



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** BOYS AND GIRLS HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 16k455

**PRINCIPAL:** BERNARD GASSAWAY **EMAIL:** BGASSAWAY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

## 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 |
|-----------------------------|--|-----------|
| Bernard Gassaway            | *Principal or Designee   |           |
| Dominique Borgella          | *UFT Chapter Leader or Designee  |           |
| Patricia Smith              | *PA/PTA President or Designated Co-President   |           |
| Stanley Kinard              | DC 37 Representative, if applicable  |           |
| Joshua Jones<br>Nakea Simon | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| Kizzie Brown                | CBO Representative, if applicable  |           |
| Tyrone Nero                 | Co-Chairperson/ Parent   |           |
| John Jones                  | Parent   |           |
| Christopher Smith           | Chairperson/Assistant Principal  |           |
| Antoinette Adman            | Parent   |           |
| Maureen Lewis               | Parent   |           |
| Bianca Thomas               | Guardian   |           |
| Lavonne Gaston              | Parent   |           |
| Alison Best-Adams           | Teacher  |           |
| Rosanne Golding             | Teacher  |           |
| Kenthedo Robinson           | Teacher  |           |
| Silca Munro                 | Teacher  |           |

## **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 we will increase the graduation rate of Cohort N to 50.7%, an increase of 5 percentage points over the graduation rate of Cohort M, 47.5%.

### **Comprehensive needs assessment**

The school has seen a modest increase in graduation rates over the last two years. Based upon information gathered from the analysis of student needs, and reviewing information 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, Acuity( periodic assessments), JIT, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments, we have concluded that the graduation rate overall as well as for the subgroups needs to be improved:

As indicated on the NYCDOE High School Dashboard , the graduation rates of the subgroups in Cohort M are as follows:

|   |     |
|---|-----|
| SWD   | 10% |
| Black/Hispanic Males                          | 41% |
| Black/Hispanic Males in lowest third citywide | 27% |
| ELL students                                  | 37% |
| Overage students                              | 24% |

### **Instructional strategies/activities**

Beginning September 2011, continuing throughout the school year and ending in June 2012 under the direction of the Principal, all Assistant Principals, Master Teacher, Turnaround teacher, Talent Coach, and Literacy Coach the school will implement the following:

Beginning June 2011 periodic meetings of Assistant Principals, Instructional Support Staff, Guidance Department and Programming Team to continue to identify Cohort N students to follow through with the accurate programming of all students eligible for graduation in June 2012. September 2011 and January 2012 share information with all staff regarding students in Cohort N and their current status for graduation September 2011 and weekly up to June 2012, monitoring to insure that all staff members follow through and immediately contact parents/guidance staff for students showing signs of failure in current course work, attendance problems, etc, for immediate follow through by guidance staff

- Weekly SLC common planning meetings includes Inquiry Team discussions of Cohort N.
- The utilization of Assessment Binders (weekly quizzes, bi-weekly exams, midterms, finals and regents portfolios) to monitor student needs, intervention and achievement.
- In September 2011 and January- February 2012 program all “at risk” students, performing below proficiency on the Regents (below grade of 65) with support classes that provides differentiated instruction, and small group, individualized teaching and learning; support in needed contents skills or most recent regents results and/or classroom assessments.

- Academic Intervention Services (AIS) for those students performing below 85% as outlined above.
- Use mock Regents in the core subjects to simulate the regents' format quarterly during the academic school year.
- Beginning September 2011 encourage all eligible parents of /and " at risk" students, students performing below proficiency on Regents (below grade of 65 to participate in SES and after school tutorial programs for support in ELA, Math, Science, US History and Global Studies (SES Fair and In-school provider identified September 2011)
- Purchase consumable resources and other materials for student and teacher use beginning September 2011-June 2012
- iCourse (credit recovery program), PM School, Saturday school programs, CBO collaborations, In-House tutorials, and Circular Six tutorial assignments to increase student credit accumulation in needed subject areas beginning September 2011 –January 2012 and February 2012 – June 2012
- Ensure that teachers use the school wide grading policy based on student data in alignment with assessments as shared with staffers during August 2011 professional development, beginning September 2011
- All teachers will use curriculum and assessments that are in alignment with the Common Core State Learning Standards for all relevant courses. Beginning September 2011 through June 2012
- Share data with all constituencies (e.g. staff, students, parents, SLT, Inquiry Team members, etc.) regarding performance of all students and subgroups at BGHS in ELA, Math and other content areas; subgroups (African American, Hispanic, Economically Disadvantaged, Students with Disabilities (SWD)s, ELLs, and Students in the lowest third for reading and mathematics. Beginning September 2011, ongoing at various constituent meetings and again in February 2012
- Assistant Principal Special Education will meet with teachers September 2011/February 2012 and before each Regents assessment period January and June 2012 to ensure that all IEP relevant data is shared so that SWDs and students with accommodations are appropriately serviced and supported and will provide ongoing monitoring of this along with professional development to continue to share instructional strategies in common planning meetings every month.
- Assistant Principal of English Language Learners will meet with teachers September 2011/February 2012 and before each Regents assessment period January and June 2012 to ensure that all ELLs relevant data is shared so that ELLs are appropriately serviced and supported and will receive ongoing monitoring of their performance;
- Professional development for teachers to continue to share instructional strategies to address language, teaching and learning needs in common planning meetings every month.

### **Strategies to increase parental involvement**

#### **PARENT INVOLVEMENT POLICY (PIP)**

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 monthly 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 monthly training needed to effectively become involved in planning and decision making in support of the education of their children; it will be given in languages the parents can comprehend.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance during the workshops mentioned above 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:

- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## Strategies for attracting Highly Qualified Teachers (HQT)

All teachers hired in Boys and Girls High School for the 20011-12 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Special Education License with a Concentration of a Core Subject in Math-English-Science and Social Studies, including NYC Teaching Fellows, but have not yet been appointed by NYC.

Teachers in Boys and Girls High School that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s and master’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

Boys and Girls High School will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in, Boys and Girls High School by a Instructional Support Team, which includes the SLC Academy Supervisors, ISS Supervisor, Master Teacher, Turnaround Teacher, Literacy Coach and Instructional Support Network staff of the Children First Network, Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass ARIS Learn, PD 360, on-line PD websites, workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development activities, and will also be supported by the CFN Instructional Support Network and the Council of Supervisors and Administrators-CSA Leadership Training for all supervisors tenured and non-tenured to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Parent Institute - Support for parents’ understanding of, and participation in instructional initiatives
- Parent CTE Course – Child Care Certification and License
- Parent Coordinator workshops

- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

### **Service and program coordination**

The following CBOs will work closely with our school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program:

**Bedford Stuyvesant Restoration Corporation** - Job readiness training & Internship opportunities (Seniors only), college Access (Juniors and seniors only), one on one college advisement, (SAT Prep), Case Management and Supportive Services to students and families served; Hours: Mon-Friday- 8A.M. – 4P.M.

**Office of School Health DOE/DOHMH** - Provide limited reproductive health services to students to include pregnancy testing, emergency contraception, oral contraceptives, education and referrals, social work services and condoms. Services will be provided by the school nurse, physician, Condom Availability Staff, Social worker  
Hours: Monday through Friday, 8A.M. until 3P.M.

**CUNY At Home in College** - Transition English Course, Transition Math course, College Access curriculum, assistance with CUNY application (including fee waiver) and FAFSA, college visits; Hours: Monday-Friday 8-4P.M. (Courses will be taught by BGHS teachers)

**New York City Department of Health & Mental Hygiene** - Direct linkage with participating neighborhood reproductive health clinics, expediting students' access to services such as birth control, condoms, pregnancy & STD testing and reproductive health counseling; Hours: Mon-Wed 9-4P.M.

**Community Mediation Services, Inc.** - Our CMS/ G.P.S (Graduate/Prepare/Succeed) program provides academic and attendance support to 120 + students (9<sup>th</sup>-11<sup>th</sup> graders with truancy and academic issues); individual and group counseling, conflict resolution and advocacy services. Our Counselors, who are based at BGHS, work closely with staff, students and their families to address students' needs.

**Long Island University** - Academic reinforcement, summer program and pre-college experience.

**LIU Early Scholars Program** – Selected ninth grade students participate in an intensive curriculum at BGHS and mandatory weekend tutorial classes in English and Mathematics. Beginning their sophomore year, students continue with the BGHS curriculum in addition taking college courses on the campus of LIU thereby graduating with an advanced regents diploma and Associate degree.

**BGHS Alumni Associations** - Scholarship Support

**500 Men Making A Difference Association** - Mentoring and Tutoring Services

**Good Shepherd Services** - Tutoring / Academic support

**Interborough Developmental and Consultation Centers** - Mental health assessments and counseling of students who do not receive mandated counseling as part of their IEP. Collateral work with families. Consultation with teachers, guidance staff and school administration. Crisis intervention.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following funding sources will be used to support goal # 1:

- Contract for Excellence
- Rollover Improvement Ed 59
- Title I SWP
- TL NYSTL Hardware HS
- TL NYSTL Textbooks
- TL Summer School Shared
- TL Summer Mandated Shared
- TL FSF Legacy Teacher Supplement HS
- Title 1ARRA SIG Cohort 2 Year 1
- TL Fair Student Funding HS
- TL Children First Network Support
- AIDP
- Title III

**Annual Goal #2**

By June 2012, students sitting for the Integrated Mathematics, Living Environment, Global History, US History and English Language Arts Regents examinations will increase by 5%.

**Comprehensive needs assessment**

- Based on an extensive review of data and community feedback, the New York City Department of Education (DOE) has determined that the Transformation Model will be the Implementation plan for Boys and Girls High School.
- As a Persistently Lowest Achieving School (PLA) and a SURR (School Under Registration Review) school, Boys & Girls HS will follow the Transformation Model in the fall of 2011, and will follow that path for another three years, in order to implement successfully all of the required actions for PLA schools under Commissioner's Regulations 100.2(p), supported by available Title I 1003(g) funding.
- Using the data from the PLA and SURR reports, we will continue to inform all of the stakeholders who are part of the decision-making team for Boys & Girls HS.
- The NYS Accountability Report indicates that for the 2010-11 school year no subgroups made AYP (Adequately Yearly Progress) in either English Language Arts (ELA) or Mathematics.
- Boys and Girls has a Weighted Regents Pass Rate in ELA that puts the school in the top 55% of schools citywide, a Weighted Regents Pass Rate in Global History and Geography that puts the school in the bottom 7% of schools citywide and a Weighted Regents Pass Rate in US History that puts the school in the bottom 6% of schools citywide.
- Based upon information gathered from the analysis of student needs, and reviewing information 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, Acuity (periodic assessments), JIT, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments.

**Instructional strategies/activities**

Beginning September 2011 continuing throughout the school year and ending in June 2012 under the direction of the Principal and the Assistant Principal Supervision-ELA, Math, Science and Social Studies the school will implement the following strategies/activities which includes but is not limited to the following:

- Weekly common planning meetings with SLC and bi-monthly departmental meetings with teachers, to identify "at risk" students, defined as students performing below proficiency on ELA, Math, Science, US History and Global Regents (below grade of 65) follow through and identify, plan and implement further strategies needed to improve student proficiency in specified subject areas.

- In September 2011 and January- February 2012 program all “at risk” students, performing below proficiency on ELA, Math, Science, US History and Global Regents (below grade of 65/not tested out NYSESLAT) with additional support services that includes PM School, Saturday Regents Prep classes, daily tutoring provided by teachers and CBOs during students’ lunch periods.
- Ongoing daily, weekly, monthly implementation of Response to Intervention strategies (RTI) and Academic Intervention Services (AIS) for those students performing below mastery as outlined above.
- Use of mock Regents in on ELA, Math, Science, US History and Global to familiarize and assess students proficiency at least twice per semester no later than one month before Jan and June testing periods
- Beginning September 2011 encourage all eligible parents of /and ” at risk” students, students performing below proficiency on ELA, Math, Science, US History and Global Regents/NYSESLAT (below grade of 65/not tested out) to participate in SES and after school tutorial programs for support in ELA, Math, Science, US History and Global (SES Fair and In-school provider identified September 2011)
- Use of technology in labs with Castle Learning and APEX (on-line instructional support) software for ELA, Math, Science, US History and Global; to support areas of need identified by data (in class assessments, Mock Regents): task definition, comprehension, use of information, informational text, fluency, prediction, synthesis, evaluation, etc. beginning September 2011-June 2012.
- Purchase consumable resources (related to regents’ preparation and CCSS) and other materials for student teacher use. beginning September 2011-June 2012
- Use Inquiry Team process to further identify those students at performance level 1 in ELA, Math, Science, US History and Global (below grade 65) and implement strategies to improve their performance to a level of minimum proficiency (level 2) or higher beginning September 2011-June 2012.
- Insure that all staff members follow through with instructional practices for teaching and learning via scheduled and unscheduled snapshots and teacher observations, which occur daily, weekly, monthly beginning September 2011 and continue every month – Includes the Transformational Model of the Required Amount of Teachers’ Observations (Six observations per teacher using the Charlotte Danielson Framework for Teaching Rubric)
- Insure that teachers use the school wide grading policy based on student data in alignment with assessments as shared with staffers during August 2011 professional development beginning September 2011
- All teachers will use curriculum and assessments that are in alignment with the CCSS standards for ELA, Math, Science, US History and Global for relevant courses. Beginning September 2011 throughout to June 2012
- Share data with all constituencies (e.g. staff, students, parents, SLT, Inquiry Team members, etc) regarding performance of all students and subgroups at BGHS in ELA, Math, Science, US History and Global /ESL; subgroups (African American, Hispanic, Economically Disadvantaged, Students with Disabilities (SWDs), ELLs. Beginning September 2011, ongoing at various constituent meetings and again in February 2012; meetings include monthly cabinet meetings, SLT meetings, town hall meetings, monthly Advisory Committee meetings, monthly Parent Association meetings, October-May faculty meetings, weekly common planning meetings, student assemblies (two per semester)
- Plan and execute regularly scheduled celebration activities for students and parents with improved academic performance and attendance.
- Assistant Principal Special Education will meet with all subject teachers September 2011/February 2012 and before each Regents assessment period January and June 2012 to insure that all IEP relevant data is shared so that SWDs and students with accommodations are appropriately serviced and supported and will provide ongoing monitoring of this along with professional development to continue to share instructional strategies in common planning meetings every month effective.
- Assistant Principal English Language Learners in collaboration with Assistant Principal of ELA, Science, Math, US History and Global History

will meet with teachers September 2011/February 2012 and before each Regents assessment period January and June 2012 to insure that all ELLs relevant data is shared so that ELLs are appropriately serviced and supported and will receive ongoing monitoring of their performance in cohort ; also with professional development for all ESL teachers (bilingual and SWDs) throughout to continue to share instructional strategies to address language and teaching and learning needs in common planning meetings every month.

## **Strategies to increase parental involvement**

### **PARENT INVOLVEMENT POLICY (PIP)**

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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.

#### **IV. 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to

the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

#### **V. 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;

#### **VI. 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.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

All teachers hired in *Boys and Girls High School* for the 2011-12 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Special Education License with a Concentration of a Core Subject in Math-English-Science and Social Studies, including NYC Teaching Fellows, but have not yet been appointed by NYC.

Teachers in *Boys and Girls High School* that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's and master's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

*Boys and Girls High School* will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in, *Boys and Girls High School* by a Instructional Support Team, which includes the SLC Academy Supervisors, ISS Supervisor, Master Teacher, Turnaround Teacher, Literacy Coach and Instructional Support Network staff of the Children First Network, Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass ARIS Learn, PD 360, on-line PD websites, workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development activities, and will also be supported by the CFN Instructional Support Network and

the Council of Supervisors and Administrators-CSA Leadership Training for all supervisors tenured and non-tenured to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Parent Institute - Support for parents' understanding of, and participation in instructional initiatives
- Parent CTE Course – Child Care Certification and License
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

### **Service and program coordination**

The following CBOs will work closely with our school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program:

**Bedford Stuyvesant Restoration Corporation** - Job readiness training & Internship opportunities (Seniors only), college Access (Juniors and seniors only), one on one college advisement, (SAT Prep), Case Management and Supportive Services to students and families served; Hours: Mon-Friday- 8A.M. – 4P.M.

**Office of School Health DOE/DOHMH** - Provide limited reproductive health services to students to include pregnancy testing, emergency contraception, oral contraceptives, education and referrals, social work services and condoms. Services will be provided by the school nurse, physician, Condom Availability Staff, Social worker  
Hours: Monday through Friday, 8A.M. until 3P.M.

**CUNY At Home in College** - Transition English Course, Transition Math course, College Access curriculum, assistance with CUNY application (including fee waiver) and FAFSA, college visits; Hours: Monday-Friday 8-4P.M. (Courses will be taught by BGHS teachers)

**New York City Department of Health & Mental Hygiene** - Direct linkage with participating neighborhood reproductive health clinics, expediting students' access to services such as birth control, condoms, pregnancy & STD testing and reproductive health counseling; Hours: Mon-Wed 9-4P.M.

**Community Mediation Services, Inc.** - Our CMS/ G.P.S (Graduate/Prepare/Succeed) program provides academic and attendance support to 120 + students (9<sup>th</sup>-11<sup>th</sup> graders with truancy and academic issues); individual and group counseling, conflict resolution and advocacy services. Our Counselors, who are based at BGHS, work closely with staff, students and their families to address students' needs.

**Long Island University** - Academic reinforcement, summer program and pre-college experience.

**LIU Early Scholars Program** – Selected ninth grade students participate in an intensive curriculum at BGHS and mandatory weekend tutorial classes in English and Mathematics. Beginning their sophomore year, students continue with the BGHS curriculum in addition taking college courses on the campus of LIU thereby graduating with an advanced regents diploma and Associate degree.

**BGHS Alumni Associations** - Scholarship Support

**500 Men Making A Difference Association** - Mentoring and Tutoring Services

**Good Shepherd Services** - Tutoring / Academic support

**Interborough Developmental and Consultation Centers** - Mental health assessments and counseling of students who do not receive mandated counseling as part of their IEP. Collateral work with families. Consultation with teachers, guidance staff and school administration. Crisis intervention.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following funding sources will be used to support goal # 2:

- Contract for Excellence
- Rollover Improvement Ed 59
- Title I SWP
- TL NYSTL Hardware HS
- TL NYSTL Textbooks
- TL Summer School Shared
- TL Summer Mandated Shared
- TL FSF Legacy Teacher Supplement HS
- Title 1ARRA SIG Cohort 2 Year 1
- TL Fair Student Funding HS
- TL Children First Network Support
- AIDP
- ARRA RTTT Citywide Inst Exp
- ARRA RTTT Data Specialist
- 21<sup>st</sup> Century 66
- Title III



### 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**

Seventy percent of Boys and Girls High School students (with 80% or higher attendance) will accumulate eleven credits by June 2012.

#### **Comprehensive needs assessment**

Based upon information gathered from the analysis of student needs, and reviewing information from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., ATS, Skedula, School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, Acuity( periodic assessments),JIT, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments, credit accumulation at Boys and Girls have been low for the past few years.

#### **Instructional strategies/activities**

Beginning September 2011 continuing throughout the school year and ending in June 2012 under the direction of the Principal, all Assistant Principals, Master Teacher, Turnaround teacher, Talent Coach, and Literacy Coach the school will implement the following:

Beginning June 2011 periodic meetings of Assistant Principals, Instructional Support Staff, Guidance Department and Programming Team to continue to identify students in need of credit accumulation for promotion.

September 2011 and January 2012 share information with all staff regarding students credit accumulation and their current status for promotion  
September 2011 and each week, monitoring to insure that all staff members follow through and immediately contact parents/guidance staff for students showing signs of failure coursework, attendance problems, etc, for immediate follow through by guidance staff

- iCourse Academy (credit recovery program) – is an after school program at Boys and Girls High School designed to address the needs of the students that are credit deficient in one or more courses. These students may have already satisfied seat time requirements for a course in which they were unsuccessful — and may have learned a significant amount of what was expected of them. In addition, iCourse Academy provides students an opportunity to accelerate through the required course material to earn those final credits. iCourse Academy will introduce students to APEX, an online course program where student can progress at their own pace to master the material. Particularly significant for credit-recovery students, unit-level diagnostics allow students to move quickly over material they have previously mastered. Direct instruction incorporates multimedia — in the form of images, audio, video, animations, and interactive elements — along with instructional text to provide students with multiple representations of concepts as well as address their different learning styles. This could be just what is required for a previously unsuccessful student to succeed in rigorous high school courses.

In addition to iCourse Academy, Boys and Girls High School focuses are:

- Weekly SLC common planning meetings , with a focus of Inquiry Teams discussions of students credit deficiency
- The utilization of Assessment Binders (weekly quizzes, bi-weekly exams, midterms, finals and regents portfolios) to monitor student needs, intervention and achievement.
- In September 2011 and January- February 2012 program all “at risk” students, performing below proficiency on Regents (below grade of 65) with support classes that provide differentiated instruction, and small group learning activities
- Academic Intervention Services (AIS) for those students performing below mastery as outlined above.
- Beginning September 2011 encourage all eligible parents of /and ” at risk” students, students performing below proficiency (below grade of 65 to participate in SES and after school tutorial programs for support ELA, Math, Science, US History and Global (SES Fair and In-school provider identified September 2011)
- Use of technology in labs with software for support in need areas identified by data beginning September 2011-June 2012
- Use electronic grading systems (EGG and Easy Grade Pro) to record and evaluate student performance data from subject classes.
- PM School, Saturday school programs, CBO collaborations, In-House tutorials, and Circular Six tutorial assignments to increase student credit accumulation in needed subject areas beginning September 2011 –January 2012 and February 2012 – June 2012
- Insure that teachers use the school wide grading policy based on student data in alignment with assessments as shared with staffers during August 2011 professional development, beginning September 2011
- All teachers will use curriculum and assessments that are in alignment with the CCSS standards for all relevant courses. Beginning September 2011 throughout to June 2012
- Share data with all constituencies discussing credit accumulation (e.g. staff, students, parents, SLT, Inquiry Team members, etc) regarding performance of all students and subgroups at BGHS in ELA, Math and other content areas; subgroups (African American, Hispanic, Economically Disadvantaged, Students with Disabilities (SWD)s, ELLs. Beginning September 2011, ongoing at various constituent meetings and again in February 2012
- Assistant Principal Special Education will meet with teachers September2011/February 2012 and before each Regents assessment period January and June 2012 to insure that all IEP relevant data is shared so that SWDs and students with accommodations are appropriately serviced and supported and will provide ongoing monitoring of this along with professional development to continue to share instructional strategies in common planning meetings every month effective.
- Assistant Principal English Language Learners will meet with teachers September2011/February 2012 and before each semester to insure that all ELLs relevant data is shared so that ELLs are appropriately serviced and supported and will receive ongoing monitoring of their performance in credit accumulation; also with professional development for teachers throughout to continue to share instructional strategies to address language and teaching and learning needs in common planning meetings every month.

At BGHS, it is imperative that scholar-athletes conduct themselves as exemplars of scholarship first, then as of athletes. In order to participate in sports at BGHS, scholar-athletes must adhere strictly to the New York City Discipline Code. In addition, they must meet the extended requirements imposed by BGHS. Extended requirements include adherence to the school’s academic requirements for athletes,

School-wide dress code, and community service. The purpose of this school policy is to develop excellence in character, citizenship, and scholarship among our scholar-athletes. Our goal is to prepare all Boys and Girls High School (BGHS) students for college and career readiness. Scholar-athletes are role models and ambassadors of our school community; they greatly influence school and community cultures.

In order to participate in athletics at BGHS, students are expected to achieve :

- at least an average daily attendance goal of 85%. This includes attending all of the classes on their schedules, on time and prepared to work. Athletes who cut classes may be prohibited from participation on sports teams.
- Student athletes are only allowed one failing grade per marking period in order to participate on sports teams and are to achieve an average of 70% or higher. Seniors are required to pass all classes each marking period in order to participate in sports and are to achieve a grade point average of 70% or higher. This includes classes that are taken before, during, and after their sport seasons. Students who fail to adhere to this policy may be prohibited from participation.
- Sophomore scholar-athletes must pass at least two Regents examinations prior to the beginning of their season; junior scholar-athletes must have passed four Regents examinations prior to the beginning of their season, in order to participate on sports teams at BGHS. [This requirement will begin effective September 2012.]
- Athletes are expected to strictly adhere to the school's dress code. As ambassadors and role models, scholar-athletes are expected to comport themselves as model citizens. This includes wearing clothes as outlined in the school-wide dress code.

### **Strategies to increase parental involvement**

#### **PARENT INVOLVEMENT POLICY (PIP)**

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.

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- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
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academic skill needs and what parents can do to help;

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- 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.

#### **VII. 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform

them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
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*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;
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- 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;
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- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
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#### **VIII. 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;
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- 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;

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- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
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Teachers in *Boys and Girls High School* that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's and master's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

*Boys and Girls High School* will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in, *Boys and Girls High School* by a Instructional Support Team, which includes the SLC Academy Supervisors, ISS Supervisor, Master Teacher, Turnaround Teacher, Literacy Coach and Instructional Support Network staff of the Children First Network, Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content

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- Data analysis and using data
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- Title III

## ANNUAL GOAL #4 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 #4**

By June 2012, 100% of core academic teachers will receive training on the four competencies of Charlotte Danielson Teaching Framework identified by NYCDOE for all Transformational schools to strengthen teacher practice and student work.

### **Comprehensive needs assessment**

NYCDOE (School, School Leadership Team, Network Team, Superintendent, Division of Portfolio Planning, and Division of Academics, Performance and Support) conducted a comprehensive review of the school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was 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, JIT, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments, along with any additional measures to determine the effectiveness of educational programs. Also reviewed was the school's use of resources, including school budget, schedule, facility use, and class size.

The most recent and important comprehensive review of Boys & Girls HS was implemented in the Schools Under Registration Review (SURR) report. Under the mandates of Differentiated Accountability, Restructuring and PLA schools undergo a JIT (or a SURR Review, for schools designated as PLA after having been designated SURR) visit which examines all critical areas which have impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support.

Based on an extensive review of data and community feedback, the New York City Department of Education (DOE) has determined that the Transformation Model will be the Implementation plan for Boys and Girls High School.

As a Persistently Lowest Achieving School (PLA) and a SURR (School Under Registration Review) school, Boys & Girls HS will follow the Transformation Model in the fall of 2011, and will follow that path for another three years, in order to implement successfully all of the required actions for PLA schools under Commissioner's Regulations 100.2(p), supported by available Title I 1003(g) funding.

### **Instructional strategies/activities**

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

- Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; designed and developed with teacher and principal involvement;

The school will participate in the NYCDOE Teacher Effectiveness Program, which is being implemented to inform preparation for the roll-out of a comprehensive teacher evaluation and development system as required by Education Law 3012-c, pending collective bargaining.

The Talent Management Pilot will include:

- Use of a rubric for effective teaching (based on *The Framework for Teaching* by Charlotte Danielson) and a process for multiple teacher observations by principal and/or designee
- Use of four rating categories – Highly Effective, Effective, Developing, Ineffective
- Use of four Charlotte Danielson’s competencies: Domain 1: Planning and Preparation; Domain 2: The Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities
- Use of student growth data as a significant factor in the rating
- High school principals of Transformation and Restart schools will be evaluated using NYCDOE’s Principal Performance Review (PPR) evaluation system. This system, currently in place across all public schools in New York City, incorporates data on student growth as a significant factor in the principal’s annual rating and thus, meets SED’s requirements for principal evaluation in Transformation and Restart schools.
- Master and Turnaround Teachers will have increased responsibilities and will earn additional compensation over their current annual salary for a period of up to two years, contingent on remaining in this and maintaining a rating of “highly effective” under the Teacher Effectiveness system. In addition, the teacher evaluation process will enable the school leadership team to have collaborative discussions on teachers’ professional practices and implement a plan of action for those requiring improvement or are not developing despite opportunities to do so.
- Conduct walk-through, informal and formal teacher observations to evaluate the effectiveness of the Charlotte Danielson Teaching Framework professional development and provide meaningful feedback
- Development a monthly calendar for the Master, Turnaround, and literacy coach to support teacher improvement using the Charlotte Danielson Framework
- Implement inter-visitation to share best practices and provide additional support to teachers based on Danielson’s guidelines

## **Strategies to increase parental involvement**

### **PARENT INVOLVEMENT POLICY (PIP)**

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I

program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

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

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.

#### **X. 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
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- ARRA RTTT Data Specialist
- 21<sup>st</sup> Century 66
- Title III

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

**By June 2012 parent involvement will increase by 10% as measured by improved attendance at the Parent Association meetings and events.**

### **Comprehensive needs assessment**

According to the 2010-2011 Progress Report the School Environment represents 15% of the total score (5.7 of 15). The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement. The school survey results are as follows:

- Academic Expectations: 7.0
- Communication: 6.4
- Engagement: 6.8
- Safety and Respect: 6.4
- Attendance Rate: 74.8

### **Instructional strategies/activities**

- Develop a schedule for phone master messages twice a week to better communicate to parent regarding school activities and other pertinent information
- Direct assistant principals and teachers to increase utilization of Pupil path by posting grades, assignments, anecdotal notes, attendance, and send email to parents
- Facilitate a curriculum night in the spring for parents to receive course of study from teachers and be exposed to a typical day of students
- Parent Coordinator will work collaborative with the PTCA in order to develop a comprehensive plan to provide childcare certification training, parent institute training to empower parents, workshops to educate parents.
- Provide professional development for administrators, teachers, intercommunication, guidance counselors, support staff and parents to effectively use Pupil Path to increase communication and access to student grades, assignments, attendance, anecdotal notes, and email
- Attend on a regular basis parent and community events, SLT and PTCA meetings to develop positive relationships with parents and value them as partners in the education process

*This includes the use of:*

- Reports from phone master which records the number of homes reached
- Sample emails communicating through the comprehensive school wide parent listserv
- List of parent users of pupilpath
- Sign-in sheets, agendas and supporting materials from meetings, activities, and workshops
- Curriculum for the child care certification program
- PowerPoint presentations and pictures from various events and programs
- Parent Institute schedule and supporting materials
- Parent handbook

## Strategies to increase parental involvement

### PARENT INVOLVEMENT POLICY (PIP)

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

#### **XIV. 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 promptly 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;

#### **XV. 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.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

All teachers hired in *Boys and Girls High School* for the 2011-12 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Special Education License with a Concentration of a Core Subject in Math-English-Science and Social Studies, including NYC Teaching Fellows, but have not yet been appointed by NYC.

Teachers in *Boys and Girls High School* that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s and master’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

*Boys and Girls High School* will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in, *Boys and Girls High School* by a Instructional Support Team, which includes the SLC Academy Supervisors, ISS Supervisor, Master Teacher, Turnaround Teacher, Literacy Coach and Instructional Support Network staff of the Children First Network, Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass ARIS Learn, PD 360, on-line PD websites, workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development activities, and will also be supported by the CFN Instructional Support Network and the Council of Supervisors and Administrators-CSA Leadership Training for all supervisors tenured and non-tenured to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.

- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Parent Institute - Support for parents' understanding of, and participation in instructional initiatives
- Parent CTE Course – Child Care Certification and License
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

### **Service and program coordination**

The following CBOs will work closely with our school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program:

**Bedford Stuyvesant Restoration Corporation** - Job readiness training & Internship opportunities (Seniors only), college Access (Juniors and seniors only), one on one college advisement, (SAT Prep), Case Management and Supportive Services to students and families served; Hours: Mon-Friday- 8A.M. – 4P.M.

**Office of School Health DOE/DOHMH** - Provide limited reproductive health services to students to include pregnancy testing, emergency contraception, oral contraceptives, education and referrals, social work services and condoms. Services will be provided by the school nurse, physician, Condom Availability Staff, Social worker  
Hours: Monday through Friday, 8A.M. until 3P.M.

**CUNY At Home in College** - Transition English Course, Transition Math course, College Access curriculum, assistance with CUNY application (including fee waiver) and FAFSA, college visits; Hours: Monday-Friday 8-4P.M. (Courses will be taught by BGHS teachers)

**New York City Department of Health & Mental Hygiene** - Direct linkage with participating neighborhood reproductive health clinics, expediting students' access to services such as birth control, condoms, pregnancy & STD testing and reproductive health counseling; Hours: Mon-Wed 9-4P.M.

**Community Mediation Services, Inc.** - Our CMS/ G.P.S (Graduate/Prepare/Succeed) program provides academic and attendance support to 120 + students (9<sup>th</sup>-11<sup>th</sup> graders with truancy and academic issues); individual and group counseling, conflict resolution and advocacy services. Our Counselors, who are based at BGHS, work closely with staff, students and their families to address students' needs.

**Long Island University** - Academic reinforcement, summer program and pre-college experience.

**LIU Early Scholars Program** – Selected ninth grade students participate in an intensive curriculum at BGHS and mandatory weekend tutorial classes in English and Mathematics. Beginning their sophomore year, students continue with the BGHS curriculum in addition taking college courses on the campus of LIU thereby graduating with an advanced regents

diploma and Associate degree.

**BGHS Alumni Associations** - Scholarship Support

**500 Men Making A Difference Association** - Mentoring and Tutoring Services

**Good Shepherd Services** - Tutoring / Academic support

**Interborough Developmental and Consultation Centers** - Mental health assessments and counseling of students who do not receive mandated counseling as part of their IEP. Collateral work with families. Consultation with teachers, guidance staff and school administration. Crisis intervention.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following funding sources will be used to support goal # 5:

- Contract for Excellence
- Rollover Improvement Ed 59
- Title I SWP
- TL NYSTL Hardware HS
- TL NYSTL Textbooks
- TL Summer School Shared
- TL Summer Mandated Shared
- TL FSF Legacy Teacher Supplement HS
- Title 1ARRA SIG Cohort 2 Year 1
- TL Fair Student Funding HS
- TL Children First Network Support
- AIDP
- ARRA RTTT Citywide Inst Exp
- ARRA RTTT Data Specialist
- 21<sup>st</sup> Century 66
- Title III

**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.

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>6</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>7</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>8</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>9</b>  | 166                                | 142                                | 134                                | 18                                 | 145   | TBA  | TBA                                    | TBA                                    |
| <b>10</b> | 1                                  | 226                                | 252                                | 5                                  | 208   | TBA  | TBA                                    | TBA                                    |
| <b>11</b> | 4                                  | 297                                | 142                                | 280                                | 301   | TBA  | TBA                                    | TBA                                    |
| <b>12</b> | 277                                | 250                                | 333                                | 478                                | 347   | TBA  | TBA                                    | TBA                                    |

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  |
|--|--|
| <b>ELA</b>   | <p><b>English/Regents prep classes for students failing the ELA Regents during the regular instructional day, before and after school, Saturday school</b></p> <p><b>Read 180 for students at reading Level 1 (grades 4-8) during the instructional day double period</b></p> <p><b>Tutoring by Literacy Coach , Turnaround and Master Teacher during, before and after the school day</b></p> <p><b>School SES providers after the regular school day for all SES eligible students</b></p> <p><b>iCourse – on-line for credit accumulation and instructional support</b></p> |
| <b>Mathematics</b>   | <p><b>Double Classes-Level I students-during school instructional day</b></p> <p><b>Math/Regents prep for students failing the Integrated Algebra Regents during the regular instructional day, before and after school, Saturday school</b></p> <p><b>Tutoring by math teachers , Turnaround and Master Teacher during, before and after the school day</b></p> <p><b>School SES providers after the regular school day for all SES eligible students</b></p> <p><b>iCourse – on-line for credit accumulation and instructional support</b></p>                               |
| <b>Science</b>   | <p><b>Science/Regents prep for students failing one Science Regents during the regular instructional day, before and after school, Saturday school</b></p> <p><b>Tutoring by science teachers during and after the school day</b></p> <p><b>School SES providers after the regular school day for all SES eligible students</b></p> <p><b>iCourse – on-line for credit accumulation and instructional support</b></p>  |
| <b>Social Studies</b>                                      | <p><b>Global and US History/Regents prep for students failing the Global/US History Regents during the regular instructional day, before and after school, Saturday</b></p> <p><b>Tutoring by Social Studies Teachers during the school day</b></p> <p><b>School SES providers after the regular school day for all SES eligible students</b></p> <p><b>iCourse – on-line for credit accumulation and instructional support</b></p>  |
| <b>At-risk Services provided by the Guidance Counselor</b> | <p><b>Counseling for students with academic, socio-economic and SWDs that impact performance, during the regular school day, before, after school and Saturday; one-to – one and group counseling</b></p>  |

|  |   |
|--|---|
| <p><b>At-risk Services provided by the School Psychologist</b></p> | <p><b>Counseling for all at-risk students and IEP indicated during the instructional school day; one-to – one and group counseling</b></p>  |
| <p><b>At-risk Services provided by the Social Worker</b></p>       | <p><b>Interborough Developmental and Consultation Centers</b> - Mental health assessments and counseling of students who do not receive mandated counseling as part of their IEP. Collateral work with families. Consultation with teachers, guidance staff and school administration. Crisis intervention.</p> <p><b>Community Mediation Services, Inc.</b> - Our CMS/ G.P.S (Graduate/Prepare/Succeed) program provides academic and attendance support to 120 + students (9<sup>th</sup>-11<sup>th</sup> graders with truancy and academic issues); individual and group counseling, conflict resolution and advocacy services. Our Counselors, who are based at BGHS, work closely with staff, students and their families to address students’ needs.</p>  |
| <p><b>At-risk Health-related Services</b></p>                      | <p><b>School Health Clinic provides support during the instructional day for all at-risk health students that are members of school clinic; one-to – one and group counseling</b></p> <p><b>Office of School Health DOE/DOHMH</b> - Provide limited reproductive health services to students to include pregnancy testing, emergency contraception, oral contraceptives, education and referrals, social work services and condoms. Services will be provided by the school nurse, physician, Condom Availability Staff, Social worker<br/>Hours: Monday through Friday, 8A.M. until 3P.M.</p> <p><b>New York City Department of Health &amp; Mental Hygiene</b> - Direct linkage with participating neighborhood reproductive health clinics, expediting students’ access to services such as birth control, condoms, pregnancy &amp; STD testing and reproductive health counseling; Hours: Mon-Wed 9-4P.M.</p> |



## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 16K455 **School Name:** Boys and Girls High School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - Persistently Lowest-Achieving/School Under Registration Review (PLA/SURR)
  - Graduation Rate
  
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

**iCourse Academy** is an after school program at Boys and Girls High School to address the needs of the students that need to recover only one or two course credits. These students may have already satisfied seat time requirements for a course in which they were unsuccessful — and may have learned a significant amount of what was expected of them. In addition, iCourse Academy provides students an opportunity to accelerate through the required course material to earn those final credits.

**iCourse Academy** will introduce students to APEX, an online course program where student can progress at their own pace to master the material. Particularly significant for credit-recovery students, unit-level diagnostics allow students to move quickly over material they have previously mastered. Direct instruction incorporates multimedia — in the form of images, audio, video, animations, and interactive elements — along with instructional text to provide students with multiple representations of concepts as well as address their different learning styles. This could be just what is required for a previously unsuccessful student to succeed in rigorous high school courses.

**Bedford Stuyvesant Restoration Corporation** - Job readiness training & Internship opportunities (Seniors only), college Access (Juniors and seniors only), one on one college advisement, (SAT Prep), Case Management and Supportive Services to students and families served; Hours: Mon-Friday- 8A.M. – 4P.M.

**Office of School Health DOE/DOHMH** - Provide limited reproductive health services to students to include pregnancy testing, emergency contraception, oral contraceptives, education and referrals, social work services and condoms. Services will be provided by the school nurse, physician, Condom Availability Staff, Social worker Hours: Monday through Friday, 8A.M. until 3P.M.

**CUNY At Home in College** - Transition English Course, Transition Math course, College Access curriculum, assistance with CUNY application (including fee waiver) and FAFSA, college visits; Hours: Monday-Friday 8-4P.M. (Courses will be taught by BGHS teachers)

**New York City Department of Health & Mental Hygiene** - Direct linkage with participating neighborhood reproductive health clinics, expediting students' access to services such as birth control, condoms, pregnancy & STD testing and reproductive health counseling; Hours: Mon-Wed 9-4P.M.

**Community Mediation Services, Inc.** - Our CMS/ G.P.S (Graduate/Prepare/Succeed) program provides academic and attendance support to 120 + students (9<sup>th</sup>-11<sup>th</sup> graders with truancy and academic issues); individual and group counseling, conflict resolution and advocacy services. Our Counselors, who are based at BGHS, work closely with staff, students and their families to address students' needs.

**Long Island University** - Academic reinforcement, summer program and pre-college experience

**LIU Early Scholars Program** – Selected ninth grade students participate in an intensive curriculum at BGHS and mandatory weekend tutorial classes in English and Mathematics. Beginning their sophomore year, students continue with the BGHS curriculum in addition taking college courses on the campus of LIU thereby graduating with an advanced regents diploma and Associate degree.

**Good Shepherd Services** - Tutoring / Academic support

**Interborough Developmental and Consultation Centers** - Mental health assessments and counseling of students who do not receive mandated counseling as part of their IEP. Consultation with teachers, guidance staff and school administration will occur to provide crisis intervention.

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## Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

*Boys and Girls High School* will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in, *Boys and Girls High School* by a Instructional Support Team, which includes the SLC Academy Supervisors, ISS Supervisor, Master Teacher, Turnaround Teacher, Literacy Coach and Instructional Support Network staff of the Children First Network, Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass ARIS Learn, PD 360, on-line PD websites, workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development activities, and will also be supported by the CFN Instructional Support Network and the Council of Supervisors and Administrators-CSA Leadership Training for all supervisors tenured and non-tenured to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Parent Institute - Support for parents' understanding of, and participation in instructional initiatives
- Parent CTE Course – Child Care Certification and License
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All teachers hired in *Boys and Girls High School* for the 2011-12 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Special Education License with a Concentration of a Core Subject in Math-English-Science and Social Studies, including NYC Teaching Fellows, but have not yet been appointed by NYC. Teachers will work closely with the master, turnaround teachers, and the literacy coach.

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.

Parent Teacher Association meetings will be held to inform parents of the school's status. At the monthly SLT meetings parents will be informed. Letters will be backpacked informing parents of the school's status.

Please complete the contact information below:

|                               |                            |
|-------------------------------|----------------------------|
| <b>DBN &amp; School Name:</b> | Boys and Girls HS __16K455 |
| <b>School Leader:</b>         | Bernard Gassaway           |
| <b>Network Leader:</b>        | Nichele Manning            |
| <b>SIG Model:</b>             | Transformation Year 1      |

***Developing and increasing teacher and school leader effectiveness***

- REQUIRED ACTIVITY:** Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

| <b>Description of Specific Actions that School Plans to Implement</b><br><i>(Please indicate who, what, and for what purpose)</i>   | <b>Timeframe and Rationale</b><br><i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | <b>Associated cost with the action</b><br><i>(Please indicate PS or OTPS)</i>  | <b>Year 1</b><br>Estimated Total Cost of Activity | <b>Year 2</b><br>Estimated Total Cost of Activity | <b>Year 3</b><br>Estimated Total Cost of Activity |
|---|--|--|---|---|---|
| The school staff will begin training under the new teacher evaluation system by late September 2011, with ongoing training each month. The school will have a Talent Coach to provide ongoing implementation support at the school and also be able to consult with the Teacher Performance Unit, as needed, for additional guidance. | Years 1-3  | <ul style="list-style-type: none"> <li>• Talent Coach to support the implementation of the Teacher Effectiveness System</li> <li>• Central coordination (training curriculum development, trainers, staff,</li> <li>• Per session for staff attending trainings</li> <li>• Training materials</li> </ul> | \$ 0  | \$78,042.19                                       | \$78,042.19                                       |
| <b>Activity Sub-Total For Each Year:</b>  |  |  | <b>\$ 0</b>                                       | <b>\$78,042.19</b>                                | <b>\$78,042.19</b>                                |

**REQUIRED ACTIVITY:** Each school is expected to hire at least one Master or Turnaround Teacher. Master teachers carry a reduced teaching load and provide ongoing professional development to teaching staff. Turnaround teachers are highly effective educators who model excellent practice by achieving significant results with their students. **Please refer to the Master and Turnaround Teacher information guide.**

At this time, it will be helpful to know in what subject/content areas and grade levels your school would seek to hire a Master or Turnaround teacher. *Please indicate in the unshaded column.* Note that each school is permitted to hire more than one, but that SIG funding would only qualify to cover the teacher’s increased pay (differential), and not the entire salary itself. Please add additional rows if you are looking to hire more than one Master and/or Turnaround Teacher. Provided costs are *average* salaries only; it is anticipated that these figures may adjust once the school selects and hires its Master/Turnaround Teacher(s).

| Type of Teacher                          | Grade Level<br>(Elementary/Middle /High School) | Subject area sought | Estimated Cost Per MT or TT<br>(Average salary + differential)   | Year 1<br>Estimated Total Cost of Activity | Year 2<br>Estimated Total Cost of Activity | Year 3<br>Estimated Total Cost of Activity |
|--|---|---------------------|--|--|--|--|
| Master Teacher                           | 11-12   | Social Studies      | Avg \$24,000 per year for increased pay<br>(Calculated at Avg Full Salary: \$80,000 + 30% increased pay + fringe= \$139,682) | \$104,000.00                               | \$104,000.00                               | \$104,000.00                               |
| Turnaround Teacher                       | 9-12  | Mathematics         | Avg \$12,000 per year for increased pay<br>(Calculated at Avg Full Salary: \$80,000+15% increase pay + fringe = \$123,565)   | \$92,000.00                                | \$92,000.00                                | \$92,000.00                                |
| <b>Activity Sub-Total For Each Year:</b> |   |                     |  | <b>\$196,000.00</b>                        | <b>\$196,000.00</b>                        | <b>\$196,000.00</b>                        |

**Comprehensive instructional reform strategies**

2. **REQUIRED ACTIVITY:** Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

| Description of Specific Actions that School Plans to Implement<br><i>(Please indicate who, what, and for what purpose)</i>  | Timeframe and Rationale<br><i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i>                        | Associated cost with the action<br><i>(Please indicate PS or OTPS)</i>  | Year 1<br>Estimated Total Cost of Activity | Year 2<br>Estimated Total Cost of Activity | Year 3<br>Estimated Total Cost of Activity |
|---|--|---|--|--|--|
| We will implement school wide implementation of effective use of technology with Promethean company to improve student achievement, credit accumulation and project based instruction for grades 9-12 by infusing technology in all classrooms. Net book carts to support online learning and assessment. | Planning and training to occur Summer 2011. The program will be formally implemented in Fall 2011 for implementation years 1-3 | <b>Years 1-3:<br/>\$866,226.31</b><br><br>Yr 1: \$532,921<br>Yr 2: \$209,229.06<br>Yr 3: \$124,076.25<br><br><b>Year 1:</b> Promethean company<br><b>\$4,425 x 29 rooms = \$128,325</b> | Yr 1:<br>\$532,921                         | Yr 2:<br>\$209,229.06                      | Yr 3:<br>\$124,076.25                      |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>Lenovo Company to purchase 10 netbook carts (34 netbooks) x \$576 = \$195,840</p> <p>Datamation Company to purchase net book carts 10 x 1950= \$19,500</p> <p>Lexmark Company to Purchase wireless printers and security devices for netbook cart 10 x 632.00= \$6,320</p> <p>Security devices<br/>10 x \$ 136 = \$1360</p> <p>Wireless color printers:<br/>7 x \$523 = \$3,661</p> <p>Desktops for Read 180 labs<br/>21 x \$686 = \$14,406</p> <p>Desktops for classroom stations<br/>42 x \$686 = \$28,812</p> <p>Desktop for classrooms<br/>28 x \$686 = \$19,208</p> <p>Lenovo Laptops for classrooms<br/>27 x \$723 = \$19, 521</p> |  |  |  |
|--|--|---|--|--|--|

Macbook laptops for  
the classrooms  
5 bundles x \$4,996.65  
= \$24,983.25

Security devices for  
computers  
91 x \$179.25 =  
\$16,311.75

Removal \$1,400

Computer desk 63  
student x 287.04 =  
\$18,083.52

Graphing calculators  
450 x \$115.30 =  
\$51,885

**Year 2: \$209,229.06**

Software \$3543.86

Computer desktops for  
classrooms  
\$1000 x 60 = \$60,000

Security devices for  
classrooms computers  
60 x \$175 = \$10,500

Datamation Company  
to purchase net book  
carts 5x 1575= \$7,875

Lexmark Company to  
Purchase wireless

|  |                                       |  |                     |                     |                     |
|--|---------------------------------------|--|---------------------|---------------------|---------------------|
|  |                                       | <p>printer and security devices for netbook cart 5 x 1010= \$5,050</p> <p>5 x \$170 = \$850.00</p> <p>Graphing calculators 658 x \$125 = \$82,250</p> <p>Flash drives: \$867.70</p> <p>Technology for SWD = \$38,292.50</p> <p><b>Year 3:</b> 124,076.25<br/>Literacy Computer Lab \$4700 x 8 rooms = \$37600</p> <p>35 Desktop computers x 783 = \$27405</p> <p>35 Security devices x 175.75 = \$6151.25</p> <p>15 Computer desk x 700 = \$11,745</p> <p>Upgrade computer lab Computer desktops for classrooms \$1000 x 35 = \$35,000</p> <p>Security devices for classrooms computers 35 x \$175 = \$6,175</p> |                     |                     |                     |
| <p>Establish a college and career center for students in grades 9 – 12 to increase college and career readiness. This center</p> | <p>Planning and training to occur</p> | <p><b>Years 1-3: \$321,312</b></p>   | <p>\$107,104.00</p> | <p>\$107,104.00</p> | <p>\$107,104.00</p> |

|   |  |  |                     |                     |                     |
|---|--|--|---------------------|---------------------|---------------------|
| will work with colleges and university to develop College Now partnerships. The staff of this center will help staff forge partnerships with college and universities to develop a college readiness community. | Summer 2011.<br>The program will be formally implemented in Fall 2011 for implementation years 1-3 | Community Associate:<br>1 x \$53,649 = \$53,649<br><br>Community Associate:<br>1 x \$39,000 = \$39,000<br><br>Office Temps: 2 x<br>\$12.14x 5 hours a day<br>100 days = \$12140.00<br><br>College and Career trips: \$15000.00 |                     |                     |                     |
| <b>Activity Sub-Total For Each Year:</b>  |  |  | <b>\$617,245.00</b> | <b>\$316,333.06</b> | <b>\$231,180.25</b> |

3. **REQUIRED ACTIVITY:** Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

| <b>Description of Specific Actions that School Plans to Implement</b><br><i>(Please indicate who, what, and for what purpose)</i>                                | <b>Timeframe and Rationale</b><br><i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i>                    | <b>Associated cost with the action</b><br><i>(Please indicate PS or OTPS)</i>   | <b>Year 1</b><br>Estimated Total Cost of Activity | <b>Year 2</b><br>Estimated Total Cost of Activity | <b>Year 3</b><br>Estimated Total Cost of Activity |
|--|---|---|---|---|---|
| Scantron performance series will be used to do periodic assessments, unit test, mid-term and finals with itemized analysis. This will happen across grade level. | Planning and training to occur Summer 2011.<br>The program will be formally implemented in Fall 2011 for implementation years 1-3 | <b>Year 1 only: \$28,525</b><br><br>Scranton item analysis machines 4 x \$5,705 | <b>\$22,820</b>                                   |   |   |
| <b>Activity Sub-Total For Each Year:</b>   |   |   | <b>\$22,820</b>                                   | <b>\$</b>   | <b>\$</b>   |

***Increasing learning time and creating community-oriented schools***

4. **REQUIRED ACTIVITY:** Establish schedules and strategies to provide increased learning time.

| <b>Description of Specific Actions that School Plans to Implement</b><br><i>(Please indicate who, what, and for what purpose)</i>  | <b>Timeframe and Rationale</b><br><i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i>                 | <b>Associated cost with the action</b><br><i>(Please indicate PS or OTPS)</i>   | <b>Year 1</b><br>Estimated Total Cost of Activity | <b>Year 2</b><br>Estimated Total Cost of Activity | <b>Year 3</b><br>Estimated Total Cost of Activity |
|--|--|---|---|---|---|
| Develop a work study program with mandatory benchmarks for current students. Students will have to participate in additional tutoring, mentoring and career-oriented trainings. Students will meet with an advisor to develop a comprehensive graduation plan. Students will be required to pass classes, Regents examinations, and community service. | Planning and training to occur Summer 2011. The program will be formally implemented in Fall 2011 for implementation years 1-3 | <b>Year 1-3: \$615,419.85</b><br><b>Year 1: \$138,347.85</b><br><b>Year 2: \$271,727</b><br><b>Year 3: \$205,345</b>  | \$138,347.85                                      | \$271,727.00                                      | \$205,345.00                                      |
| Summer Bridge Program- Students will attend classes to improve transition from middle school and become familiarized with high school curriculum. Incoming 9 <sup>th</sup> grade students will be exposed to an intensive curriculum with smaller class sizes.   | Summer 2011<br>Summer 2012<br>Summer 2013  | <b>Years 1-3: \$114,318</b><br><br>Teacher per session:<br>20 days x 5 hours a day x 49.74 x 5 teachers = \$24,870<br><br>Administrator per session: 20 days x 5 hours a day x 1 supervisor x 51.46 per hour = \$5,146<br><br>Office temp: 20 days x 5 hours a day x \$10 a hour day x 3 aides = \$3000.00<br><br>Supplies: \$2000.00 | \$38,016.00                                       | \$38,016.00                                       | \$38,016.00                                       |

|  |  |   |                     |                     |                     |
|--|--|---|---------------------|---------------------|---------------------|
|  |  | Transportation and<br>trips: \$3,000<br><br>\$38,016/year |                     |                     |                     |
| <b>Activity Sub-Total For Each Year:</b> |  |   | <b>\$176,987.00</b> | <b>\$309,743.00</b> | <b>\$243,361.00</b> |

**REQUIRED ACTIVITY:** Provide ongoing mechanisms for family and community engagement.

| <b>Description of Specific Actions that School Plans to Implement</b><br><i>(Please indicate who, what, and for what purpose)</i>  | <b>Timeframe and Rationale</b><br><i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i>                 | <b>Associated cost with the action</b><br><i>(Please indicate PS or OTPS)</i>  | <b>Year 1</b><br>Estimated Total Cost of Activity | <b>Year 2</b><br>Estimated Total Cost of Activity | <b>Year 3</b><br>Estimated Total Cost of Activity |
|--|--|--|---|---|---|
| Implement five fairs to engage our parents, students and community. We will work in collaboration with the Bedford Stuyvesant Restoration to host a health, college, community resource, fitness and job fair.   | Planning and training to occur Summer 2011. The program will be formally implemented in Fall 2011 for implementation years 1-3 | <b>Year 1-3: \$32,000.00</b>   | Yr 1:<br>\$15,000.00                              | Yr 2:<br>\$10,000.00                              | Yr 3:<br>\$7,000.00                               |
| Interborough Development and Consultation Center will provide mental health services including outreach to family, assessment and therapy to support student achievement. They will also work closely with teachers, SBST, guidance counselors and other support staff to create a safe environment to meet students' social, emotional and health needs.                                  | Planning and training to occur Summer 2011. The program will be formally implemented in Fall 2011 for implementation years 1-3 | <b>Years 1-3: \$204,540.00</b>   | \$68,180.00                                       | \$68,180.00                                       | \$68,180.00                                       |
| The Adelaide Sanford Institute Parent Leadership Institute will transform the quality and effectiveness of school-parent interactions by preparing a core group of parent leaders/ambassadors to advocate for parents and students. They will participate in ten training sessions to increase parent involvement and make parents proficient in helping their children succeed in school. | Planning and training to occur Summer 2011. The program will be formally implemented in Fall 2011 for implementation years 1-3 | <b>Years 1-3: \$30,000</b><br>Materials: Books, clerical supplies, shirts, etc. \$50 x 100 parents – \$5,000/year<br><br>Food: \$200.00 x 10 sessions = \$2000/year<br><br>Transportation: \$1,500 x 2 | \$10,000.00                                       | \$10,000.00                                       | \$10,000.00                                       |

|  |   |  |                     |                     |                     |
|--|---|--|---------------------|---------------------|---------------------|
|  |   | educational trips =<br>\$3,000/year  |                     |                     |                     |
| Good Shepherd                            | Planning and training to occur Summer 2011. The program will be formally implemented in Fall 2011 for implementation years 1 -3 | <b>Years 1 – 3:<br/>\$599,292.00</b>   | \$199,764.00        | \$199,764.00        | \$199,764.00        |
| Counseling Mediation Services            | Planning and training to occur Summer 2011. The program will be formally implemented in Fall 2011 for implementation years 1 -3 | <b>Years 1 - 3:<br/>\$128,534.00<br/>Year 1: \$50,000.00<br/>Year 2: \$50,000.00<br/>Year 3: \$28,534.80</b> | \$50,000.00         | \$50,000.00         | \$28,534.80.00      |
| <b>Activity Sub-Total For Each Year:</b> |   |  | <b>\$342,924.00</b> | <b>\$337,924.00</b> | <b>\$334,924.00</b> |

**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 <b>Corrine Rello/<br/>Nichele Manning</b> | District <b>16</b> | Borough <b>Brooklyn</b> | School Number <b>455</b> |
| School Name <b>Boys and Girls High School</b>                           |                    |                         |                          |

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

|   |  |
|---|--|
| Principal <b>Bernard Gassaway</b>                           | Assistant Principal <b>Christopher Smith</b> |
| Coach <b>type here</b>                                      | Coach <b>type here</b>                       |
| ESL Teacher <b>Marshalla Ramos</b>                          | Guidance Counselor <b>Mr. Philpott</b>       |
| Teacher/Subject Area <b>Marshalla Ramos /E.S.L (K-12)</b>   | Parent <b>n/a</b>                            |
| Teacher/Subject Area <b>Eric Megli/ Special Ed. Teacher</b> | Parent Coordinator <b>Elmer Anderson</b>     |
| Related Service Provider <b>Testing support</b>             | Other <b>Aaron Nothnagle Data Specialis</b>  |
| Network Leader <b>Nichelle Manning</b>                      | Other <b>Ms. Clarke-Glover/A.P.</b>          |

### 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   | <b>1</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>5</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |             |                      |           |   |              |
|------------------------------------|-------------|----------------------|-----------|---|--------------|
| Total number of students in school | <b>1639</b> | Total Number of ELLs | <b>40</b> | ELLs as share of total student population (%) | <b>2.44%</b> |
|------------------------------------|-------------|----------------------|-----------|---|--------------|

## 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. The steps taken to identify students who may possibly be ELLs are: 1.1. During registration, if it is suspected by the school counselor Mr. Philpotts that a student is an limited English proficient (L.E.P), or that there parent/s speak a home language other than English, then the E.S.L teacher; Ms. Ramos is notified to come and meet with the parents to roceed with the intake process of English Language Learners. If Ms. Ramos is scheduled to teach then the school will provide coverage for her current class so she may proceed with the intake process. When the E.S.L. teacher; Ms. Ramos engages with the parent and student in English and if it is determined by Ms. Ramos that the new admit cannot understand conversational English and/or there parent speaks a home language other than English; then Ms. Ramos will proceed to provide the parent with the Home Language Survey in the parent's home language. If the parent speaks another language than Spanish which Ms. Ramos can speak; then the parent is provided with translation support by Mr. Philpotts or another staff member so they may translate the steps and information provided by the E.S.L teacher Ms. Ramos, for assisting the parent with registering their child at Boys and Girls High School. The information and forms the school translator will assist Ms. Ramos with are the instructions regarding the Home Language Survey and the Parent Choice letter form and that they will be notified within ten days if there child may receive mandated services to take the Lab-R exam if the student is new to the New York city public school system and has never taken the Lab-R exam in a previous school. In addition, after the parent of the suspected Ell student fills out the Home Language Survey the parent will then be provided with an immediate opportunity to watch the Chancellor's Welcome Video to parents of English langugae learners in their native language and/or with translation so they may get acquainted with the process of enrollment and understand the services available to them. These services include but are not limited to school language oinstructional options such as dual language, self-contained E.S.L, and transitional bilingual education. If the parent speaks a language other than one spoken by any staff at Boys and Girls High school then the office of translation services is contacted to assist with the process of enrollment and directions related to filling out the forms. If possible, the parent is provided with a form in their own language. If the parent is not able to read in their home language or English they are assisted with the form with the support of a translator and Ms. Ramos; the E.S.L teacher. Afterwards the student may be administered the LAB-R. 1.2. (At this time, Boys and Girls High School currently has only a self-contained E.S.L class that is taught by Ms. Ramos the E.S.L teacher/coordinator.) This processof parent and student interview, parent orientation, Lab-R testing will be completed within ten days of new student enrollment. 1.3 Before the school year ends ELL students are administered the NYSESLAT to determine the students' proficiency level in English acquisition. If the student scores level proficient the student tests out of the self-contained E.S.L class and the following year the student enters a mainstream English classroom with supplemental support such as glossaries, dictionaries and additional testing time if required.

2. Parents of ELLs will receive a parent orientation in person with the E.S.L coordinator/teacher within ten days of their child being admitted. If the parent requires translation services; Boys and Girls High School will rely on pedagogual staff currently in the building. If the parent/s speak a language other than one spoken by a Boys and Girl's pdeagogical staff thenMs. Ramos; the E.S.L teacher will call the Translation Services hotline and provide a translator for the parent. Parent orientation, explanation of services will be done so within ten days of student admittance.

3. Boys and Girls High School will ensure the return of Parent Survey and Program Selection letters through having parents fill them out at the date of enrollment under facilitation of the E.S.L teacher; Ms. Ramos.

4. As outlined previously in answer 1; Boys and Girls High School will place identified ELL students in bilingual or E.S.L. instructional programs based on the post parent observation of the Chancellor's Welcome Video from the Office of English Language Learners that will be administered by Ms. Ramos; the E.S.L. teacher. Parents will be provided an opportunity to ask questions in relation to the various educational programs offered to their child with a translator if the parent is unable to communicate in English or Spanish with Ms. Ramos. The translator will be either Mr. Philpotts the enrollment/guidance counselor or another pedagogical staff at Boys and Girls High School. If the parent speaks another language than that spoken of from the plethora of the Boys and Girls High School staff then the parent will be provided with translation services from the Office of English Language Learners' supportive Translation Services if the budget of Boys and Girls High School has allotted funds to pay for the services. Through out the year parents will be provided with four opportunities to review educational options and meet with the E.S.L. teacher to learn about the Boys and Girls High School's mission in relation to providing their children with the opportunities necessary so they may meet proficiency in English and so they may familiarize themselves with other parents of ELLs and learn more about the after school activities offered to their child.

These Home Language meetings will be facilitated by Ms. Ramos the E.S.L. teacher in her classroom and the parents will have the opportunity of meeting with the P.T.A.C of Boys and Girls High School afterwards since the P.T.A.C meeting is scheduled to start 30 minutes after the Home Language Night on the same day. Please note that the parent coordinator; Mr. Anderson, will assist the E.S.L. teacher; Ms. Ramos, with communication through phone master and e-mails about the dates of the Home Language Night so that parents may learn more about the school and supportive services offered.

5. The trends of the past Parent Surveys and Program Selection forms have been based on the what parents have chosen i.e., the self-contained E.S.L model as their main choice due to the fact that Boys and Girls High School only offers the self-contained E.SL model. There was a previous E.S.L teacher for Boys and Girls prior to the 2011-2012 school year ; therefore, the selection process moving forward will be based on the numbers per grade eligible for Bilingual or self-contained E.S.L . If possible based on funding, the school will provide Bilingual and/or free standing E.S.L services for designated E.S.L students. All documentation from previous years are being reviewed by the incoming E.S.L coordinator/teacher; Ms. Ramos.

6. The self-contained E.S.L model at Boys and Girls High School is aligned with the parent's/s' choices as of 2011-2012. However, some parents choose to Opt-Out of the self-contained E.S.L model. Moving forward Boys and Girls High school will keep a detailed checklist and documentation that indicates the intake of ELLs and all related forms. The main office designated intake coordinator of ELLs is Mr. Philpotts. Therefore, he will be provided with the Office of English Language Learners ELL Identification Monitoring Checklist, the cluster leader's contact information, and the New York State-LEP Identification Process steps handout in a folder at his desk. In addition, all guidance counselors and the E.S.L team will be provided with a similar folder indicating the steps to identifying incoming ELLs.

## 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 | To<br>t# |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----------|
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0        |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0        |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |          |
| <b>Self-Contained</b>  |   |   |   |   |   |   |   |   |   | 8 | 12 | 6  | 9  | 35       |
| <b>Push-In</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0        |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 6  | 9  | 35       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |   |                               |    |
|-----------------------------|----|--|---|-------------------------------|----|
| All ELLs                    | 40 | Newcomers (ELLs receiving service 0-3 years) | 8 | Special Education             | 7  |
| SIFE                        | 4  | ELLs receiving service 4-6 years             | 9 | Long-Term (completed 6 years) | 19 |

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           | 8                 | 2        | 1                 | 10               | 2        | 3                 | 17                                 | 4        | 4                 | 35        |
| <b>Total</b>  | <b>8</b>          | <b>2</b> | <b>1</b>          | <b>10</b>        | <b>2</b> | <b>3</b>          | <b>17</b>                          | <b>4</b> | <b>4</b>          | <b>35</b> |

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Chinese  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian                                       |   |   |   |   |   |   |   |   |   |   |    |    |    | 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    |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Yiddish         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other <u>FU</u> |          |          |          |          |          |          |          |          |          |          |          |          |          | 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    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | EL<br>L  | 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: ____                        |
| Native American: ____   | White (Non-Hispanic/Latino): ____  |
|   | 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 |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |

## 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      |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Chinese      |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Arabic       |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Haitian      |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| French       |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Korean       |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |           |           |           |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          | 10        | 13        | 11        | 9        | 43        |
| <b>TOTAL</b> | <b>0</b> | <b>10</b> | <b>13</b> | <b>11</b> | <b>9</b> | <b>43</b> |

## Part IV: ELL Programming

### 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. Boys and Girls High School implements the self-contained E.S.L model which incorporates the student teacher ratio of 1:10 and/or 1:20 depending on the level being taught and current class size. There are five periods taught per day that incorporates grammar, phonemic awareness, technology, group and independent work based on students' skill subgroups, individual needs, multiple learning styles, and English proficiency levels.

2.a Students are provided with the mandated number of instructional minutes in the self-contained E.S.L classes through the E.S.L teacher;

## A. Programming and Scheduling Information

Ms. Ramos monitoring level of proficiency through the initial Lab-R exam and the end of the year NYSESLAT exam that indicates what level the ELL student is on. The E.S.L teacher; Ms. Ramos works with the programming officer; Mr. Paisley to ensure that students are placed in the correct allotted time for E.S.L instruction. For example, a beginning ELL student receives 540 minutes of self-contained E.S.L instruction of classes per week, an intermediate ELL student receives 360 minutes of self-contained E.S.L instruction per week, and Advanced level ELLs receive 180 minutes per week of instruction in the self-contained ESL classroom.

2.b In the self-contained E.S.L instructional model that is taught by Ms. Ramos the E.S.L teacher at Boys and Girls High School students receive differentiated instruction based on skill level. Lab-R and NYSESLAT scores indicate skill level proficiency in English and determine students ability. However, Ms. Ramos uses the tests in conjunction with formal and informal observations to deliver instruction that is differentiated, engaging, allows for independent and partner/group work that is content based specific. ELL students in regardless of skill level create cross-cultural knowledge based projects, write in journals, use technology as a resource to enhance listening and comprehension skills, take exams, work in groups and with partners, and independently to develop a successful progression of English language proficiency to obtain real world skills that connect to their various classes and life goals.

3. The content area classes that each ELL students attends is instructed in English with glossaries and dictionaries for support. Teachers in each curriculum area create curriculums based on the Common Core standards and each academy's mission for the students. In the self-contained E.S. L class taught by the E.S.L teacher Ms. Ramos; students are instructed through peer collaboration, independent work, audio and website English language learning tools such as [www.brainpop.com](http://www.brainpop.com), [www.starfall.com](http://www.starfall.com), All About the U.S.A text/audio reader, and will be implementing the use of the technology based program Achieve 3000 beginning in December 2011. The self-contained E.S.L. class taught by Ms. Ramos the E.S.L teacher enhances students proficiency in English through allowing students to journal about themes they are passionate about and then create project based oral presentations which their peers edit and reflect on. This allows for all level of ELLs to take ownership and responsibility of individual growth as well as peer and classroom growth. Students develop skills required to working in real life teams and scenarios that enhance their English proficiency in content related areas such as Social Studies, Global History, English literature and English Grammar. In addition, texts and periodicals in students' home language are available in the classroom to allow for students to view and read about their own culture and that of other ELL students in the classroom.

4. Students are not instructed or evaluated in their home language at this time due to budget and time constraints. The incoming E.S.L teacher; Ms. Ramos uses her planning periods to meet with other content area teachers to discuss students evaluations and provide dictionaries and glossaries if the content area teacher has none.

5. SIFE students need extra support and differentiation both within the classroom and outside so as to make the transition into the school setting and to allow for a fluent and natural transition. 1. We attempt to deliver instruction to Beginners in accordance with the standards: 540 minutes per week. As such, we offer Beginner students approximately 15 forty-five minutes of self-contained ESL instruction time per week. Instruction is delivered to Intermediate students in accordance with the standards: 360 minutes per week. We offer 10 periods of self-contained ESL classes per week. Instruction is delivered to the Advanced population in accordance with 180 minutes per week. Advanced students receive 5 periods of self-contained ESL instruction per week coupled with ELA courses. Therefore, each grade level usually includes a triple period of ESL classes in the beginning level, a double period for Intermediate students with Advanced students joining for a single period of classes each day coupled with ELA where needed (a) There are self-contained classes of ESL students in Boys and Girls High School, which have three periods of ESL classes daily for Beginners; two class periods daily for Intermediate and one class period for Advance. Students are programmed on a case by case basis as the population is small. (b) There are three single ungraded, heterogeneous classes; there is one block of ungraded, heterogeneous class. Each group travels together.

2. Our ESL teacher recommends to our programmer where the students should be placed according to proficiency in the content area and elective classes, as well as on their English proficiency assessment tests such as the LAB-R or NYSESLAT. (a) Our ESL students are programmed on a case-by-case basis according to their proficiency levels in English, ESL and the content area. Again, we attempt to deliver instruction to Beginners in accordance with the standards: 540 minutes per week. As such, we offer Beginner students approximately 15 forty-five minutes of self-contained ESL instruction time per week. Instruction is delivered to Intermediate students in accordance with the standards: 360 minutes per week. We offer 10 periods of self-contained ESL classes per week. Instruction is delivered to the Advanced population in accordance with 180 minutes per week. Advanced students receive 5 periods of self-contained ESL instruction per week coupled with ELA courses.

3. All ESL classes are self-contained and approach English Language learning through literature, compositions, activities, and grammar in context across content areas including ELA, global science, history, math and more. English is the principle language used in the class, although students may assist each other in their native languages when needed. Instructional approaches include student-

## A. Programming and Scheduling Information

generated discussion, communication, projects, and group work; teacher guided and supported direction, differentiated use of graphic organizers, art, posters, word walls; bridging and scaffolding of prior knowledge through multi-cultural readings and debate; essay writing processes and peer editing; creative writing; listening and oral activities; active engagement in class study games; and teacher as well as peer assessments. Lesson for students are prepared either on the Backward by Design Model or the Madeline Hunter Model so that students receive instruction per designs intended to offer motivation as well as organization. Furthermore, the instructor is knowledgeable in a variety of instructional tools like QTEL and additional instructional models such as CALLA and SIOP.

4. Instruction is differentiated for all ELL subgroups according to students' individual needs, multiple learning styles, and English language proficiency across skill sets (reading, writing, listening, and speaking). Additionally, the following considerations are applied to various ELL subgroups:

a. (SIFE) - SIFE students need extra attention and differentiation both within the classroom and outside so as to make the transition into a school setting and with socialization easier. It is essential to also have parent communication with SIFE students, especially in order to assess their level of involvement in prior schools and in order to allow parents to also transition into the child's current school environment and its expectations. SIFE students are supported through group work, graphic organizers, paired-student activities through a buddy system, maximized individualized attention from the ESL teacher, and available tutoring with the ESL teacher after school. Tutoring across the content areas is also available inside and outside the school for SIFE students to seize as an opportunity for growth.

b. (Newcomers) - Newcomer ELLs are assessed for their prior educational knowledge and settings, as well as for their knowledge of English, and administered the LAB-R examinations if it is their first time entering the New York City school system. Students are supported through a variety of teaching strategies and student tools, including graphic organizers; peer, team, and group work/activities; age appropriate and culturally authentic literature; and grammar supported through reading, writing, listening, and speaking contexts. Students are also encouraged to share their life experiences so as to help transition into the classroom experience. Classes are heavily based on bridging writing and reading educational gaps, and essay writing for critical thinking, as well as form is taught and supported to eventual student mastery. Tutoring is also available for students.

c. (ELLs receiving service 4 to 6 years) - ELL students receiving ELL services 4 to 6 years should be approaching the transitioning stages out of ESL and towards proficiency of the English Language. At the assessment level, these students are monitored for progress and flagged for intervention with parents and extra services support if extra time is needed per student. Curriculum for both Intermediate and Advanced student levels is heavily based in an ELA component to support mastery in reading, writing, listening, and speaking with classic and modern literature in mind. This literature is important for students who are quickly approaching the ELA Regents exam. Classroom activities include group work projects; essay writing, peer review, and presentations; choral and individual reading; poetry, theater, and film. Students are also encouraged to support projects with technology including research on the Internet and creative art or photography. Tutoring is also available after school both in ESL and across content areas for extra support.

d. (Long-Term ELLs (completed 6 years) - Extension of Services and extra support is often needed for Long-Term ELLs to help them meet proficiency levels both on the NYSESLAT and in classes. Support services for ELLs cater to the varying ways that students learn and to the best way each individual student may succeed. Some students need differentiated teaching and learning on reading and listening skills, while others need concentration on writing. Individualized assessment, collaborative group activities, peer-to-peer learning, and modification of tasks and work are all ways to help boost a student's growth and success. After school tutoring is offered to help Long-Term ELLs in their most needed areas of English. Students are also encouraged to engage in outside resources, volunteer services, or tutoring organizations that can help with communication skills as well as bolster a student's confidence for all English modalities.

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100%                          | 100%                                   |
| 75%                           | 75%                                    |
| 50%                           | 50%                                    |
| 25%                           | 25%                                    |
| 0%                            | 0%                                     |
| Native Language Usage/Support | Dual Language                          |
| 100%                          | 100%                                   |
| 75%                           | 75%                                    |
| 50%                           | 50%                                    |
| 25%                           | 25%                                    |
| 0%                            | 0%                                     |
| Native Language Usage/Support | Freestanding ESL                       |
| 100%                          | 100%                                   |
| 75%                           | 75%                                    |
| 50%                           | 50%                                    |
| 25%                           | 25%                                    |
| 0%                            | 0%                                     |

## Courses Taught in Languages Other than English

### 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?

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

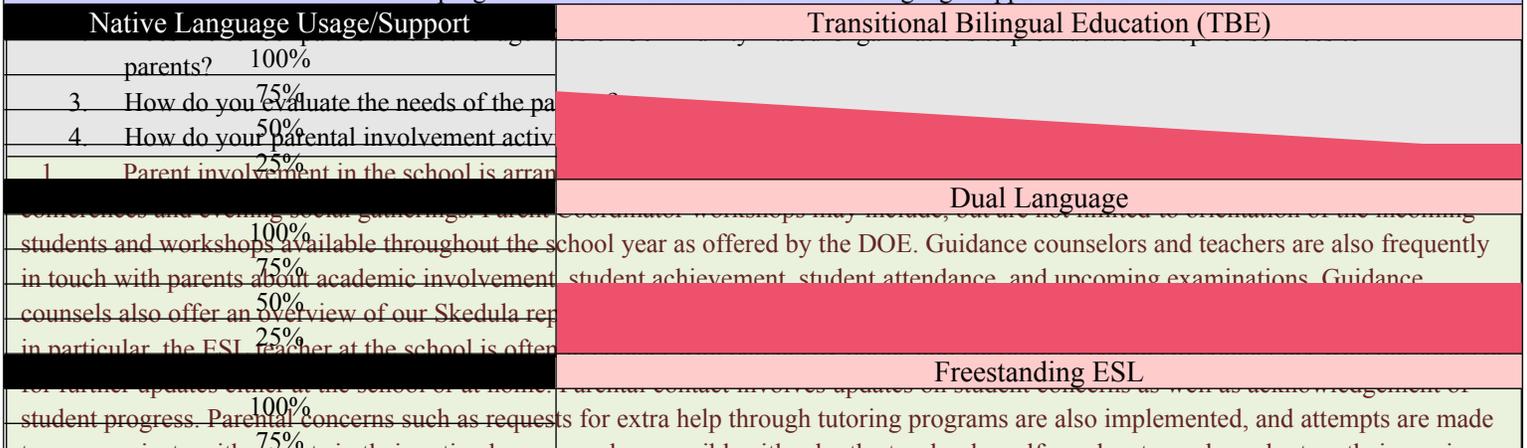
|   | Beginning | Intermediate | Advanced |
|---|-----------|--------------|----------|
| <b>C. Schools with Dual Language Programs</b>   |           |              |          |
| 1. How much time (%) is the target language used for EPs and ELLs in each grade?<br>2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?<br>3. How is language separated for instruction (time, subject, teacher, theme)?<br>4. What Dual Language model is used (side-by-side, self-contained, other)?<br>5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)? |           |              |          |
| Boys and Girls High school does not have a Dual-Language program at this time. The school implements the self-contained E.S.L model.  |           |              |          |

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

| <b>D. Professional Development and Support for School Staff</b>  |   |  |  |
|--|---|--|--|
| 1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)<br>2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?<br>3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. |   |  |  |
| 1.   | Throughout the year, professional development opportunities are provided to ELL personnel either at the school or outside with events offered by the Board of Education. In the school, professional development this year has focused on differentiating instruction through modeled activities such as "Tiering" and "Scaffolding." Professional development sessions outside the school are encouraged and available to both the ESL teacher and core content area teachers. Announcements for these sessions come from the Children First Network, Office of English Language Learners, and district area BETAC offices. This year, professional development activities attended have concentrated on ELL learning in alignment with the new CORE standards. Information learned and any materials acquired at professional development is shared with instructional staff at arranged academy meetings or with administrative staff. |  |  |
| 2.   | The professional development offered this year has focused on the main instructional tools needed to bolster ELL learning and how those tools and instruction are aligned to national standards and state objectives. In the school, administrators frequently provide the data lists such as the RLER and RLAT for teachers in order to try to provide timely and updated information. Guidance counselors offer help for ELLs and provide data to teachers when requested such as that concerning home-language surveys, analysis of transcripts and progress, and even help with contacting parents. And finally, teachers are encouraged through direct communication or through academy parent nights, to conduct parent outreach and assess the needs of transitioning students from the family viewpoint.  |  |  |
| 3.   | A variety of professional development is offered per department and school academy for teachers at Boys and Girls High School, some within the school and some with outside sources. DOE professional development, for example, with instructional design for ELL students in alignment with the CORE standards allows teachers and administrators to become familiar with education's changing benchmark's. This is important in order to keep abreast with student achievement and the teaching techniques needed to getting there. In house development and academy meetings have made teachers aware of shared knowledge, including plans and instruction for ELL students. Finally, the ELL teacher attends professional development away from school during the work day in order to not only fulfill the 7.5 hours needed at minimum a year, but also to and bring back material individual and school-wide enrichment.            |  |  |

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## **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. Parent involvement in the school is arranged with the school parent coordinator, Mr. Anderson for events such as parent conferences and evening social gatherings. Parent Coordinator workshops may include, but are not limited to orientation of the incoming students and workshops available throughout the school year as offered by the DOE. Guidance counselors and teachers are also frequently in touch with parents about academic involvement, student achievement, student attendance, and upcoming examinations. Guidance counsels also offer an overview of our Skedula reporting system to all parents during our parents' conferences. Concerning ELL students in particular, the ESL teacher at the school is often in contact with parents by phone and encourages parents to contact her with questions or for further updates either at the school or at home. Parental contact involves updates on student concerns as well as acknowledgement of student progress. Parental concerns such as requests for extra help through tutoring programs are also implemented, and attempts are made to communicate with parents in their native language when possible either by the teacher herself or educators who volunteer their services at the school level. The primary languages that communications are circulated in at this school include Arabic, Bengali, English, French, Haitian Creole, and Spanish. Furthermore, academy based parent nights encourage parental participation in award ceremonies and in honoring our students.

2. The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. Information that is gathered is printed out in different languages as well as in English, and as per the primary languages parents and students communicate with at this school. Also, parents are encouraged to keep track of their students and their progress with technology as per Pupil Path or Skedula.

3. Direct communication through counselor contact, teacher contact, and parent coordinator outreach helps evaluate the needs of parents outside of the bi-annual parent-teacher conferences. In the case of ELL students, many times students themselves will approach school officials requesting information or needs about parental involvement or services, which can then be looked up and communicated to the parent. This reciprocal approach allows for students, as well as parents and teachers, to communicate and be involved in a system of progress.

4. Parental involvement activities address a variety of themes and subjects. Some of these themes include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honor students and their families welcoming them to feel proud and involved in students' gains. Finally, on an interpersonal level, social events for parents allow individuals in the community and school professionals to mix in order to form a sense of purpose and identity with the school, its population, and its environment.

## **B. Programming and Scheduling Information--Continued**

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## 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.

The curriculum for ELLs is currently being reviewed and the Achieve 3000 technology based program is in the works of being implemented as a supplement for differentiation of instruction for the ELLs.

## 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)?

Boys and Girls High school does not have a Dual-Language program at this time. The school implements the self-contained E.S.L model.

## 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. Throughout the year, professional development opportunities are provided to ELL personnel either at the school or outside with events offered by the Board of Education. In the school, professional development this year has focused on differentiating instruction through modeled activities such as "Tiering" and "Scaffolding." Professional development sessions outside the school are encouraged and available to both the ESL teacher and core content area teachers. Announcements for these sessions come from the Children First Network, Office of English Language Learners, and district area BETAC offices. This year, professional development activities attended have concentrated on ELL learning in alignment with the new CORE standards. Information learned and any materials acquired at professional development is shared with instructional staff at arranged academy meetings or with administrative staff.

2. The professional development offered this year has focused on the main instructional tools needed to bolster ELL learning and how those tools and instruction are aligned to national standards and state objectives. In the school, administrators frequently provide the data lists such as the RLER and RLAT for teachers in order to try to provide timely and updated information. Guidance counselors offer help for ELLs and provide data to teachers when requested such as that concerning home-language surveys, analysis of transcripts and progress, and even help with contacting parents. And finally, teachers are encouraged through direct communication or through academy parent nights, to conduct parent outreach and assess the needs of transitioning students from the family viewpoint.

3. A variety of professional development is offered per department and school academy for teachers at Boys and Girls High School, some within the school and some with outside sources. DOE professional development, for example, with instructional design for ELL students in alignment with the CORE standards allows teachers and administrators to become familiar with education's changing benchmark's. This is important in order to keep abreast with student achievement and the teaching techniques needed to getting there. In house development and academy meetings have made teachers aware of shared knowledge, including plans and instruction for ELL students. Finally, the ELL teacher attends professional development away from school during the work day in order to not only fulfill the 7.5 hours needed at minimum a year, but also to and bring back material individual and school-wide enrichment.

## 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?

## 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. Parent involvement in the school is arranged with the school parent coordinator, Mr. Anderson for events such as parent conferences and evening social gatherings. Parent Coordinator workshops may include, but are not limited to orientation of the incoming students and workshops available throughout the school year as offered by the DOE. Guidance counselors and teachers are also frequently in touch with parents about academic involvement, student achievement, student attendance, and upcoming examinations. Guidance counsels also offer an overview of our Skedula reporting system to all parents during our parents' conferences. Concerning ELL students in particular, the ESL teacher at the school is often in contact with parents by phone and encourages parents to contact her with questions or for further updates either at the school or at home. Parental contact involves updates on student concerns as well as acknowledgement of student progress. Parental concerns such as requests for extra help through tutoring programs are also implemented, and attempts are made to communicate with parents in their native language when possible either by the teacher herself or educators who volunteer their services at the school level. The primary languages that communications are circulated in at this school include Arabic, Bengali, English, French, Haitian Creole, and Spanish. Furthermore, academy based parent nights encourage parental participation in award ceremonies and in honoring our students.

2. The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. Information that is gathered is printed out in different languages as well as in English, and as per the primary languages parents and students communicate with at this school. Also, parents are encouraged to keep track of their students and their progress with technology as per Pupil Path or Skedula.

3. Direct communication through counselor contact, teacher contact, and parent coordinator outreach helps evaluate the needs of parents outside of the bi-annual parent-teacher conferences. In the case of ELL students, many times students themselves will approach school officials requesting information or needs about parental involvement or services, which can then be looked up and communicated to the parent. This reciprocal approach allows for students, as well as parents and teachers, to communicate and be involved in a system of progress.

4. Parental involvement activities address a variety of themes and subjects. Some of these themes include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honor students and their families welcoming them to feel proud and involved in students' gains. Finally, on an interpersonal level, social events for parents allow individuals in the community and school professionals to mix in order to form a sense of purpose and identity with the school, its population, and its environment.

## 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)   |   |   |   |   |   |   |   |   | 3 | 5 | 0  | 2  | 0  | 10    |
| Intermediate(I)   |   |   |   |   |   |   |   |   | 2 | 4 | 5  | 2  |    | 13    |
| Advanced (A)  |   |   |   |   |   |   |   |   | 3 | 3 | 2  | 5  |    | 13    |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |    |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | TOTAL |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 7  | 9  | 0  | 36    |

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

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      | 4       | 5       | 1       |         | 10    |
| 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                      | 4       |    | 5       |    | 2       |    |         |    | 11    |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Science |         |    |         |    |         |    |         |    |       |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|             | English | NL | English | NL | English | NL | English | NL |       |
| 4           |         |    |         |    |         |    |         |    | 0     |

| NYS Science            |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed | 7       |    | 1       |    | 0       |    |         |    | 8     |

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        | 7                          |                 | 5                           |                 |
| Integrated Algebra           | 19                         |                 |                             |                 |
| Geometry                     |                            |                 |                             |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math <u>MXRG</u>             | 2                          |                 | 1                           |                 |
| Biology                      | 8                          |                 | 4                           |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography | 5                          |                 | 5                           |                 |
| US History and Government    | 4                          |                 | 2                           |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other <u>Math MXRE</u>       | 19                         |                 | 6                           |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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?

## 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.

The curriculum for ELLs is currently being reviewed and the Achieve 3000 technology based program is in the works of being implemented as a supplement for differentiation of instruction for the ELLs.

## Part VI: LAP Assurances

| School Name: <b>Boys and Girls High School</b>                                    |                                  | School DBN: <b>16K455</b> |                 |
|---|----------------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                                  |                           |                 |
| Name (PRINT)  | Title                            | Signature                 | Date (mm/dd/yy) |
| n/a   | Principal                        |                           | 0/0/00          |
| Christopher Smith   | Assistant Principal              |                           | 11/7/11         |
| Elmer Anderson  | Parent Coordinator               |                           | 11/7/11         |
| Marshalla Ramos   | ESL Teacher                      |                           | 11/7/11         |
| n/a   | Parent                           |                           | 11/7/11         |
| Eric Megli/Special Ed.  | Teacher/Subject Area             |                           | 11/7/11         |
| n/a   | Teacher/Subject Area             |                           | 0/0/0           |
| n/a   | Coach                            |                           | 0/0/0           |
| n/a   | Coach                            |                           | 0/0/0           |
| Mr. Philpotts   | Guidance Counselor               |                           | 11/7/11         |
| Corrine Rello   | Network Leader                   |                           | 11/7/11         |
|   | Other                            |                           | 11/7/11         |
| Kathleen Clarke-Glover  | Other <u>Assistant Principal</u> |                           | 11/7/11         |
| Aaron Nothnagle   | Other <u>Data Specialist</u>     |                           | 11/7/11         |
|   | Other                            |                           | 0/0/0           |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **16K455** School Name: **Historic Boys and Girls High School**

Cluster: **1** Network: **110**

**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.

In order to assess our 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 we use classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We send a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. If we had ELLs the we would take an inventory of the HLIS for the students in our program. We would tabulate the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, and assessments/ tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The Parent Coordinator and ESL Teacher would confer with parents by telephone, and in one to one conferences on their individual communication needs. The home language would also be indicated on ATS.

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.

Based on the data obtained by the ESL Teacher and Parent Coordinator through surveys, email, and telephone communication the information is shared with the school community at parent teacher association meetings and curriculum nights. The parents'languages are entered onto ATS. The major languages in this school community are Spanish and Hatian - Creole.

## 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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish and Hatian Creole. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated as needed. ELL's parent orientation materials will also be provided in their native languages. Written translation services will be provided in-house by school staff as needed by teachers and paraprofessionals. Interpretation Services in Spanish and Hatian Creole are available to the parents for various events such as PTA meetings, Family Literacy /Math Nights and Parent-Teacher Conferences.

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 interpretation services will be provided in-house by school staff. We have staff members who speak Haitian Creole and Spanish. We have teachers to interpret during school activities. If additional support is needed then the Translation and Interpretation Unit at the Department of Education will be utilized to support parents needs. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help improve their children's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher Conferences, and Open School Week. Teachers, paraprofessionals and/or school aides also attend these functions to support parents and students communication needs.

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>.

Parent notifications and pertinent documents are translated into the native language of the parent as needed. The school staff members are available to translate as needed and the Language Interpretation Unit will provide translation services for notices as needed. As per A-663 we will provide each parent whose primary language is a covered language and who require assistance service with a copy of the Bill of Parent Rights and Responsibilities in the main office, and the parent coordinator's office. We will make sure that school calendars' and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information   |  |
|--|--|
| Name of School: Boys and Girls High School   | DBN: 16K455                              |
| Cluster Leader: Corinne Rello-Anselmi  | Network Leader: Manning-Andrews, Nichele |
| This school is (check one):    ✱conceptually consolidated (skip part E below)<br>●NOT conceptually consolidated (must complete part E below) |  |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):<br>✱Before school            ✱After school            ✱Saturday academy            ●Other: |
| Total # of ELLs to be served:<br>Grades to be served by this program (check all that apply):<br>●K    ●1    ●2    ●3    ●4    ●5<br>●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12      |
| Total # of teachers in this program: 1<br># of certified ESL/Bilingual teachers: 1<br># of content area teachers: 1  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Ms. Ramos (M.A. in T.E.S.O.L, K-12) is the E.S.L. teacher at Boys and Girls High School and will instruct eight ELL students whom are at the beginner/intermediate levels afterschool for one hour each day. These eight beginner through intermediate students will receive supplemental instruction by Boys and Girls High School E.S.L teacher Ms. Ramos in reading and writing strategy support.

The exact start date of the program is November 2011.

The exact end date of the program will be June 2012.

Instructional components:

The instructional components of the program include building phonemic awareness, vocabulary building, shared reading, highlighting main ideas in a text, public speaking skills, analyzing text critically and incorporating the online Achieve 3000 program to develop students reading and writing readiness.

The ELL committee will review the following data sources to provide the appropriate support in our extended day programs, such as middle and high school ELA test scores and the NYSESLAT exams. Students have completed the Lab-R test. Our plan is to provide literacy support to these students to improve reading comprehension, and writing ideas in response to various types of essays. Students will be able to discuss the main idea and respond creatively to demonstrate understanding.

The following software and supplies will be purchased to support the extended day program:

Achieve 3000

National Geographic

Book: The Focus on Grammar/A Basic Course for Reference and Practice text and the Composition

Practice: Third Edition text by Linda Lonon Blanton

Glossaries and dictionaries in native language

Ipads, laptops, netbooks or the computer lab

School related supplies such as the Promethean board, c.d. players, paper, pen, chalk, chalkboard and art supplies in the classroom.

Students will participate in one-on-one conferences with an ESL teacher to determine next steps.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

Boys and Girls High School will provide professional development to its ELL teachers. As of now, that teacher is Ms. Ramos. We will work closely with the Office of English Language Learners and CFN #110 to develop and implement a comprehensive plan to support ELL teacher/s.

The ESL teachers will turn-key professional developments for teachers in all four academies during scheduled common plannings when feasible. Professional developments will be aligned to the New York State ESL Learning Standards and the ELL teacher will attend professional development activities provided by the Office of English Language Learners. Professional development will include, but not limited to, online tools such as [www.colorincolorado.com](http://www.colorincolorado.com) to expose teachers to the latest research and methodologies to enhance and differentiate instruction for ELLs. The school will keep a log of all professional development hours as evidence.

The ESL teacher will attend/facilitate 8-10 professional development sessions with the duration time of 45 minutes to 1 hour.

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale:

-Boys and Girls High School will provide four sessions of the Home Language Night at Boys and Girls High School. The rationale for the Home Language Night is to provide parents of English Language Learners with opportunities to ask questions and to engage in discussions related to services provided by the ESL teacher and the goals of the school and graduation and how they relate to ESL standards. In addition, parents of ELLs will be provided with information on literacy and translation services available in their home community. The provider/facilitator of each event will be certified ESL teacher.

Schedule: -October 2011, December 2011, April 2012 and June 2012

Time/Duration: -5:45-6:45 p.m.

Topics to be covered:

Online resources to support your child's English language development

**Part D: Parental Engagement Activities**

Supporting your child with homework  
 Is your child college ready? : Options for your child beyond high school  
 Communicating with your child and the issues conncted to having two cultures

Parents will be notified by the schools phone master system, PTCA meeting, [www.pupilpath.com](http://www.pupilpath.com), flier and a school mailing. The parent coordinator will spearhead outreach to parents.

**Part E: Budget**

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

Allocation Amount: \$0

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>                                     |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 |   |