyn Preparatory High School					
<b>District:</b>	14	<b>DBN:</b>	14K488	<b>School</b>		331400011488

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			82.9	86.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			97.8	94.8
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			81.9	81.6
Grade 8	0	0	0				
Grade 9	113	122	136				
Grade 10	106	78	112				
Grade 11	92	84	66			3	2
Grade 12	73	67	66				
Ungraded	0	0	0				
<b>Total</b>	<b>384</b>	<b>351</b>	<b>380</b>			<b>2</b>	<b>0</b>

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		97.8	94.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		81.9	81.6

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		3	2

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		127	113
# in Collaborative Team Teaching (CTT) Classes	43	49	55	Superintendent Suspensions		22	19
Number all others	19	12	14				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		28	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		7	6
# receiving ESL services only	3	4	TBD	Number of Educational Paraprofessionals		0	1
# ELLs with IEPs	0	3	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers		28	27
Number of Administrators and Other Professionals		7	6
Number of Educational Paraprofessionals		0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		4	23	% fully licensed & permanently assigned to this school		100.0	96.3
				% more than 2 years teaching in this school		57.1	51.9
				% more than 5 years teaching anywhere		46.4	40.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		79.0	85.2
American Indian or Alaska Native	0.5	0.6	0.8	% core classes taught by "highly qualified" teachers		95.9	89.8
Black or African American	73.2	70.1	65.3				
Hispanic or Latino	23.2	24.5	30.8				
Asian or Native Hawaiian/Other Pacific	0.8	2.0	1.6				
White	2.1	1.7	1.6				
<b>Male</b>	44.0	47.3	47.1				
<b>Female</b>	56.0	52.7	52.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander						-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient						
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	74.1	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	10.6	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	22.9	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	33.1	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	7.5	Quality Statement 5: Monitor and Revise				

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>404</b>	District <b>14</b>	School Number <b>000</b>	School Name <b>488</b>
Principal <b>Noah Lansner</b>		Assistant Principal <b>Angela Pruitt</b>	
Coach		Coach	
Teacher/Subject Area <b>Monique Powell, ELA</b>		Guidance Counselor <b>Aisha Hamlin</b>	
Teacher/Subject Area <b>JP King, Soc Stud</b>		Parent	
Teacher/Subject Area <b>Marcia Biederman, ESL</b>		Parent Coordinator <b>Zaida Paris</b>	
Related Service Provider <b>Winnifred Frith, Spec. Ed.</b>		Other	
Network Leader <b>Terry Byam</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>380</b>	Total Number of ELLs	<b>8</b>	ELLs as Share of Total Student Population (%)	<b>2.11%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

When a student is admitted to Brooklyn Preparatory High School, if the student has previously been enrolled in a New York City public school, the student's ELL status (eligible or non-eligible) and home language are determined through the ATS and ARIS data bases. If the student had previously been administered the LAB-R and/or the NYSESLAT at his or her previous school, the student is programmed for the mandated hours of ELL services according to his or her score on the NYSESLAT, or if that has not yet been administered to the student, the Lab-R. The student's cumulative file is also checked to make certain that the Home Language Information Survey (HLIS) is included. A continuation of eligibility letter is sent to the parents. The letter, which is made available to schools on the Department of Education's website, advises parents that studies have shown it is best for students to continue in the same ELL program in which they have enrolled in the past. However, if parents prefer to change their child to another type of ELL program, or if they have any questions about the ELL services at Brooklyn Preparatory High School, they are invited to speak to the school's parent coordinator, who is bilingual in Spanish and English.

If the newly enrolled student has never before been registered in a New York City public school, the student's parents are given a Home Language Survey (HLIS) to identify home language. The school's ESL teacher reviews the parent's responses to the survey and determines whether the student might be eligible for ELL services. If so, within ten days of enrollment, the student is interviewed informally by the ESL teacher, and the Language Battery Assessment (LAB-R) is administered to evaluate whether the child is eligible for ELL services. If the student scores below the state cutoff point, an entitlement letter is sent to parents to inform them that their child is eligible for services.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. As soon as newly enrolled ELLs are identified, the parent coordinator and ESL teacher schedule an orientation that describes various programs for ELLs available throughout the city. At the orientation, parents view a parent information video in which the three program placement option – freestanding ESL, Transitional Bilingual Education, and Dual Language -- are presented with clarity and objectivity. This parent orientation video soundtrack is available in nine languages, and it is played in the languages of the parents in attendance at the orientation. Parent brochures are disseminated in the native language to ensure the understanding of each available program. Brooklyn Preparatory High School makes it very clear that we offer only Freestanding ESL. If the parent prefers a type of ELL program not available at Brooklyn Preparatory High School, the parent is informed by the parent coordinator of transfer options. At the orientation, parents are presented with the parent survey and program preference forms and asked to number the types of programs in order of preference. These surveys are kept on file at the school.

The parent coordinator is bilingual in Spanish and English, and the ESL teacher is also certified to teach Spanish. As most parents of ELLs are Spanish speakers, the staff of Brooklyn Preparatory High School is well-equipped to communicate with them during the program selection process. In cases where parents speak languages other than Spanish, translators are sought among the school staff.

If parents cannot attend the meeting, they are contacted by phone and asked to come in to fill out the parent survey and program preference forms at their convenience. The school is conscientious in assuring that parents are informed of their choices and submit their preferences in writing.

A review of the parent surveys and program preference forms received by the school in past years indicates that virtually 100% of parents prefer freestanding ESL programs. Therefore, it seems that Brooklyn Preparatory High School is already providing the services preferred by the parents of its ELLs.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. Parent Association Meetings provide opportunities for parents to focus on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Advisors call parents on a regular basis to involve them in school and class process and activities. As part of our effort to strengthen the parental involvement, members of our school community who are bilingual provide translation and outreach to ensure communication between the school and the home.

## Part III: ELL Demographics

## A. ELL Programs

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	9	<b>Newcomers (ELLs receiving service 0-3 years)</b>	1	<b>Special Education</b>	3
<b>SIFE</b>	3	<b>ELLs receiving service 4-6 years</b>	4	<b>Long-Term (completed 6 years)</b>	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	1	1	0	4	1	1	3	1	2		8
<b>Total</b>	1	1	0	4	1	1	3	1	2		8

Number of ELLs in a TBE program who are in alternate placement:

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	1	0	1	6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>8</b>								

## Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol>
2.	How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol>
3.	Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4.	How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol>
D.	Current English Language Learners Instructional Programs
<p>Brooklyn Preparatory High School implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within four years.</p>	

- To improve the literacy and academic skills of ELLs
- To incorporate recognized and researched based ESL instructional strategies into school-wide professional development.
- To provide students with the skills to reach a proficient rating on state high school exit exams.

English Program

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 9 students in 3 grades: 9, 10 and 12. There are two newcomers in 9th grade, one with 3 years of ELL services, and the other with 2. Four ELLs have received 4-6 years of service, and 3 are long-term ELLs. The largest number, five, scored at the Advanced level overall on the 2010 administration of the NYSESLAT, with three scoring Intermediate, and one ninth grader, who is also classified as a special-education student, scoring Beginner. Depending on each student's level, students are scheduled for the state mandated amount of minutes of ESL instruction.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All content area teachers who work with our ELL students are fully certified. In order to help students to progress, we utilize the following practices:

- Conferring between ESL and ELA teachers.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and periodic assessments and Regents benchmarks.
- Setting goals for individual ELL students and ELL groups.
- Additional small group AIS sessions on Saturdays and after school, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

- The Freestanding ESL program does not use a particular text. A balanced literacy framework is used to support the four skills of reading, writing, speaking and listening. Grammar In Action is used to support grammar instruction. Content-area texts are used to model reading comprehension activities and supports.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

#### D. Current English Language Learners Instructional Programs

Brooklyn Preparatory High School implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within four years.

- To improve the literacy and academic skills of ELLs
- To incorporate recognized and researched based ESL instructional strategies into school-wide professional development.
- To provide students with the skills to reach a proficient rating on state high school exit exams.

#### English Program

##### Freestanding English as a Second Language Program

In the Freestanding ESL component we have 9 students in 3 grades: 9, 10 and 12. There are two newcomers in 9th grade, one with 3 years of ELL services, and the other with 2. Four ELLs have received 4-6 years of service, and 3 are long-term ELLs. The largest number, five, scored at the Advanced level overall on the 2010 administration of the NYSESLAT, with three scoring Intermediate, and one ninth grader, who is also classified as a special-education student, scoring Beginner. Depending on each student's level, students are scheduled for the state mandated amount of minutes of ESL instruction.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All content area teachers who work with our ELL students are fully certified. In order to help students to progress, we utilize the following practices:

- Conferring between ESL and ELA teachers.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and periodic assessments and Regents benchmarks.
- Setting goals for individual ELL students and ELL groups.
- Additional small group AIS sessions on Saturdays and after school, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

#### Instructional Materials:

- The Freestanding ESL program does not use a particular text. A balanced literacy framework is used to support the four skills of

reading, writing, speaking and listening. Grammar In Action is used to support grammar instruction. Content-area texts are used to model reading comprehension activities and supports.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is provided in a school-wide setting and in bi-monthly department meetings and weekly grade team meetings.

- School-wide PD:
  - Developing questioning skills
  - Reading comprehension through a vocabulary focus
  - Differentiation strategies in the content area
  - Using data to inform daily lessons and curriculum.
- Department-wide PD:
  - Looking at student work to inform curriculum goals
  - Setting goals for the individual student and creating systems for tracking students
- Grade Team PD
  - Kid Talk sessions are used for staff to conference about the specific needs of students and to generate an action plan for them.

The ESL teacher takes an active part in schoolwide PDs, sharing best ELL-teaching practices with colleagues.

### E. Parental Involvement

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

Although we do not receive Title III funding, we use a portion of our school-wide funding to create supplementary programs for all of our students including ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, English and History.
- After School Programs: After-school clubs in art, drumline, music, chess, environment, dance, peer tutoring, and College Now are offered.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including Parent Association pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquette. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in their student's education. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services

assist in communication between school staff and parents when necessary.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										2	0	0	1	3
Advanced (A)										3	1	0	1	5
Total	0	0	0	0	0	0	0	0	0	5	1	0	2	8

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0			
	I										0			
	A										2			1
	P										4	1		1
READING/ WRITING	B										0			
	I										2			1
	A										3	1		1
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Math <u>Algebra</u>	2		1	
Math <u>Geometry</u>	2		0	
Biology				
Chemistry				
Earth Science				
Living Environment	2		1	
Physics				
Global History and Geography	2		1	
US History and	2		2	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

**NYSESLAT**

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

- Speaking and listening scores are reflective of the current level of the students and tend to be higher than the reading and writing scores.
- Reading and Writing scores show the least amount of improvement for our students.

opportunities for active meaningful engagement.

- Utilization of the Saturday Academy to meet students' movement towards proficient scores on state exit exams.
- Additional professional development support for our sole ESL teacher.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

#### Implications for LAP in All Content Areas

In order to assist our students in both academic achievement and assessments, there are a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched-based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL and to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations using inquiry skills explored in school-wide PD.
- Provide opportunities for staff to follow correlations between teaching reading comprehension skills and comprehension improvement with the ELL population.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Encourage teachers to participate on professional development opportunities outside of the school focusing in instructional strategies for ELLs outside of the school.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

### Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		