



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____BROOKLYN FRONTIERS HIGH SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____15K423_____

PRINCIPAL: _____ALONA COHEN_____ **EMAIL:** ACOHEN6@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____AIMEE HOROWITZ_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Alona Cohen	*Principal or Designee	
Maria Sandoval	*UFT Chapter Leader or Designee	
Jaimie Hawkins	*PA/PTA President or Designated Co-President	
Trequan Bekka	DC 37 Representative, if applicable	
Milton Diaz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Millie Henriquez-McArdle	CBO Representative, if applicable	
Justine Rivera	Member/ Student	
Billy Wilson	Member/Parent	
Takisha Willis	Member/Parent	
Lisa Askew	Member/Parent	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, all teachers will develop and implement a school-wide outcomes based instructional and assessment system to be implemented in all credit-bearing classes.

Comprehensive needs assessment

All of our students are entering the school with a history of being held back twice in middle and/ or elementary school. Based on student assessments and data collection during intake interviews, we were able to determine that students had varied skill levels and were able to self-assess their academic needs to varying degrees. In order to support students' abilities to self-assess, develop goals and connect with resources to achieve those goals we determined that it is necessary to provide students with detailed feedback on their achievements relative to academic expectations. This goal also aligns with College and Career Readiness competencies.

Instructional strategies/activities

- Teachers will use NYSED and Common Core Standards to create outcomes maps for each credit-bearing course that they teach.
- Teachers will create a rubric to define criteria for "Meeting Expectations" and "Exceeding Expectations" for each outcome.
- Teachers will develop curriculum maps, lessons and feedback systems for teaching, assessing and reporting progress relative to course outcomes. These will be reviewed in collaboration with the principal (Alona Cohen) and the part-time itinerant teacher (Neil Pergament) who provides mentoring support to teachers.
- Teachers meet monthly in heterogeneous subject area inquiry teams to assess student work and refine curricula and feedback systems for outcomes based instruction and assessment.
- Teachers meet weekly in subject area teams to develop assessments and lessons that scaffold to "Meeting" and "Exceeding" expectations in course outcomes.
- Outcomes maps will be reviewed and refined iteratively three times a year at times corresponding to the beginning of each trimester term.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Hire teachers to provide in-house support to all teachers in implementing blended learning initiatives and numeracy development programs across subject areas. Teachers will work with both students and staff directly to understand need and support PD for other staff members.
- Per Session to fund teachers to meet in teams to assess student results and develop instructional programs to match identified needs
- Utilize Title I funding to reimburse teachers for educational expenses associated with advance degree programs and HQT status
- Provide ongoing PD opportunities for teachers through the CFN to further develop skills

Service and program coordination

- Title I money beyond the ten and five percent mandates will be spent on professional development
- Teachers will receive per session to attend valuable seminars and workshops

Budget and resources alignment

- **ARRA SIG Cohort 2 Year 1** funding will be used to pay teacher per session for development and refinement of outcomes maps
- **ARRA SIG Cohort 2 Year 1 funding** will be used to pay teacher rating rate for learning implementation of PowerSchool competency-based grade book entry
- PS costs to carry out the work will be funded through Title I and ARRA SIG Cohort 2 Year 1 funding

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, 75% of students will demonstrate a minimum 1.5 year grade level equivalency increase on the GRADE-a standardized, normed group administered reading assessment and diagnostic evaluation.

Comprehensive needs assessment

- NYS 8th grade ELA assessments indicated that students were scoring below proficiency. 94.8% of entering 9th grades students scored 1 or 2 on the 8th grade NYS ELA assessment. Of these students, 21.8% of students scored a 1, 73.1% scored a 2, and 5.1% scored a 3. No students scored a 4. When assessed on a normed-assessment reading test (GRADE) in September 2011, the results indicated that students were scoring significantly below grade level with an average grade-level equivalency of 5.4 +/- 2.3 (STDEV).

Instructional strategies/activities

Students will be assessed with a preliminary reading level indicator before the first day of school. The results of the assessments will be used to inform the GRADE level assessment that students will be administered. The grade level equivalency results will be used by administration and ELA teachers to determine into which ELA section students will be programmed. To accommodate the wide range of skill levels 2- 12th grade, ELA classes will be leveled. Differentiation will occur both on a class and individual basis using appropriate pacing and differentiated texts. Classes will be re-leveled and reprogrammed each trimester in order to ensure that student growth and need are constantly taken into consideration when aligning supports.

Students will be assessed individually using the DRA2 (running records) assessment by ELA and Special Education teachers. The results of the assessment, in combination with the GRADE results, will be used by ELA teachers and administration to collaboratively determine if students should be programmed for additional? literacy academic interventions. Students who need support to develop basic decoding skills will be programmed in Wilson, while students who are more advanced decoders will be programmed into Wilson's Just Words program. Students who score below grade level in reading -comprehension skills and vocabulary development will be programmed into a Read 180 class. All of the classes will have fewer than 16 students in order to be able to provide focused supports. These classes will be annualized and interventions will take place throughout the 2011-2012 school year.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

Strategies for attracting Highly Qualified Teachers (HQT)

- Hire teachers to provide in-house support to all teachers in implementing blended learning initiatives and literacy development programs across subject areas. Teachers will work with both students and staff directly to understand need and support PD for other staff members.
- Hire a consultant to directly support ELA teachers who are implementing literacy intervention programs
- Per Session to fund teachers to meet in teams to assess student results and develop instructional programs to match identified needs
- Utilize Title I funding to reimburse teachers for educational expenses associated with advance degree programs and HQT status
- Provide ongoing PD opportunities for teachers through the CFN to further develop skills

Service and program coordination

- Title I money beyond the ten and five percent mandates will be spent on professional development
- Teachers will receive per session to attend valuable seminars and workshops
- Teachers will receive ongoing support in development of basic literacy teacher strategies from the Office of Postsecondary Readiness which serves as our school's intermediary support partner under SIG.

Budget and resources alignment

- ARRA SIG Cohort 2 Year 1 funding will be used to pay teacher per session for workshops and meetings on literacy interventions
- TL Fair Student Funding will be used to hire a qualified consultant to provide targeted support to teachers implementing reading intervention programs
- TL NYSTL textbook and TL New School OTPS funds will be used for the purchase of core classroom libraries
- PS costs to carry out the work will be funded through Title I and ARRA SIG Cohort 2 Year 1 funding

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, 75% of students will demonstrate a minimum 1.5 year grade level equivalency increase on GMade-a standardized, normed, group administered math assessment.

Comprehensive needs assessment

- NYS 8th grade ELA assessments indicated that students were scoring below proficiency. 86.1% of entering 9th grades students scored 1 or 2 on the 8th grade NYS ELA assessment. Of these students, 31.6% of students scored a 1, 54.4% scored a 2, and 13.9% scored a 3. No students scored a 4. When assessed on a normed- assessment numeracy test (GMADE) in September 2011, the results indicated that students were scoring significantly below grade level with an average grade-level equivalency of 4.4 +/- 2.0 (STDEV).

Instructional strategies/activities

Students will be assessed with a preliminary math level indicator before the first day of school. The results of the assessments will be used to inform the level of the GMade Level assessments that students will then be administered. The grade level equivalency results will be shared with math teachers and used to determine into which algebra pathway students will be programmed. Two pathways exist- a 4 term (credit) pathway and a 3 term (credit). Both pathways lead to mastery of common algebra standards but the 4 term track provides additional embedded support for foundational skills development and slower pacing.

The results of the GMADE assessment will also be used collaboratively by administration and teachers to determine if students should be programmed for additional math academic interventions. Students who need support in the development of pre-algebra skills will be programmed into non-credit bearing Math Intensive or Math Skill Labs. These classes will utilize a self-paced blended learning model, leveraging Apex courses on the iLearnNYC platform. These classes will be annualized and interventions will take place throughout the 2011-2012 school year.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

Strategies for attracting Highly Qualified Teachers (HQT)

- Hire teachers to provide in-house support to all teachers in implementing blended learning initiatives and numeracy development programs across subject areas. Teachers will work with both students and staff directly to understand need and support PD for other staff members.
- Hire a consultant to directly support math teachers who are implementing literacy intervention programs
- Per Session to fund teachers to meet in teams to assess student results and develop instructional programs to match identified needs
- Utilize Title I funding to reimburse teachers for educational expenses associated with advance degree programs and HQT status

- Provide ongoing PD opportunities for teachers through the CFN and Office of Postsecondary Readiness to further develop skills

Service and program coordination

- Title I money beyond the ten and five percent mandates will be spent on professional development
- Teachers will receive per session to attend valuable seminars and workshops
- Leveraging of the resources provided to the school through the iLearnNYC program

Budget and resources alignment

- Title I Targeted Assistance will be used to purchase computers for online math intervention program for the most struggling math learners
- Title I Targeted assistance money beyond the ten and five percent mandates will be spent on professional development
- iLearnNYC resources hardware and courseware resources to support the above goal will be provided without direct costs to the school
- We will be supported by an iLearnNYC implementation manager who is centrally funded
- ARRA SIG Cohort 2 Year 1 funding will be used for supporting teachers in the customization of online courses
- PS costs to carry out the work will be funded through Title I Targeted Assistance and ARRA SIG Cohort 2 Year 1 funding

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	40	56	15	15	0	0	0	0
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Wilson, Just Words, Read 180 delivered 5X per week in small groups during the day Tutoring delivered one-to-one and in small groups after school
Mathematics	Tutoring delivered one-to-one and in small groups after school Small group intervention provided using differentiated online programs (iLearnNYC) during the day
Science	Tutoring delivered one-to-one and in small groups after school
Social Studies	Tutoring delivered one-to-one and in small groups after school
At-risk Services provided by the Guidance Counselor	Services are provided on a one-on-one basis during the day
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	Referrals are made by Good Shepherd Services on a one-on-one basis

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/ Derek Smith	District 15	Borough Brooklyn	School Number 423
School Name Brooklyn Frontiers High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Alona Cohen	Assistant Principal type here
Coach Alan Baratz	Coach
ESL Teacher Melanie Goldberg	Guidance Counselor Jamie Luft
Teacher/Subject Area Maria Sandoval/ SpEd	Parent Jaimie Hawkins
Teacher/Subject Area type here	Parent Coordinator Millie Henriquez-McArdle
Related Service Provider type here	Other type here
Network Leader Derek Smith	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	8
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	81	Total Number of ELLs	1	ELLs as share of total student population (%)	1.23%
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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. 

1. In order to be eligible for admission to our school, students must have a record of attending eighth grade in NYC. Therefore all students will have been administered the HLIS and have taken the LAB-R in their previous schools. The entries for all of these components are checked by the guidance counselor in ATS when students are admitted. During the intake appointment, students' language needs are assessed by a Good Shepherd Services staff member who conducts the interview in English and is also able to speak the students' native language. Our ESL teacher, Melanie Goldberg, works jointly with the guidance counselor, Jamie Luft, to annually evaluate English Language Learners (ELLs) using the NYSESLAT and for administering the HLIS and LAB-R if necessary. Jamie Luft and Melanie Goldberg use the RELC report to identify ELLs as soon they appear on the school's ATS. Melanie Goldberg administers all components of the NYSESLAT.

2. We hold a family orientation day in September. At that time, we hold workshops to explain our academic program and the ESL supports that students will receive as part of it. All parents of eligible students are invited to the workshop to learn more about program options. If a parent does not come to the information session or any other event at the school, the Parent Coordinator or designated school staff will reach out to parents one by one as feasible to ensure that they receive the proper documents and are aware of their options. All students are paired with a coach who can communicate with family in their native language. The coach conducts outreach to the families in English or their native languages and invites them to come to the school to discuss their program options.

3. Parents of ELLs will have received an entitlement letter by mail. We will then provide families with 1:1 time with a coach and an administrator to discuss their choice and to fill out the program selection forms. This will take place following the ELL option workshop. If the parent chooses a program that is not offered at our school, we will let the parent know that in order for their student to be enrolled in the program, they need to transfer to another school. We will also inform the parent that we will record their preference and once fourteen other parents request the same program, we will offer it. The letters are mailed and maintained by the guidance counselor, Jamie Luft after identification via the RELC report in ATS.

4. Unless sufficient requests exist, all students will be put into a Freestanding ESL program and provided with push-in support. The parent will receive their three ELL options and descriptions of each in their native language at the beginning of each year. The document will also include our ELL program and a description of the services we offer. Families will be invited to come to the school to discuss the options, in their native language, with school staff.

5. No trends exist as of yet, as this is our school's first year.

6. We have not received any requests as of yet, but our program is modeled on best practices for the variety of learners in our program and offerings will adapt to parents' requests.

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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	
TBE										0
Dual Language										0
ESL							1		1	1

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Total	0	0	0	0	0	0	1	0	1	1
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										1				1
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
TOTAL	0	1	0	0	0	1								

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	0									

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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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										1				1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	0	0	0	1								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. 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])?
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)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered in the following ways:

- a. English as a Second Language (ESL) instruction is conducted through a Push-In model. The Push-In model takes place in a 65-minute English Language Arts class that meets 5 times a week. One of the teachers of the class is certified in English Language Arts and Teaching English as a Second Language and the other is certified in Special Education with a Bilingual extension.
- b. In our program model, students are placed in a heterogeneous class.

2. The organization of our staff ensures that our ELLs receive more than the mandated number of minutes of instruction in ESL as the students receive Push-In ESL services within ELA classes for 65 minutes 5 times a week (325 minutes a week), plus an additional “Literacy Intensive” class taught by our ESL teacher for 55 minutes 5 times a week (275 minutes) for a total of 600 minutes of combined ELA and targeted literacy instruction per week.

- a. ESL instruction is provided alongside ELA instruction within both the English Language Arts and Literacy Intensive classes. Native Language Arts (NLA) courses will be offered using a self-paced online model.

3. Content areas are delivered in English in all classes. Instructional approaches include Push-In support, co-teaching, targeted literacy classes, purposeful student grouping, written and oral instructions and multi-sensory teaching strategies. Additionally, regular feedback every 2-3 weeks to students and families along with weekly meetings with a student coach allow for individualized feedback to student about academic progress and allows for student’s questions to be aired.

4. Students are asked to identify their native language during the intake interview. School staff that is fluent in the native language is able to assess students' comprehension and communication skills in the native language.

5.

- a. In addition to the regular ESL instructional time, SIFE students will receive one on one and group counseling (once and twice a week, respectively).
- b. In addition to the regular ESL instructional time, newcomer ELLs will receive after-school tutoring specifically designed to address literacy skills
- c. In addition to the regular ESL instructional time, ELL receiving 4-6 years of service will also receive afterschool tutoring to work on comprehension and test taking strategies.
- d. In addition to the regular ESL instructional time, Long term ELLs will receive targeted literacy supports and tutoring in comprehension

A. Programming and Scheduling Information

and test taking strategies.

e. ELLs identified as having special needs will receive the appropriate supports listed in a-d as well as any additional supports defined in their IEPs. All students identified as SWD are assigned to a SpEd teacher who reviews their IEPs and ensures that the program that they are assigned is aligned with the mandated services in their IEPs. The appropriate level of instruction and necessary instructional materials are informed by math and literacy normed assessments that are administered to the entire student population. The ESL teacher, Melanie Goldberg, works with the SpEd teacher assigned to ELL-SWDs to ensure that they receive the appropriate ESL instruction.

6. Teachers use Universal Design Principles (UDP) when designing and delivering instruction. This includes providing both written and spoken versions of texts, having online translation tools and dictionaries available, and using subtitled videos. Additionally, both ELLs and native English speakers are programmed into literacy intervention classes that focus on phonics and decoding of text.

7. All students are programmed into leveled ELA classes. This ensures that students who need additional support are provided with both an appropriate pace for instruction as well as materials that are accessible at the equivalent grade level at which they are reading.

Additionally, all students are programmed into targeted literacy intervention classes. Science, Social Studies and Elective classes are not leveled based on reading level, but are designed to be accessible to all learners.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

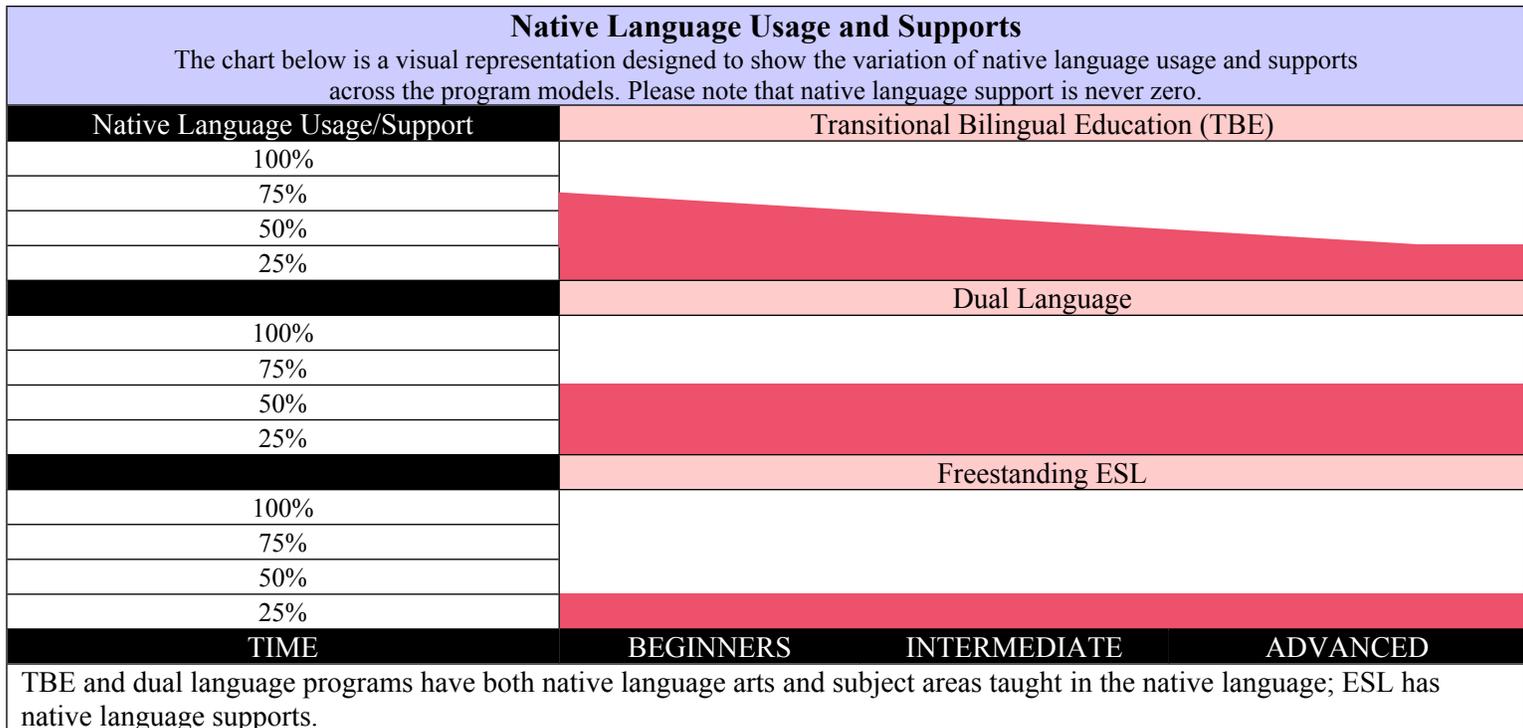
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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

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



B. Programming and Scheduling Information--Continued

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

8. Targeted interventions for our ELL exist in all subject areas. For ELA, our ELLs will be placed in a literacy intervention class, such as Wilson or Just Words, which meets five times a week for a 55-minute period. Both of these programs focus on spelling, vocabulary acquisition and fluency in reading and is taught in English by the ESL teacher. Math intervention services are provided during 2-3 times weekly for either 40 or 55 minute periods. All students including ELLs are also offered after-school academic support in the form of 1:1 and small group tutoring with content area teachers 3 afternoons a week. Targeted interventions for students in social studies and science are offered daily after school and by appoint at lunch in a 1:1 student/teacher setting. The interventions are offered in english.

9. Transitional ELLs receive the same services that ELLs receive. When applicable, they are placed in an English Language Arts class co-taught by the ESL teacher and a teacher with a Special Education and Bilingual certification, placed in literacy and math intervention

B. Programming and Scheduling Information--Continued

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

8. Targeted interventions for our ELL exist in all subject areas. For ELA, our ELLs will be placed in a literacy intervention class, such as Wilson or Just Words, which meets five times a week for a 55-minute period. Both of these programs focus on spelling, vocabulary acquisition and fluency in reading and is taught in English by the ESL teacher. Math intervention services are provided during 2-3 times weekly for either 40 or 55 minute periods. All students including ELLs are also offered after-school academic support in the form of 1:1 and small group tutoring with content area teachers 3 afternoons a week. Targeted interventions for students in social studies and science are offered daily after school and by appoint at lunch in a 1:1 student/teacher setting. The interventions are offered in english.

9. Transitional ELLs receive the same services that ELLs receive. When applicable, they are placed in an English Language Arts class co-taught by the ESL teacher and a teacher with a Special Education and Bilingual certification, placed in literacy and math intervention services both for the 5-day 55-minute intervention class (either Literacy through Wilson, JUST WORDS or Read180 depending on student's reading level or a Math Intervention class.

10. As our school is in its first year, all programs are in their first year. We have built-in program assessments in the form of school-based review, network-level input, teacher inquiry as well as student and parent feedback. We will review progress made with ELLs and revise for the 2012-2013 as needed.

11. As our school is in its first year, no programs have been in place long enough for discontinuation to be considered.

12. ELLs are afforded equal access to all school programs such as Student Leadership, clubs, tutoring field trips, and activities. Afterschool, our students, including ELLs, are offered academic tutoring at this time. As the Student Leadership begins its work in November, additional student-led activities will be included in the afternoon program offerings. Supplemental services such as translation, extra tutoring and access to educational information for families is offered on a case by case basis.

13. Instructional materials used include classroom projectors and SMART Boards, Wilson and Just Words mult-sensory materials, Achieve300, digital recorders for recording and transcribing, and Macintosh laptop computers for each student in every classroom.

14. When possible, ELLs are assigned to a coach whose speaks their native language and who provides academic and social counseling in both Spanish and English. In the classroom, online tools such as google translate, are used. Students have access to instructional videos in their native language with english subtitles and in english with native language subtitles through Discovery Education.

15. Required services, support and resources correspond to ELLs' age and grade level, as the focus of our school is to provide age-appropriate access to our students who have fallen two years behind in their academic progress. Classroom libraries are leveled and designed to provide high interest materials for high school students that require low reading level skills.

16. Students and families meet with a staff member for an intake appointment. At that time, student and family needs are assessed and resources aligned to support students.

17. Electives will be offered through online programs. Given the online nature of the curricula, we are offer a catalog of different language offerings to students.

B. Programming and Scheduling Information--Continued

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

8. Targeted interventions for our ELL exist in all subject areas. For ELA, our ELLs will be placed in a literacy intervention class, such as Wilson or Just Words, which meets five times a week for a 55-minute period. Both of these programs focus on spelling, vocabulary acquisition and fluency in reading and is taught in English by the ESL teacher. Math intervention services are provided during 2-3 times weekly for either 40 or 55 minute periods. All students including ELLs are also offered after-school academic support in the form of 1:1 and small group tutoring with content area teachers 3 afternoons a week. Targeted interventions for students in social studies and science are offered daily after school and by appoint at lunch in a 1:1 student/teacher setting. The interventions are offered in english.

9. Transitional ELLs receive the same services that ELLs receive. When applicable, they are placed in an English Language Arts class co-taught by the ESL teacher and a teacher with a Special Education and Bilingual certification, placed in literacy and math intervention services both for the 5-day 55-minute intervention class (either Literacy through Wilson, JUST WORDS or Read180 depending on student's reading level or a Math Intervention class.

10. As our school is in its first year, all programs are in their first year. We have built-in program assessments in the form of school-based review, network-level input, teacher inquiry as well as student and parent feedback. We will review progress made with ELLs and revise for the 2012-2013 as needed.

11. As our school is in its first year, no programs have been in place long enough for discontinuation to be considered.

12. ELLs are afforded equal access to all school programs such as Student Leadership, clubs, tutoring field trips, and activities. Afterschool, our students, including ELLs, are offered academic tutoring at this time. As the Student Leadership begins its work in November, additional student-led activities will be included in the afternoon program offerings. Supplemental services such as translation, extra tutoring and access to educational information for families is offered on a case by case basis.

13. Instructional materials used include classroom projectors and SMART Boards, Wilson and Just Words mult-sensory materials, Achieve300, digital recorders for recording and transcribing, and Macintosh laptop computers for each student in every classroom.

14. When possible, ELLs are assigned to a coach whose speaks their native language and who provides academic and social counseling in both Spanish and English. In the classroom, online tools such as google translate, are used. Students have access to instructional videos in their native language with english subtitles and in english with native language subtitles through Discovery Education.

15. Required services, support and resources correspond to ELLs' age and grade level, as the focus of our school is to provide age-appropriate access to our students who have fallen two years behind in their academic progress. Classroom libraries are leveled and designed to provide high interest materials for high school students that require low reading level skills.

16. Students and families meet with a staff member for an intake appointment. At that time, student and family needs are assessed and resources aligned to support students.

17. Electives will be offered through online programs. Given the online nature of the curricula, we are offer a catalog of different language offerings to students.

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?

1. Parental involvement at our school, including parents of ELLs, begins in the initial stages of registration. In order to enroll in our school, students must have fallen behind in their academic studies by two years. Parents attend the initial intake meeting with students and families learn together about our school's model of supporting students. Families decide to enroll based on their interest in the academic and social supports offered by both students' academic coaches and content area teachers. After enrollment, parents are included in Family Orientation, Parent Teacher Conferences, IEP meetings and through the Parent Teacher Association.

2. The school is developed in partnership with Good Shepherd Services, who provides a bilingual director, multilingual coaches for our students, a Learning to Work internship coordinator and administrative support for our school. Good Shepherd Services can also link our students' families with existing parent workshops and services to ELL parents within their communities. Based on parent interest and need, school-based workshops and services to ELL parents will be provided in collaboration with Good Shepherd Services, and our school's bilingual guidance counselor and ESL teacher.

3. We evaluate the needs of our students' parents beginning in the initial interview. Some parents request services at the time of entry to our school and others are connected with services for themselves or for their children as needs arise. Since many of our students will be the first in their families to attend college, we anticipate that a bulk of our parent needs will center around learning about the college preparation and application process as well as financial aspects of supporting students through college. We also anticipate ongoing assessment of parent needs through phone calls and meetings with students' academic coaches and in Parent Teacher Conferences.

4. Parental involvement activities address the needs of the parents because they are driven by parental input both through in-person meetings to decide on activities and through phone outreach to determine parents' needs. We also plan to survey parents at the end of parent events to assess the effectiveness of parental involvement activities and parents' ideas for new and continues parental involvement activities.

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.

1. The professional development plan for all ELL personnel at the school is based on the existing school-wide professional development model. As a school, we use outcomes to assess student learning and so a major focus in our first year has been to learn to create outcome-based assessments, ways for teachers to deliver timely and useful feedback on student performance to students, families, and academic coaches. Additionally, the ESL teacher works with teachers to refine their course outcomes to include language objectives that ELLs will need to be taught in order to access the information. The ESL teacher is engaged in professional development for the Wilson JUST WORDS class through coaching by a Wilson certified teacher. One teacher is enrolled in Touro College's Language Development in the Context of the District (LDCD) which includes the content TESOL (Instructional) and Instruction Quality Teaching of

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.

1. The professional development plan for all ELL personnel at the school is based on the existing school-wide professional development model. As a school, we use outcomes to assess student learning and so a major focus in our first year has been to learn to create outcome-based assessments, ways for teachers to deliver timely and useful feedback on student performance to students, families, and academic coaches. Additionally, the ESL teacher works with teachers to refine their course outcomes to include language objectives that ELLs will need to be taught in order to access the information. The ESL teacher is engaged in professional development for the Wilson JUST WORDS class through coaching by a Wilson certified teacher. One teacher is enrolled in Touro College's Language Development in the Context of the Disciplines (LDCD) which includes three graduate TESOL courses (nine credits), sponsorship to one Quality Teaching of English (QTEL) Institute, opportunities to participate in up to 36 additional hours of free TESOL-related professional development through seminars and study groups. All staff members are also provided with information about QTEL and other ELL-related professional development opportunities around New York City.

2. In order to support staff to assist ELLs as they transition from middle to high school, staff members work with students' coaches to identify and respond to transition-related needs. Additionally, the application process to enter our school entails a thorough interview process for both the student and their family during which areas needing potential support are identified. This allows the students' coaches to both support them at the school level in peer, group, academic and teacher interactions as well as working with them and their families to access outside services when necessary.

3. As per Jose P, our school's minimum of 7.5 hours of ELL training for all staff including non-ELL teachers will be conducted by the ESL teacher over a course of full staff professional development meetings across the year. Topics will include: ESL strategies, methodologies and second language acquisition, instructional scaffolding techniques, developing differentiated instruction strategies for English Language Learners, Understanding by Design as well as administration and interpretation of the NYSESLAT to assist teachers in using appropriate strategies to address the learning needs and styles of ELLs. In addition, teachers use 2 40-minute common preparation periods per week as a forum to share best practices and to support individual teacher growth as well as to build community.

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?

1. Parental involvement at our school, including parents of ELLs, begins in the initial stages of registration. In order to enroll in our school, students must have fallen behind in their academic studies by two years. Parents attend the initial intake meeting with students and families learn together about our school's model of supporting students. Families decide to enroll based on their interest in the academic and social supports offered by both students' academic coaches and content area teachers. After enrollment, parents are included in Family Orientation, Parent Teacher Conferences, IEP meetings and through the Parent Teacher Association.

2. The school is developed in partnership with Good Shepherd Services, who provides a bilingual director, multilingual coaches for our students, a Learning to Work internship coordinator and administrative support for our school. Good Shepherd Services can also link our students' families with existing parent workshops and services to ELL parents within their communities. Based on parent interest and need, school-based workshops and services to ELL parents will be provided in collaboration with Good Shepherd Services, and our school's bilingual guidance counselor and ESL teacher.

3. We evaluate the needs of our students' parents beginning in the initial interview. Some parents request services at the time of entry to our school and others are connected with services for themselves or for their children as needs arise. Since many of our students will be the first in their families to attend college, we anticipate that a bulk of our parent needs will center around learning about the college preparation and application process as well as financial aspects of supporting students through college. We also anticipate ongoing assessment of parent needs through phone calls and meetings with students' academic coaches and in Parent Teacher Conferences.

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4. Parental involvement activities address the needs of the parents because they are driven by parental input both through in-person meetings to decide on activities and through phone outreach to determine parents' needs. We also plan to survey parents at the end of parent events to assess the effectiveness of parental involvement activities and parents' ideas for new and continues parental involvement activities.

Part V: Assessment Analysis

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the Developmental Reading Assessment 2 and the GRADE tests as well as Wilson and Just Words assessments to assess the literacy skills of our ELLs.

2. N/A. Our school does not have a dual language program. We do have a limited number of students in our dual language program.

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

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)														0
Advanced (A)										1				1
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P										1			
READING/ WRITING	B													
	I													
	A										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			2		2
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	
3									0
4									0
5									0
6									0
7									0
8			2						2
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			1						1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.

- Our school uses the Developmental Reading Assessment 2 and the GRADE tests as well as Wilson and Just Words assessments to assess the literacy skills of our ELLs.
- NA- Our school only has one student who is an ELL and we currently have only a ninth grade. We are not yet able to determine existing patterns.
- Students will be programmed into additional intervention classes and tutoring to support students' growth in need areas as identified by NYSESLAT modality patterns.
- NA- Our school only has one student who is an ELL and we currently have only a ninth grade. We are not yet able to determine existing patterns.
- N/A
- We will evaluate the success of our program for ELLs by assessing credit accumulation and Regents pass rate trends for ELLs relative to native speakers and evaluating progress on the NYSESLAT and GMADE assessments.

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

School Name: Brooklyn Frontiers High School

School DBN: 15K43

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K423 **School Name:** Brooklyn Frontiers High School

Cluster: 5 **Network:** 561

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

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.

As part of the intake process , the intake committee recorded each family's written and oral translation needs. This information was recorded for each student in ATS, on students' blue cards and in PowerSchools.

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.

Spanish is currently the only language for which Brooklyn Frontiers has written translation and oral interpretation needs. Students whose families speak Spanish at home were assigned to a coach who is fluent in Spanish. The coaches were informed of each student's family's written translation and oral interpretation needs. The coaches communicate this information to the rest of the school community.

Part B: Strategies and Activities

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.

Other than English, Spanish is the only language that Brooklyn Frontiers' families speak at home. All students whose families speak Spanish at home were assigned to a coach who speaks Spanish. For each student, the coach is the primary point person for all school/family communications. When appropriate, written communications are in Spanish. In addition to the coaches, Brooklyn Frontier's school director and guidance counselor are also both fluent in Spanish and provide appropriate correspondence in Spanish. Official documents, such as SESIS notices, are generated in Spanish when appropriate.

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.

All students whose families speak Spanish at home were assigned to a coach who speaks Spanish. For each student, the coach is the primary point person for all school/family communications. When appropriate, these oral communications are in Spanish. Through the coaching system, all Brooklyn Frontiers students' with Spanish speaking families are able to be consistently and effectively orally communicate with students' families in Spanish.

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>.

Brooklyn Frontiers will identify parents whose primary language is a covered language and mail them a copy of the Bill of Parent Rights and Responsibilities. Brooklyn Frontiers will also prominently post a sign in the most prominent covered language with the availability of interpretation services. Brooklyn Frontiers' safety plan will also contain procedures to ensure that parents in need of language access service are able to reach the school's administrative offices without language barriers.