



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN PREPARATORY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K488

PRINCIPAL: NOAH LANSNER

EMAIL: NLANSNER@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
Noah Lansner	*Principal or Designee	
Michelle Morgan	*UFT Chapter Leader or Designee	
Christopher James	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Taylor Job	Member/Student	
Jackeline Mendez	Member/ Student	
Diana Isern	Member/AP	
Aurora M. Robinson	Member/Parent	
Sharon Rookwood	Member/Parent	
Alex Frederick	Member/ Student	
JP King	Member/Teacher	
Kim Y. Moore	Member/Parent	

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

- At least 80% of students will be able to select one of their classes from a list of over 20 elective choices.

Comprehensive needs assessment

- School Survey results 2010-2011 indicates need to create more elective opportunities:
 - Teachers: 43% disagreed that “My school offers a wide enough variety of courses to keep students at my school engaged.”
 - Teachers: 96% said theater was not offered
 - Students: 56% were not offered Music, 86% were not offered Dance; 88% were not offered Theater; 46% were not offered Technology
- Progress Report 2010-2011 indicates that we needed to provide additional credit opportunities throughout the day, provided through electives:
 - 75.2% of students were receiving 10+ credits in 9th grade
 - 74.8%, of students were receiving 10+ credits in 10th grade
 - 66.7% of students were receiving 10+ credits 11th grade

Instructional strategies/activities

- **Programming:** 25 of 30 teachers will teach 1-2 elective courses in addition to 3-4 courses of their content. The schedule grid was reformatted into a band schedule so that each class meets four times a week instead of five. This allows for teachers to teach one additional elective course.
- **Teacher Input:** Teachers were given choice to change in schedule grid during spring 2011. After this schedule change was approved, teachers were given choice as to what elective they wanted to teach during spring 2011. At the midway point of the first semester fall 2011, teachers will engage in a conversation with administration about the scholarship of the course and plan to continue or discontinue the course in the next semester.
- **Student Choice:** Elective choices were given to students, including incoming freshmen from spring 2011-summer 2011. Implementation of electives begins fall 2011 and continues into spring 2012.
- **Aligned Professional Development:** Faculty professional development twice monthly for 100 minutes promotes collaboration of unit plans and lesson plans, including those of elective courses.

Strategies to increase parental involvement

- During PTA meetings, current and future elective and honors choices are shared with each parent and student representatives speak about their current elective courses. Parent input is collected in order to help BPHS staff choose elective courses that are the best fit for students.
- Elective course catalog is sent home in December so that parents are aware of the opportunities that their students have.
- Parents sign off that they have read the choice selection sheet by January and return them to the student’s advisor. If a parent does not provide the sign off sheet, the advisor will contact the parent to confirm the student’s choices.
- During open houses, current and future elective and honors choices are shared with each parent and prospective student.

Strategies for attracting Highly Qualified Teachers (HQT)

- During interview process, conversations about potential electives were discussed with each new teacher. Teachers were made aware of the expectation of teaching an elective course. During these conversations, new teachers were also made aware of the college and career benefits of providing students with exposure to various topics.
- Faculty professional development twice monthly for 100 minutes promotes collaboration of unit plans and lesson plans, including those of elective courses.

Service and program coordination

- Students in the art electives were involved in the “Leadership through the Arts Installation Project” through a group called ISCP. Students will create a mural in September and November to beautify the school.
- Program opportunities support specific career options that students explore in electives and these pre-college programs also re-emphasize the idea of electives as strengthening the college application. Student’s participation in the following programs supplement elective courses:
 - REEL Works
 - Junior Achievement Internships
 - College Now (provides high school and college credit hours)
 - STEP Academy (provides high school and college credit hours)
 - SEO (provides high school and college credit hours)
 - Henry Street Settlement (provides high school and college credit hours)
 - Minds Matter
 - Sadie Nash

Budget and resources alignment

- Two art teachers: One art teacher providing studio art and street art and one art teacher providing printmaking and Explorations in 3D (Title I and FSF)
- One Music teacher teaching keyboard, guitar and music appreciation (Title I and FSF)
- Supplies for particular electives (Title I)
 - Robotics Elective: Robots
 - Guitar Elective: Guitars
 - Drama Elective: Play license
 - Stagecraft: Sewing machines
 - Creative Writing: Publishing costs for literary journal

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- All teachers will receive at least 5 mini-observations, one “sequential observation” and 2 formal full-period observations aligned to the BPHS Instructional Framework as well as 24-48 hour feedback in order to improve teacher effectiveness. “Sequentials” are composed of three 10-20 minute observations in succession.

Comprehensive needs assessment

- Overall Communication (Teachers feel that the school provides them with information about the school’s educational goals and offers appropriate feedback on each student’s learning outcomes) needs to improve:
 - Progress Report 2010-2011: Communication of academic expectations overall received 6.5 out of 10 and had decreased from year prior.
 - School Survey 2010-2011: Indicates need to improve communication particularly amongst teachers. Teachers responded 6.1 out of 10.
- Overall Engagement (Teachers feel engaged in an active and vibrant partnership to promote learning) needs to improve particularly amongst teachers:
 - Progress Report 2010-2011: Engagement received overall 6.9 out of 10 and had decreased from year prior.
 - School Survey 2010-2011: Indicates need to improve engagement amongst teachers. Teachers responding 6.8 out of 10.

Instructional strategies/activities

- **Mini-Observations:** During the month of September, each teacher will be observed unannounced for 5-10 minutes 3 times. These shorter mini-observations are done to open specific conversations about teaching and learning with each teacher. Feedback will be given in person within 24 hours of the observation.
- **“Sequential Observations”:** During the months of October and early November, each teacher will receive a “Sequential Observation” consisting of three 10-20 minute observations. Teachers will have two post observation conferences within the week of their sequential observation. One conversation will focus on positive practices and areas of improvement and the second conversation will focus on specific goal setting and placement into a Critical Friends Group (CFG). Teachers will sign off on sequential observations, but will not receive a rating.
- **Choice:** During the months of November, December and January, teachers can choose if they prefer to receive a full-period formal observation or a sequential observation in replacement. During the spring semester, each teacher will receive two more sequential observations or two more formal observations in addition to 3-5 mini observations. Timely feedback within 24-28 hours will be given for each observation.
- **Data Tracking:** The sequential observations will be done by two administrators who supervise 15 teachers each. Each administrator tracks the information after each observation with an online tracker.
- **Teacher Input:** All staff members were informed of the system of observations during the first professional development in September. The teachers have input in regards to conversations about: when Sequentials will occur, with what class Sequentials will occur, what teacher goals will be, what CFG they will participate in, and whether they prefer sequential observations to formal observations.

Strategies to increase parental involvement

- During PTA and SLT meetings, parents were made aware of the practice of the mini-observation, sequential observation and formal observation. The language was described and the impact on student learning was discussed.

Strategies for attracting Highly Qualified Teachers (HQT)

- During interview process, conversations about the observation ideology were discussed with each new teacher. Teachers were made aware of the expectation of observing and being observed by colleagues and administrators regularly.
- The first day of full faculty PD in September, the staff read an article about the ideology around mini-observations and sequential observations. There was a conversation about the practice where questions, concerns and expectations were openly discussed.
- Faculty professional development twice monthly for 100 minutes is in Critical Friends Groups (CFGs). The six CFGs were created in collaboration with teachers around both the mini and sequential observations. Each CFG is based on a component of teaching and learning that will best suit their specific goals as instructors.
- The goal of mini observations and sequential observations is to increase the dialogue and support between teachers and administration. What comes of frequent visitations and feedback is a dialogue about genuine instruction as opposed to evaluative observations where neither teachers nor students are comfortable.

Service and program coordination

- Program opportunities support the ongoing emphasis on teaching and learning. When students are engaged in their learning environment, it reflects on teachers, and vice versa. Student's participation in the following programs interlock learning in different environments with effective teaching:
 - REEL Works
 - Junior Achievement Internships
 - College Now (provides high school and college credit hours)
 - STEP Academy (provides high school and college credit hours)
 - SEO (provides high school and college credit hours)
 - Henry Street Settlement (provides high school and college credit hours)
 - Minds Matter
 - Sadie Nash

Budget and resources alignment

- Assistant Principal Salary (Title 1 and FSF). The assistant principal of supervision allows for increased observations and discussions about teaching and learning.
- Books for Critical Friends Groups (NYSTL). Each group received one of the following books relating to their specific group:
 - Engaging Ideas by John Bean
 - Understanding by Design and Differentiated Instruction by Carol Ann Tomlinson and Jay McTighe
 - Quality Questioning Jackie Walsh and Elizabeth Sattes
 - Teach Like a Champion by Doug Lemov

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

- The percentage of students earning 10+ credits yearly will increase from 75.2% to 80% amongst incoming 9th grade students.

Comprehensive needs assessment

- According to the Progress Report, BPHS is in the middle of the peer index at 51.7% of students attaining 10+ credits in 9th grade. Pct. of Students Earning 10+ Credits in 1st Year 75.2%
- Our 9th grade class is at 133 students. This is the largest group of students in the high school, and historically for any previous 9th grade class. When students are successful in their 9th grade year, they have an 80% graduation rate. Therefore, the more students that are successful and on track at the end of their 9th grade year, the more successful students, and the larger BPHS community will be.

Instructional strategies/activities

- **Inquiry Work:** Grade team inquiry work will use eight week cycles to develop a target strategy for 9th grade teachers to use in order to increase student achievement. The 9th grade team will analyze student work, visit each other's' classrooms and analyze data using protocols. They will determine a gap in teaching and learning and agree upon a strategy to implement across contents in all 9th grade classrooms. They will use subsequent weeks within the inquiry cycle to re-visit classes and analyze student data revolving around the focus strategy. Subsequent inquiry cycles can choose to maintain the strategy of choice or develop a new strategy depending on levels of student learning. The feedback loop built into inquiry cycle will allow teachers to improve student learning through creation, implementation and analysis of data.
- **Grading Conversations:** Grading policies will be discussed openly in order to increase dialogue about credit accumulation and student success. There will be a full staff professional development around grading policy using school scholarship data from the progress report. Additionally, grading policy discussions will be held with each teacher using passing rates and average grade percentages.
- **Electives:** Elective courses built into the band schedule allow students to receive additional credit opportunities. Students will receive two additional credit opportunities a year.

Strategies to increase parental involvement

- During parent teacher conferences, college counselor will lead a workshop on: Pre-College Program options, upcoming CUNY expectations and financial aid opportunities for all students 9-12. We will target younger grade parents for these workshops as well as senior parents so that parents are aware of the impending changes and expectations for students in the college process. When students and parents have an end goal in mind, such as college, and know what it takes to be successful, they have more of a chance of aligning their actions at an earlier age to their future goals.
- Guidance counselors will send home information around credit accumulation for each grade level in December. Sending home updated credit information is so that parents are aware of the credit requirements of each grade level as well as the requirements for graduation. This will also inform parents midway of the successes and improvements that need to be made before semester grades are disbursed.
- There will be a pre-college fair held in February for parents so that they are aware of the opportunities available for credit recovery. Student service aides will call all parents to ensure that they know of the opportunity.

Strategies for attracting Highly Qualified Teachers (HQT)

- During interview process, conversations about the 8-week inquiry process were discussed with each new teacher, 6 out of 7 teachers on the 9th grade are new teachers. Teachers were made aware of the expectation of inquiry in grade team by colleagues and administrators. The first day of full faculty PD in September, the entire staff discussed the 8-week inquiry process and its purposes.
- There will be a full staff professional development around grading practices using school scholarship data from the progress report. Additionally, grading discussions will be held with each teacher using passing rates and average grade percentages after the first and second marking periods. The data will be a springboard into conversations about personal beliefs of grading and the role of grades in teaching and learning.

Service and program coordination

- Students may also be in a circumstance where they need to make up credits in order to maintain on track. BPHS works with the following pre-college programs after school and on Saturdays for additional credit opportunities:
 - REEL Works
 - Junior Achievement Internships
 - College Now (provides high school and college credit hours)
 - STEP Academy (provides high school and college credit hours)
 - SEO (provides high school and college credit hours)
 - Henry Street Settlement (provides high school and college credit hours)
 - Minds Matter
 - Sadie Nash
- Social/Emotional supports are needed to ensure that the other needs of students are being met, in order to enable them to focus on their academic success. The following are social-emotional groups that work with our school on-site, and of whom we recommend students:
 - SPARK (Drug Abuse and Sexual Health Counseling)
 - Camelot (Anger Management Counseling)

Budget and resources alignment

- Sadie Nash Program (Title I). The program works with 9th and 10th grade girls to promote self-esteem and leadership. These social-emotional supports support students with the transition into high school and promote their academic success.
- SPARK counselor (Title IV). The SPARK counselor is an on-site social worker who works with referred students dealing with issues of sexual health or drug issues. These social-emotional supports support students with the transition into high school and promote their academic success.
- Skedula online gradebook (FSF). Skedula is a system in which staff communicates about academic progress, positive behaviors, and behavioral concerns. This increased communication supports students with their transition and allows staff to be fully informed of the whole child.

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

- The total number of suspensions (including principal's suspensions and superintendent's suspensions) will decrease from 121 to 99.

Comprehensive needs assessment

- Learning Environment Survey indicated need for additional supports around positive behavior modification:
 - Teachers: Safety and respect ranked 6.9 out of 10
 - Teachers: 68% said order and discipline are maintained at my school
 - Students: Safety and respect ranked 6.4 out of 10
 - Students: 39% students said most students in my school treat teachers with respect.
 - Students: 73% of students said Students get into physical fights at my school

Instructional strategies/activities

- **Advisory:** Each student has an advisory group of 12-16 students and they meet three times a week for one period. The advisory focuses on a) academic progress, b) social-emotional issues and c) college readiness.
- **Skedula:** Staff-wide system used to track academic progress, graduation requirements, college readiness and positive and negative behavioral anecdotes. The behavioral anecdotes are read by deans and administration daily. The anecdotes documented on Skedula are followed up within 48 hours by the deans and administration to the students and the teachers. The goal is to preemptively make relationships with students in order to dissolve conflicts before they arise.
- **Big brother Big Sister:** The academic dean set up a program training 11-12th grade students with certain criteria to be big brothers. These students were paired with 9-10th grade students who signed up and were recommended for the program by the advisor. This program of peer leadership and collegiality provides students with a mentor that relates to them thereby promoting a positive school tone.
- **Restorative Practices:** Circles and mediation. Advisories began a practice of restorative circles to promote social and emotional well being as well as community building. Mediations led by deans and administration occur before a conflict arises or after a conflict arises in order to bring the students to civility with each other and reintegrate them into the BPHS community.
- **Preemptive Systems:** Teachers provide lunch clubs in their classrooms once a week. Lunch clubs lessen the crowding in the cafeteria and the community will avoid certain issues from occurring. Additionally, deans created universal hall passes, bathroom passes, lunch passes and elevator use passes that add to the organization and clarity of expectations of the BPHS community.

Strategies to increase parental involvement

- Advisors are in contact with each parent once a week in regards to positive behaviors and behavioral issues arising with each student.
- During restorative mediations, parents are invited to participate and add their reactions to the process.

Strategies for attracting Highly Qualified Teachers (HQT)

- During interview process, conversations about the advisory process were discussed with each new teacher. During new teacher training in August and during the first day of full faculty PD in September, the entire staff discussed the roles of the advisor and the behavioral policies that were in place at BPHS.
- At subsequent full staff PDs, staff will be reminded of advisor roles in modifying behavior. Deans and administrators will follow up with teacher concerns as the year progresses, communicating with teachers the steps made with each individual student through Skedula and personally.

Service and program coordination

- Academic programs are used in order to support academic student needs and improve school tone:
 - Job Shadows
 - Junior Achievement Internships
 - College Now (provides high school and college credit hours)
 - STEP Academy (provides high school and college credit hours)
 - SEO (provides high school and college credit hours)
 - Henry Street Settlement (provides high school and college credit hours)
 - Minds Matter
 - Sadie Nash
 - REEL Works
- Social/Emotional supports are needed to ensure that the other needs of students are being met, in order to enable them to be productive BPHS community members. The following are social-emotional groups that work with our school on-site, and of whom we recommend students:
 - SPARK (Drug Abuse and Sexual Health Counseling)
 - Camelot (Anger Management Counseling)

Budget and resources alignment

- Skedula online grade book (FSF). Skedula is a system in which staff communicates about academic progress, positive behaviors, and behavioral concerns. This increased communication supports students with their transition and allows staff to be fully informed of the whole child.
- SPARK counselor (Title IV). The SPARK counselor is an on-site social worker who works with referred students dealing with issues of sexual health or drug issues. These social-emotional supports support students with the transition into high school and promote their academic success.
- Human Resources: Teachers use C6 time to provide lunch club once a week to lessen crowding in cafeteria.

ANNUAL GOAL #5 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 #5

- All students will be assigned at least one literacy performance task and one math performance task aligned to the Common Core State Standards (CCSS).

Comprehensive needs assessment

- The CCSS provide a clear and consistent framework to prepare students for college and the workforce and were adopted by New York State.
- The Performance Tasks are designed to mimic types of tasks and learning that students will experience in college and careers. Connecting BPHS curriculum units to the CCSS will further prepare students for college and career readiness. Performance Tasks are designed to have multiple answers or ways to process information and must be relevant to life. As BPHS is a college preparatory school, it is important to implement tasks and assignments that are akin to what students will experience in college.

Instructional strategies/activities

- **Department Time:** The creation, collaboration and analysis of common core curricular tasks and student work will occur mainly during department team professional development. Departments will meet twice monthly for 100 minutes during early release Wednesdays.
- **Unit Template:** A BPHS unit template was created during summer 2011 and was rolled out to department team leaders late summer. The unit plan was revised with the input of department leaders before the start of school. The unit template uses a backwards planning design with the CCS performance task as the unit assessment. Due to the fact that a performance task is built into the unit template, each unit will have a performance task assigned to it, thus ensuring at least one literacy task and one math task to be implemented between fall 2011 and spring 2012.
- **Network/ISA PD:** The English, Math and Science department leaders will attend a three day network training for creating performance tasks in fall 2011. During department time they will turnkey the information to their respective teams. In department teams, teachers will plan collaboratively to create performance tasks, perform lesson studies and analyze student work related to these performance tasks.

Strategies to increase parental involvement

- During PTA and SLT meetings, parents were made aware of the implementation of the Common Core State Standards and that the CCSS work will occur during department teams. The language was described and the impact on student learning was discussed.

Strategies for attracting Highly Qualified Teachers (HQT)

- In August, the department leaders met in order to: a) Use scopes and sequences from years prior to inform overarching essential questions, b) Revise a BPHS unit template to be used during department work over the course of the year and c) To understand what a CCSS Performance Task is, and d) To understand the goals of having each teacher implement a CCSS math or literacy performance task over the course of the year.
- During interview process, conversations about the Common Core ideology were discussed with each new teacher. Teachers were made aware of the expectation of implementing at least one CCSS performance task over the course of the year.
- The first day of department teams all staff members were informed of the PD timeline and the goals for department work around CCSS. There was a

conversation about the practice where questions, concerns and expectations were openly discussed.

- Faculty professional development twice monthly for 100 minutes is in department teams. Department work uses collaboration to build a unit template, then CCSS performance task and furthermore, daily lessons that align to the CCSS performance task.

Service and program coordination

- Program opportunities support the ongoing emphasis on relevant experiences for students that will impact teaching and learning. When students are engaged in solving relevant, real life dilemmas, they will bring that learning back into the classroom. As CCSS Performance Tasks emphasize open-ended problem solving, the programs that allow students to interact with their environment supports the goal:
 - REEL Works
 - Junior Achievement Internships
 - College Now (provides high school and college credit hours)
 - STEP Academy (provides high school and college credit hours)
 - SEO (provides high school and college credit hours)
 - Henry Street Settlement (provides high school and college credit hours)
 - Minds Matter
 - Sadie Nash

Budget and resources alignment

- Human Resources: The scheduling grid was reformatted into a band schedule so that teachers could meet for 100 minutes every Wednesday. This time is where departments meet and work on CCSS planning.
- Department leaders receive permission for the planning of their meetings (FSF).

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

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

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Extra 5 periods of ELA instruction each week during school day for all 9th grade, Advisory classes provide pull out AIS once a week, CTT classes provide extra support to 28 students with a second teacher in the room, Wilson Reading Program: one-to-one provided during school day , Saturday Academy: small class provided on Saturday, Peer tutoring program: on-to-one tutoring offered two days a week after school, After School Computer Lab: after-school small group and individual tutoring three days a week, support class for students who have not passed the ELA Regents, Tutoring: teachers also offer before and after school tutoring for their classes.
Mathematics	Math Lab: Extra 5 periods of Math instruction each week during the school day for all 9th grade students, Advisory classes provide pull out AIS once a week, CTT classes provide extra support to 28 students with a second teacher in the room, Saturday Academy: small classes provided on Saturday, Peer tutoring program: on-to-one tutoring offered two days a week after school, After School Computer Lab: small group and individual tutoring offered 4 days a week, Regents Prep offered during the day during lunch, teachers also offer before and after school tutoring for their classes.
Science	Science Study hall scheduled during the day for students who have not passed the LE Exam, Saturday Academy: small class provided on Saturday, Advisory classes provide pull out AIS once a week, CTT classes provide extra support to 28 students with a second teacher in the room Peer tutoring program: on-to-one tutoring offered two days a week after school, After School Computer Lab: small group and individual tutoring offered 4 days a week, Tutoring: teachers also offer before and after school tutoring for their classes.
Social Studies	Advisory classes provide pull out AIS once a week, CTT classes provide extra support to 28 students with a second teacher in the room, Saturday Academy: small class provided on Saturday, Peer tutoring program: on-to-one tutoring offered two days a week after school, After School Computer Lab: after-school small group and individual tutoring offered 4 days a week, Tutoring: teachers also offer before and after school tutoring for their classes.

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

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Chris Groll/ Terry Byam	District 14	Borough Brooklyn	School Number 488
School Name Brooklyn Preparatory High School			

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

Principal Noah Lansner	Assistant Principal Diana Isern
Coach Diana Isern	Coach
ESL Teacher Susan Joyce, Diana Isern	Guidance Counselor Aisha Hamlin
Teacher/Subject Area JP King/History	Parent Christopher James
Teacher/Subject Area Yadeline Lynch/Science	Parent Coordinator Zaida Paris
Related Service Provider Barbara Arfe	Other type here
Network Leader Terry Byam	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	407	Total Number of ELLs	12	ELLs as share of total student population (%)	2.95%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. The HLIS informs our staff about the home language that is used by the student and his/her family. If the child is identified as an eligible candidate for Bilingual instructional services, an informal oral interview is given to the candidate by a pedagogue. If the HLIS indicates a language other than English, we administer the Language Assessment Battery-Revised (LAB-R). If LAB-R results show that a student is an ELL and Spanish is used in the home, he or she is given the Spanish LAB by a trained pedagogue. The Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The administrator delivers the informal oral interview, LAB-R and the Spanish LAB. She is ESL certified and second language is Spanish. The HLIS is given by the parent coordinator in conjunction with the ESL certified Administrator.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes TBE, Dual Language and Freestanding ESL programs for ELLs and visit classrooms with the various programs at various schools. The parent orientation is given by the parent coordinator in conjunction with ESL certified administrator within the first week of enrollment. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. If the parents are not able to receive this information when they enroll their child, then the parent survey, entitlement letter, orientation and Q&A sessions are held within the first week of enrollment by the parent coordinator in conjunction with administrator. Brooklyn Preparatory High School makes it very clear that we offer Freestanding ESL to conform to the parental choice selections. We provide an entitlement letter and give parents a specific appointment within the week to come back in and see the co-taught class for ESL students, as well as speak with the administrator and teachers who will serve their child. The timeline for this process occurs within the first ten days of student enrollment. During each of the steps in the process, the parent coordinator and administrator are present, both of whom are bilingual Spanish/English speakers.

Based on the choice made on the Parent Survey and Selection forms, ELLs who have opted into ESL are served in our program within 10 days. Those parents interested in the other types of programs are provided a list of the schools and contact information where those programs exist. Where possible the parent coordinator facilitates the school visits. During the past five years the majority of the parents choose ESL on the Parent Survey and Selection forms and all the parents have opted to remain in the ESL program. Each September when the NYSESLAT scores become available, the students' eligibility is reevaluated by the administrator using the latest Raw to Scaled score sheets from the State. The trends in parent choice indicate that so far, all parents want to start their children as well as maintain their students in our Freestanding ESL program to date. DOE Continued or Non-Continued Entitlement letters are mailed to ELL parents within 10 days. Parent Survey and Program Selection forms are copied, sent out and copies stored by the administrator. To encourage continuing community involvement, ELL parents are very involved in the life of our school. Parent Association Meetings

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	7

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										
	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	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1	2	0	4	0	2	7	0	3	12
Total	1	2	0	4	0	2	7	0	3	12

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
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Brooklyn Preparatory High School has a dedicated staff servicing our twelve ELL students consisting of one ESL teacher awaiting her permanent license from the state, and a supervisor with permanent NYS ESL certification. All ELL students receive a period of English that is co taught between a content area teacher and ESL teacher. We are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2012-2013, and that at least one additional content-area teacher will continue a supplemental certificate in ESL. In the Freestanding ESL component we have 12 students, from two grades and two languages. We have one student who is a beginner and the remaining 11 students range from Intermediate to Advanced Proficiency levels. All students receive their mandated time through English ICT class as well lunch tutoring, or students are served as per their respective IEPs. All students have the ICT class and the lunch time group together, but are not blocked specifically to have every class together aside from this. All students have a band schedule periods 1-8 that circulate throughout the week so that each class meets 4 times a week for 50 minutes. Students then receive 200 minutes of ICT writing instruction with content-area and ESL co-teacher. ESL as well as mainstream students also have a separate English class to fulfill their reading needs and ELA requirements. Additional lunch time groups provide 200 minutes of services for our ELLs from beginner to advanced levels. It so happens as our 9th grade schedule is, that the students see our content-area ESL specialist teacher for global history as well, so then continue to receive ESL supports.

2. Our six advanced ELL students receive 200 minutes of ESL weekly with an English writing class that is taught by a content area and ESL teacher, equating to over one unit of instruction. The advanced ESL students also have a separate period of additional English reading class 4 times weekly, equating to 200 minutes, which also serves as the ELA requirement for advanced students in their ESL services.

Our five Intermediate students receive co-taught ELA/ESL writing class, a ELA reading class, and additionally meet daily with the ESL administrator for extra help and support weekly. This equates to an additional unit of instruction, giving intermediate students 400 minutes of services weekly. Our one beginner student receives the same mandates as advanced and intermediate students with additional supports through her advisory three times a week for 50 minutes, which makes up the 140 ESL minutes needed to give her 540 minutes of ESL services.

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

-Conferring between ESL and ELA teachers for 100 minutes every week.

-Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. Content area teacher works with ESL teacher to build organizers, routines, separate grouping structures, and reading strategies built in to instruction.

-ICT class is observed by ESL certified administrator and sessions are held within the week to talk about specific strategies for students

A. Programming and Scheduling Information

and next steps in their learning. During these sessions, student work is analyzed and native language supports are provided to students through bilingual dictionaries and inclusion of C1 writing in daily journals. All students prefer to read in English during Independent Reading.

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

5. SUBGROUPS

a) Plan for SIFE: In addition to the English class that is given with a content area teacher and ESL teacher, our two SIFE students come to lunch club with the ESL coach and Assistant Principal to receive extra help. Additionally, parent meetings were arranged where parents, students and staff shared goals for these students.

b) Plan for Newcomers: When a new student is registered in our school, we provide the following resources to facilitate the transition.

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

c) Plan for Long Term ELLs

Long term ELLs are the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments

suggests that their problem is one of reading and writing. Our action plan for this group involves:

- Detailed PD for understanding and teaching reading strategies in the content area for informational texts. Department teams are working on developing CC Performance Tasks which emphasize non-fiction reading and writing.
- Monitoring the progress of students in all content areas through benchmark assessments to monitor movement in skill levels.
- Encourage participation in our Saturday Academy and after-school tutoring.

d) Plan for ELLs receiving service for 4 to 6 years

Similar to long term ELLs, after analyzing the NYSESLAT modalities, data suggests that students between 4 to 6 years also need support with reading and writing. Our action plan for this group involves:

- Detailed PD for understanding and teaching reading strategies in the content area for informational texts. Department teams are working on developing CC Performance Tasks which emphasize non-fiction reading and writing.
- Monitoring the progress of students in all content areas through benchmark assessments to monitor movement in skill levels.
- Encourage participation in our Saturday Academy and after-school tutoring.

X. Plan for Special Needs Students

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

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

- Collaboration between the ESL teacher and IEP point person.

- Outreach to parents and students for increased student participation in AIS services after school and on Saturday.

6. ELL-SWDs

Our five ELL-SWDs are supported by both ESL measures and the special education department. All of our ELL students are ICT mandated, and thus have 3-4 period of ICT support, not including the ICT they receive in ELA/ESL. In order to assist our students in both academic achievement and assessments, there are a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched-based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL and to make sound educational decisions within grade team inquiry work twice weekly. Grade teams analyze student work, involving ELL students, and create strategies to best serve the needs. Then they analyze the data to see if strategies have worked.

A. Programming and Scheduling Information

- Provide opportunities for students to be involved in purposeful conversations using inquiry skills explored in school-wide PD.
- Provide opportunities for staff to follow correlations between teaching reading comprehension skills and comprehension improvement with the ELL population.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Encourage teachers to participate on professional development opportunities outside of the school focusing in instructional strategies for ELLs outside of the school.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

7. ELL and SWDs Least Restrictive:

Our band schedule is flexible in that students who have ICT services are also in classes with peers who are non-disabled. In each of their 3-4 ICT classes, there are 10-15 students who are mainstream. Additionally, all advisories, gym periods, music and arts classes are held with non-disabled peers as well.

The implications for the school's LAP and instruction for ELL-SWDs are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, DY0 Periodic Assessments, IEPs, Teacher Assessments, and informal observations). All five students receive 3-4 classes of ICT not including the ICT with ESL and English teachers. Adjustments and improvements to our program this year include:

- Continue to strongly target reading, writing, speaking and listening development across the grades and content areas, creating opportunities for active meaningful engagement.
- Utilization of the Saturday Academy to meet students' movement towards proficient scores on state exit exams.
- Additional professional development support for our sole ESL teacher. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and periodic assessments and Regents benchmarks.
- Setting goals for individual ELL students and ELL groups.
- Additional small group AIS sessions on Saturdays and after school, to focus on literacy and academic language.

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%	• Math teachers devote 100% of class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.		
75%	• Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.		
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

speaking. Do not include:

B. Programming and Scheduling Information--Continued

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

8. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, DY0 Periodic Assessments, IEPs, Teacher Assessments, and informal observations). All five students receive 3-4 classes of ICT not including the ICT with ESL and English teachers. Adjustments and improvements to our program this year include:

- Continue to strongly target reading, writing, speaking and listening development across the grades and content areas, creating opportunities for active meaningful engagement. Much of this work occurs in grade teams and department teams. These teams use student work, Regents data, NYSESLAT data and writing samples to analyze ELL progress. As we have 12 students, the department and grade teams are able to focus on the whole group. Teachers then perform lesson studies and create a strategy that would best target these ELL students. There is a specific lens on writing and reading. After the strategy is implemented additional data is compiled to compare and analyze growth. The data may include: Additional work samples, essays, anecdotes, item analysis, and Regents scores. The inquiry cycle would then begin again.
- Utilization of the Saturday Academy to meet students' movement towards proficient scores on state exit exams.
- Additional professional development support for our sole ESL teacher. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and periodic assessments and Regents benchmarks.
- Setting goals for individual ELL students and ELL groups.
- Additional small group AIS sessions on Saturdays and after school, to focus on literacy and academic language.

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

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

9. Transitional support

- Students who have received ELL services within the previous 2 years (F-ELLs) are identified by the administrator within the first month of school. The testing modifications are relayed to the coordinator for both January and June Regents. Additionally, those students' names are given to the grade teams so that they can include it in their inquiry cycle, and also provide modifications for these students in their instruction.

-After School Programs: After-school clubs in art, drumline, music, chess, environment, dance, peer tutoring, and College Now are offered.

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including Parent Association pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquette. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in their student's education. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services assist in communication between school staff and parents when necessary.

10. For the upcoming school year we want to have additional language opportunities for ELLs such as French language.

11. N/A

B. Programming and Scheduling Information--Continued

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

8. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, DY0 Periodic Assessments, IEPs, Teacher Assessments, and informal observations). All five students receive 3-4 classes of ICT not including the ICT with ESL and English teachers. Adjustments and improvements to our program this year include:

- Continue to strongly target reading, writing, speaking and listening development across the grades and content areas, creating opportunities for active meaningful engagement. Much of this work occurs in grade teams and department teams. These teams use student work, Regents data, NYSESLAT data and writing samples to analyze ELL progress. As we have 12 students, the department and grade teams are able to focus on the whole group. Teachers then perform lesson studies and create a strategy that would best target these ELL students. There is a specific lens on writing and reading. After the strategy is implemented additional data is compiled to compare and analyze growth. The data may include: Additional work samples, essays, anecdotes, item analysis, and Regents scores. The inquiry cycle would then begin again.

- Utilization of the Saturday Academy to meet students' movement towards proficient scores on state exit exams.
 - Additional professional development support for our sole ESL teacher. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.
 - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and periodic assessments and Regents benchmarks.
 - Setting goals for individual ELL students and ELL groups.
 - Additional small group AIS sessions on Saturdays and after school, to focus on literacy and academic language.
- Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
 - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
 - Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

9. Transitional support

- Students who have received ELL services within the previous 2 years (F-ELLs) are identified by the administrator within the first month of school. The testing modifications are relayed to the coordinator for both January and June Regents. Additionally, those students names are given to the grade teams so that they can include it in their inquiry cycle, and also provide modifications for these students in their instruction.

-After School Programs: After-school clubs in art, drumline, music, chess, environment, dance, peer tutoring, and College Now are offered.

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including Parent Association

pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquette. At these events, the school and community can come together to recognize student achievements in arts and academics.

- Translation and Interpretation Services: These services are offered to increase the involvement of parents in their student's education. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services assist in communication between school staff and parents when necessary

10. For the upcoming school year we want to have additional language opportunities for ELLS such as French language.

11. N/A

12. ELLs receive the same access to programs that mainstream students have with Title 1 funds. They are integrated throughout advisories

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

- School-wide PD in Critical Friends Groups: 100 minutes bi-weekly

--Content Area teachers/Special Education teachers and ESL teacher are chosen to be in certain groups based on observations and goal-setting relating to their practice. They are placed in one of the four groups below. Some teachers are switched in the second semester based on needs and interests. Collaboration takes place in these groups through lesson planning, data analysis and student work analysis.

--Developing questioning skills (September-January; January-June)

--Planning assessments that align to curriculum (September-January; January-June)

--Differentiation strategies in the content area (September-January; January-June)

--Using Data to inform daily lessons and curriculum (September-January; January-June)

- Department-wide PD: 100 minutes bi-weekly

--Content Area teachers/Special Education teachers/ESL teacher/Guidance Counselors

--Looking at student work to inform curriculum goals, creating performance tasks that provide various entry points for ELL students.

--Focusing on purpose of assignments and differentiating to accept a variety of products and processes.

--Guidance Counselors are supported through weekly meetings as well focusing on ESL students as a subgroup. Counselors are supported

- Grade Team PD: 100 minutes weekly

--Content area teachers/special education teachers/ESL teacher

--Kid Talk sessions are used for staff to conference about the specific needs of students and to generate an action plan for them

sessions are used for staff to conference about the specific needs of students and to generate an action plan for them

--8 week long Inquiry Cycles also include sessions focusing on ELL students. By the end of the year there will be four cycles of inquiry.

-- ESL teacher and Assistant Principal will receive additional PD with the OELL as they arise around best strategies for ELL students.

--Psychologists, OT/PT, Speech Therapists, Secretaries, Parent Coordinators will receive additional PD with the OELL as they arise around best strategies for ELL students

2. Staff are supported by school leadership through professional development that is aligned to the specific needs of both teachers and students. During department meetings 100 minutes every two weeks,

3. As per the Jose P. mandate, staff new to the system must be provided with 7.5 hours of Professional Development concerning English Language Learners. Records of attendance and specific measurable goals will be kept with Assistant Principal. These hours are met through various scheduled times throughout the year during department times, Critical Friends Groups and Grade team meetings, totaling 200 minutes/week that address the following:

- Who are our ELL students?
- What does the NYSESLAT tell us about their abilities?
- How do we meet their ELL needs at BPHS?
- What instructional strategies are helpful with ELLs?
- What types of testing modifications do they receive?

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

- School-wide PD in Critical Friends Groups: 100 minutes bi-weekly
- Content Area teachers/Special Education teachers and ESL teacher are chosen to be in certain groups based on observations and goal-setting relating to their practice. They are placed in one of the four groups below. Some teachers are switched in the second semester based on needs and interests. Collaboration takes place in these groups through lesson planning, data analysis and student work analysis.
- Developing questioning skills (September-January; January-June)
- Planning assessments that align to curriculum (September-January; January-June)
- Differentiation strategies in the content area (September-January; January-June)
- Using Data to inform daily lessons and curriculum (September-January; January-June)
- Department-wide PD: 100 minutes bi-weekly
- Content Area teachers/Special Education teachers/ESL teacher/Guidance Counselors
- Looking at student work to inform curriculum goals, creating performance tasks that provide various entry points for ELL students.
- Focusing on purpose of assignments and differentiating to accept a variety of products and processes.
- Guidance Counselors are supported through weekly meetings as well focusing on ESL students as a subgroup. Counselors are supported
- Grade Team PD: 100 minutes weekly
- Content area teachers/special education teachers/ESL teacher
- Kid Talk sessions are used for staff to conference about the specific needs of students and to generate an action plan for them
- 8 week long Inquiry Cycles also include sessions focusing on ELL students. By the end of the year there will be four cycles of inquiry.
- ESL teacher and Assistant Principal will receive additional PD with the OELL as they arise around best strategies for ELL students.
- Psychologists, OT/PT, Speech Therapists, Secretaries, Parent Coordinators will receive additional PD with the OELL as they arise around best strategies for ELL students

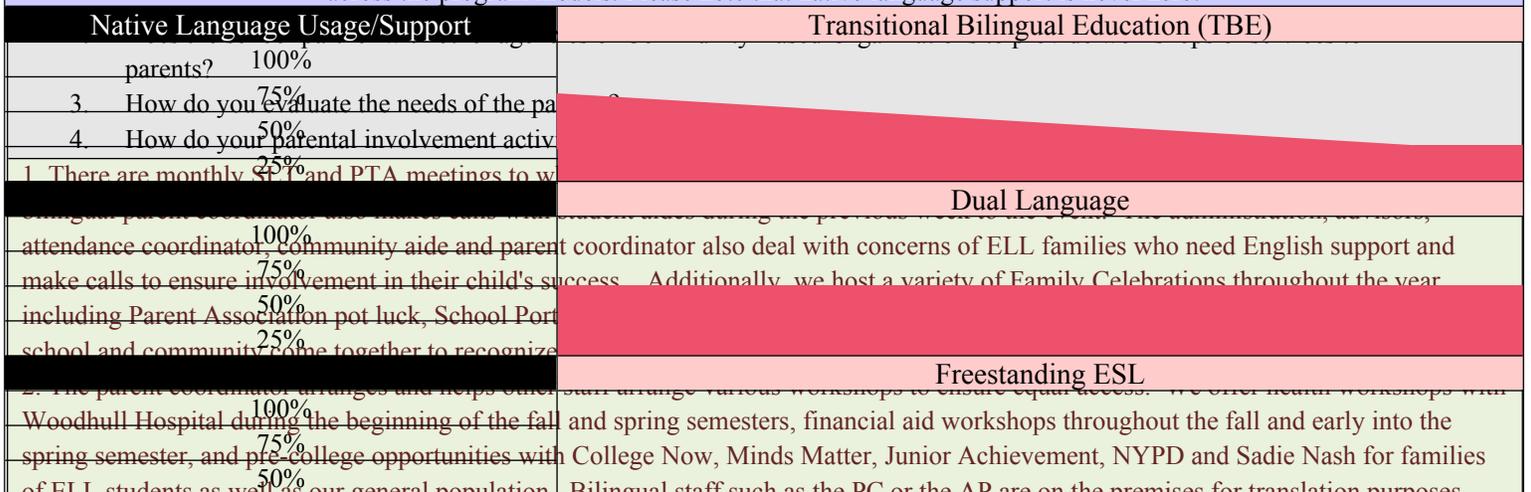
2. Staff are supported by school leadership through professional development that is aligned to the specific needs of both teachers and students. During department meetings 100 minutes every two weeks,

3. As per the Jose P. mandate, staff new to the system must be provided with 7.5 hours of Professional Development concerning English Language Learners. Records of attendance and specific measurable goals will be kept with Assistant Principal. These hours are met through various scheduled times throughout the year during department times, Critical Friends Groups and Grade team meetings, totaling 200 minutes/week that address the following:

- Who are our ELL students?
- What does the NYSESLAT tell us about their abilities?
- How do we meet their ELL needs at BPHS?
- What instructional strategies are helpful with ELLs?
- What types of testing modifications do they receive?

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. There are monthly SLT and PTA meetings to which flyers are given in English and Spanish to ensure all families have access. Our bilingual parent coordinator also makes calls with student aides during the previous week to the event. The administration, advisors, attendance coordinator, community aide and parent coordinator also deal with concerns of ELL families who need English support and make calls to ensure involvement in their child's success. Additionally, we host a variety of Family Celebrations throughout the year, including Parent Association pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquet. At these events, the school and community come together to recognize student achievements in arts and academics.

2. The parent coordinator arranges and helps other staff arrange various workshops to ensure equal access. We offer health workshops with Woodhull Hospital during the beginning of the fall and spring semesters, financial aid workshops throughout the fall and early into the spring semester, and pre-college opportunities with College Now, Minds Matter, Junior Achievement, NYPD and Sadie Nash for families of ELL students as well as our general population. Bilingual staff such as the PC or the AP are on the premises for translation purposes. Translation services are available upon request by parent coordinator, administrator and attendance coordinator. Advisors ask their students who needs documents in Spanish and they are translated the same day.

3. We evaluate the needs of parents through SLT and PTA meetings, which parents are the representatives for overall parent needs. Additionally, when parents come in we speak with them and take care of their issues on the spot, or else arrange follow up meetings immediately. Parent concerns are followed up by parent coordinator, guidance counselors, teachers and administrators to ensure needs are met in a timely manner. The parent coordinator collects their emails on a shared Google Doc on the spot so that we can eventually have a composite list of emails for additional parent outreach.

Parent coordinator is the first person any parent sees in the main office, so she is able to be the first line of contact for the parents. She is bilingual and can assess their needs skillfully in either language. The parent coordinator is in charge of sending out information to our parents in English, and when need be, in Spanish as well. She is also in charge of outreaching to parents for attendance issues, celebrations, and advocating on their behalf when socio/emotional/economic issues arise that parents need our support in.

4. Our parental involvement activities address the needs of the parents by assessing what is lacking for a student in their academic and social well-being at BPHS. For example, if they need financial aid help and are behind with submitting a FAFSA, a parent workshop is created by our college counselor. If students are hindered academically by health and wellness issues, whether that be physical, psychological or emotional, we work with parents to ensure that those needs are met for the students, and if need be, for parents. Translation services are available in house upon request through the parent coordinator, administrator, and attendance coordinator.

B. Programming and Scheduling Information--Continued

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

8. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, DY0 Periodic Assessments, IEPs, Teacher Assessments, and informal observations). All five students receive 3-4 classes of ICT not including the ICT with ESL and English teachers. Adjustments and improvements to our program this year include:

- Continue to strongly target reading, writing, speaking and listening development across the grades and content areas, creating opportunities for active meaningful engagement. Much of this work occurs in grade teams and department teams. These teams use student

B. Programming and Scheduling Information--Continued

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

8. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, DY0 Periodic Assessments, IEPs, Teacher Assessments, and informal observations). All five students receive 3-4 classes of ICT not including the ICT with ESL and English teachers. Adjustments and improvements to our program this year include:

- Continue to strongly target reading, writing, speaking and listening development across the grades and content areas, creating opportunities for active meaningful engagement. Much of this work occurs in grade teams and department teams. These teams use student work, Regents data, NYSESLAT data and writing samples to analyze ELL progress. As we have 12 students, the department and grade teams are able to focus on the whole group. Teachers then perform lesson studies and create a strategy that would best target these ELL students. There is a specific lens on writing and reading. After the strategy is implemented additional data is compiled to compare and analyze growth. The data may include: Additional work samples, essays, anecdotes, item analysis, and Regents scores. The inquiry cycle would then begin again.
- Utilization of the Saturday Academy to meet students' movement towards proficient scores on state exit exams.
- Additional professional development support for our sole ESL teacher. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and periodic assessments and Regents benchmarks.
- Setting goals for individual ELL students and ELL groups.
- Additional small group AIS sessions on Saturdays and after school, to focus on literacy and academic language.

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

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

9. Transitional support

- Students who have received ELL services within the previous 2 years (F-ELLs) are identified by the administrator within the first month of school. The testing modifications are relayed to the coordinator for both January and June Regents. Additionally, those students names are given to the grade teams so that they can include it in their inquiry cycle, and also provide modifications for these students in their instruction.

-After School Programs: After-school clubs in art, drumline, music, chess, environment, dance, peer tutoring, and College Now are offered.

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including Parent Association pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquette. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in their student's education. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services assist in communication between school staff and parents when necessary

10. For the upcoming school year we want to have additional language opportunities for ELLs such as French language.

11. N/A

B. Programming and Scheduling Information--Continued

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

8. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, DYO Periodic Assessments, IEPs, Teacher Assessments, and informal observations). All five students receive 3-4 classes of ICT not including the ICT with ESL and English teachers. Adjustments and improvements to our program this year include:

- Continue to strongly target reading, writing, speaking and listening development across the grades and content areas, creating opportunities for active meaningful engagement. Much of this work occurs in grade teams and department teams. These teams use student work, Regents data, NYSESLAT data and writing samples to analyze ELL progress. As we have 12 students, the department and grade teams are able to focus on the whole group. Teachers then perform lesson studies and create a strategy that would best target these ELL students. There is a specific lens on writing and reading. After the strategy is implemented additional data is compiled to compare and analyze growth. The data may include: Additional work samples, essays, anecdotes, item analysis, and Regents scores. The inquiry cycle would then begin again.
- Utilization of the Saturday Academy to meet students' movement towards proficient scores on state exit exams.
- Additional professional development support for our sole ESL teacher. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and periodic assessments and Regents benchmarks.
- Setting goals for individual ELL students and ELL groups.
- Additional small group AIS sessions on Saturdays and after school, to focus on literacy and academic language.

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

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

9. Transitional support

- Students who have received ELL services within the previous 2 years (F-ELLs) are identified by the administrator within the first month of school. The testing modifications are relayed to the coordinator for both January and June Regents. Additionally, those students names are given to the grade teams so that they can include it in their inquiry cycle, and also provide modifications for these students in their instruction.

-After School Programs: After-school clubs in art, drumline, music, chess, environment, dance, peer tutoring, and College Now are offered.

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including Parent Association pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquette. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in their student's education. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services assist in communication between school staff and parents when necessary

10. For the upcoming school year we want to have additional language opportunities for ELLS such as French language.

11. N/A

12. ELLs receive the same access to programs that mainstream students have with Title 1 funds. They are integrated throughout advisories

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

- School-wide PD in Critical Friends Groups: 100 minutes bi-weekly

--Content Area teachers/Special Education teachers and ESL teacher are chosen to be in certain groups based on observations and goal-setting relating to their practice. They are placed in one of the four groups below. Some teachers are switched in the second semester based on needs and interests. Collaboration takes place in these groups through lesson planning, data analysis and student work analysis.

--Developing questioning skills (September-January; January-June)

--Planning assessments that align to curriculum (September-January; January-June)

--Differentiation strategies in the content area (September-January; January-June)

--Using Data to inform daily lessons and curriculum (September-January; January-June)

- Department-wide PD: 100 minutes bi-weekly

--Content Area teachers/Special Education teachers/ESL teacher/Guidance Counselors

--Looking at student work to inform curriculum goals, creating performance tasks that provide various entry points for ELL students.

--Focusing on purpose of assignments and differentiating to accept a variety of products and processes.

--Guidance Counselors are supported through weekly meetings as well focusing on ESL students as a subgroup. Counselors are supported

- Grade Team PD: 100 minutes weekly

--Content area teachers/special education teachers/ESL teacher

--Kid Talk sessions are used for staff to conference about the specific needs of students and to generate an action plan for them

--8 week long Inquiry Cycles also include sessions focusing on ELL students. By the end of the year there will be four cycles of inquiry.

-- ESL teacher and Assistant Principal will receive additional PD with the OELL as they arise around best strategies for ELL students.

--Psychologists, OT/PT, Speech Therapists, Secretaries, Parent Coordinators will receive additional PD with the OELL as they arise around best strategies for ELL students

2. Staff are supported by school leadership through professional development that is aligned to the specific needs of both teachers and students. During department meetings 100 minutes every two weeks,

3. As per the Jose P. mandate, staff new to the system must be provided with 7.5 hours of Professional Development concerning English Language Learners. Records of attendance and specific measurable goals will be kept with Assistant Principal. These hours are met through various scheduled times throughout the year during department times, Critical Friends Groups and Grade team meetings, totaling 200 minutes/week that address the following:

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

- School-wide PD in Critical Friends Groups: 100 minutes bi-weekly
- Content Area teachers/Special Education teachers and ESL teacher are chosen to be in certain groups based on observations and goal-setting relating to their practice. They are placed in one of the four groups below. Some teachers are switched in the second semester based on needs and interests. Collaboration takes place in these groups through lesson planning, data analysis and student work analysis.
- Developing questioning skills (September-January; January-June)
- Planning assessments that align to curriculum (September-January; January-June)
- Differentiation strategies in the content area (September-January; January-June)
- Using Data to inform daily lessons and curriculum (September-January; January-June)
- Department-wide PD: 100 minutes bi-weekly
- Content Area teachers/Special Education teachers/ESL teacher/Guidance Counselors
- Looking at student work to inform curriculum goals, creating performance tasks that provide various entry points for ELL students.
- Focusing on purpose of assignments and differentiating to accept a variety of products and processes.
- Guidance Counselors are supported through weekly meetings as well focusing on ESL students as a subgroup. Counselors are supported
- Grade Team PD: 100 minutes weekly
- Content area teachers/special education teachers/ESL teacher
- Kid Talk sessions are used for staff to conference about the specific needs of students and to generate an action plan for them
- sessions are used for staff to conference about the specific needs of students and to generate an action plan for them
- 8 week long Inquiry Cycles also include sessions focusing on ELL students. By the end of the year there will be four cycles of inquiry.
- ESL teacher and Assistant Principal will receive additional PD with the OELL as they arise around best strategies for ELL students.
- Psychologists, OT/PT, Speech Therapists, Secretaries, Parent Coordinators will receive additional PD with the OELL as they arise around best strategies for ELL students

2. Staff are supported by school leadership through professional development that is aligned to the specific needs of both teachers and students. During department meetings 100 minutes every two weeks,

3. As per the Jose P. mandate, staff new to the system must be provided with 7.5 hours of Professional Development concerning English Language Learners. Records of attendance and specific measurable goals will be kept with Assistant Principal. These hours are met through various scheduled times throughout the year during department times, Critical Friends Groups and Grade team meetings, totaling 200 minutes/week that address the following:

- Who are our ELL students?
- What does the NYSESLAT tell us about their abilities?
- How do we meet their ELL needs at BPHS?
- What instructional strategies are helpful with ELLs?
- What types of testing modifications do they receive?

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. There are monthly SLT and PTA meetings to which flyers are given in English and Spanish to ensure all families have access. Our bilingual parent coordinator also makes calls with student aides during the previous week to the event. The administration, advisors, attendance coordinator, community aide and parent coordinator also deal with concerns of ELL families who need English support and make calls to ensure involvement in their child's success. Additionally, we host a variety of Family Celebrations throughout the year, including Parent Association pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquet. At these events, the school and community come together to recognize student achievements in arts and academics.

2. The parent coordinator arranges and helps other staff arrange various workshops to ensure equal access. We offer health workshops with Woodhull Hospital during the beginning of the fall and spring semesters, financial aid workshops throughout the fall and early into the spring semester, and pre-college opportunities with College Now, Minds Matter, Junior Achievement, NYPD and Sadie Nash for families of ELL students as well as our general population. Bilingual staff such as the PC or the AP are on the premises for translation purposes.

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. There are monthly SLT and PTA meetings to which flyers are given in English and Spanish to ensure all families have access. Our bilingual parent coordinator also makes calls with student aides during the previous week to the event. The administration, advisors, attendance coordinator, community aide and parent coordinator also deal with concerns of ELL families who need English support and make calls to ensure involvement in their child's success. Additionally, we host a variety of Family Celebrations throughout the year, including Parent Association pot luck, School Portfolios, the Annual College Fair, and the annual Honors Banquet. At these events, the school and community come together to recognize student achievements in arts and academics.

2. The parent coordinator arranges and helps other staff arrange various workshops to ensure equal access. We offer health workshops with Woodhull Hospital during the beginning of the fall and spring semesters, financial aid workshops throughout the fall and early into the spring semester, and pre-college opportunities with College Now, Minds Matter, Junior Achievement, NYPD and Sadie Nash for families of ELL students as well as our general population. Bilingual staff such as the PC or the AP are on the premises for translation purposes. Translation services are available upon request by parent coordinator, administrator and attendance coordinator. Advisors ask their students who needs documents in Spanish and they are translated the same day.

3. We evaluate the needs of parents through SLT and PTA meetings, which parents are the representatives for overall parent needs. Additionally, when parents come in we speak with them and take care of their issues on the spot, or else arrange follow up meetings immediately. Parent concerns are followed up by parent coordinator, guidance counselors, teachers and administrators to ensure needs are met in a timely manner. The parent coordinator collects their emails on a shared Google Doc on the spot so that we can eventually have a composite list of emails for additional parent outreach.

Parent coordinator is the first person any parent sees in the main office, so she is able to be the first line of contact for the parents. She is bilingual and can assess their needs skillfully in either language. The parent coordinator is in charge of sending out information to our parents in English, and when need be, in Spanish as well. She is also in charge of outreaching to parents for attendance issues, celebrations, and advocating on their behalf when socio/emotional/economic issues arise that parents need our support in.

4. Our parental involvement activities address the needs of the parents by assessing what is lacking for a student in their academic and social well-being at BPHS. For example, if they need financial aid help and are behind with submitting a FAFSA, a parent workshop is created by our college counselor. If students are hindered academically by health and wellness issues, whether that be physical, psychological or emotional, we work with parents to ensure that those needs are met for the students, and if need be, for parents. Translation services are available in house upon request through the parent coordinator, administrator, and attendance coordinator.

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)										1				1
Intermediate(I)										3	2			5
Advanced (A)										5	1			6

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	0	9	3	0	0	12

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	2		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Brooklyn Preparatory High Scho		School DBN: <u>14K488</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Noah Lansner	Principal		1/1/12
Diana Isern	Assistant Principal		1/1/12
Zaida Paris	Parent Coordinator		1/1/12
Susan Joyce, Diana Isern	ESL Teacher		1/1/12
Christopher James	Parent		1/1/12
JP King/History	Teacher/Subject Area		1/1/12
Yadeline Lynch/Science	Teacher/Subject Area		1/1/12
Diana Isern	Coach		1/1/12
	Coach		1/1/12
Aisha Hamlin	Guidance Counselor		1/1/12
Terry Byam	Network Leader		1/1/12
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K488 **School Name:** Brooklyn Preparatory High School

Cluster: 04 **Network:** CFN 404

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

Part A: Needs Assessment Findings

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

ATS and ARIS are used to flag incoming 9th grade students classified as ELL or having recently passed the NYSESLAT. These parents are given an informal intake assessment to determine translation needs in reading and speaking. Over the counter students are assessed as part of the family intake process and given the home language survey. Information gathered from the Home Language Survey and the intake interview determine if the parents or guardians need translation assistance. If the family member or guardian is then deemed in need of translation services, this is communicated to administration, Parent coordinator and staff accordingly. The advisors of the students get that information shared on a program called Skedula, and during first professional development, are shown how to get that ELL information about language and translation needs.

The school's translation needs are as follows: All ELL students documents are accurate and on our school-wide grading and information system, Skedula, students are listed as LEP. When teachers want to communicate with parents, they look at Skedula first, determine that the student is LEP and the teachers or advisors reach out to parent coordinator or administrator to translate documents. Teachers and/or advisors also reach out to PC or administrator to make phone calls to the parents to serve our translation needs.

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

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

achievement is established.

Part B: Strategies and Activities

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

Written translations and oral interpretation services are provided in-house by school staff members. Both services are provided by Parent coordinator, attendance coordinator and administrator. Written translations of the portfolio process, extracurricular and academic requirements and behavioral policies are available.

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

Oral translation services are provided in-house by staff. There are only a small percentage parents who request and receive oral translation consistently. Our findings have determined that parents who receive oral translation do so to confirm understanding during conferences. Complete line-by-line translations are rarely requested. Communication to the staff regarding parents in need translations happen in two fold. First a staff point person, based on the student's grade and language group, is identified to be the liaison for the parents in need of translation. The staff point person communicates with the grade team of the student of the need of the parent, and a strategy for communicating to the parent about student achievement is established.

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

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

Translated documents are available of behavioral and academic policies and are attached to English document when backpacked. Parent Coordinator has access to documents and sends them out at the same time. During group and one-on-one meetings, the PC, Attendance coordinator and/or administrator are available to conference with parents and meet their individual needs.