



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**BROWNSVILLE ACADEMY HIGH SCHOOL**

**SCHOOL: 17K568**  
**PRINCIPAL: LASHAWN ROBINSON**  
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**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
LaShawn Robinson	*Principal or Designee	
Karl Plummer	*UFT Chapter Leader or Designee	
Benita McNealy Karlechia Quinn	*PA/PTA President or Designated Co-President	
Thelma Lyle	DC 37 Representative, if applicable	
Anthony Davis Nylasia Diallo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Keisha Peterson	CBO Representative, if applicable	
Ketisha Peters	School Social Worker	
Diana Ramsawak	Teacher	
Cheryl Wallace	Parent	
Donna White	Parent	
Tina Davis	Parent	
	Member/	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Scholars who can successfully transition to college and career settings have developed critical reading skills. They actively engage in analysis of high-quality literary and informational texts to build knowledge and broaden worldviews. Cognitive reasoning and using evidence to support ideas are essential to reading, writing and speaking effectively.

**80% of English Language Arts (ELA) scholars who earn credit will be able to read and analyze informational texts and write opinions and arguments in response. Scholars will demonstrate an understanding and application of Diploma Plus Competencies Language Analysis and Idea Development, which are aligned to the Common Core Learning Standards.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Upon conducting a thorough review of Children First accountability tools and school based data (i.e. New York State Report Card, Progress Report, Quality Review, Learning Environment Survey, HSST Reports, ATS Reports, etc), the following was determined:

1. The table below reflects the historical trends in our English Language Arts (ELA) Regents data. During the 2011 academic year, 55.26% of our scholars passed the English Language Arts Regents examination with scores of 75% or higher. 75% is the minimum score required for scholars to be waived from the CUNY Placement Examination. In addition, if scholars sit for the placement examination and do not receive a passing score, they are required to take a remedial course before taking any credit bearing courses. To that end, with a citywide and national focus on ensuring that scholars are college and career ready, it is our goal to develop the critical thinking skills that are necessary for scholars to successfully complete college and become positive contributors within our society.

Brownsville Academy High School  
ELA Historical Regents Analysis

		2008	2009	2010	2011
English	0-64%	60.00%	54.43%	14.89%	17.11%
	65-74%	28.00%	20.25%	36.17%	27.63%
	75-100%	12.00%	25.32%	48.94%	55.26%

2. The Inquiry Team conducted an item analysis and determined that scholars needed further skill development in the areas of inferencing, idea development and analyzing informational texts.
3. The May 2009\* New York City Quality Review and classroom observation reports indicated that we need to:
  - Link the outcomes of the existing high quality classroom teacher observations with teachers' self-evaluation to develop and formalize the differentiated professional development goals for all staff.
  - Further refine and improve the accuracy of the well-targeted school goals by aggregating individual student performance data to develop more accurate class, subject and school targets.
  - Continue to develop and expand the range of teaching strategies employed by the staff, especially those that enable students to explore their thinking and articulate their understanding.

The above points represent a snapshot summary of the research, data analysis and triangulation conducted by our school community and the Inquiry Team. To address the recommendations from the Quality Review and to ensure that we are moving scholars to score at levels 3 and 4 on the NYS ELA Regents examination, we plan to ensure that 80% of English Language Arts (ELA) scholars who earn credit will be able to read and analyze informational texts and write opinions and arguments in response.

*\*May 2009 is the most recent NYC School Quality Review*

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- By June 2012, Teachers will utilize Diploma Plus.net to formatively assess scholars and track progress
- During Quarter 2, Teachers will develop Portfolio Worthy Tasks for scholars to complete
- Teachers will revise the Scholar Conference form to reflect the Common Core Learning Standards for ELA
- Teachers will meet in department meetings to assess scholar work and plan lessons that allow scholars to demonstrate their understanding of the prioritized competencies and related learning standards (ongoing throughout the 2011-12 academic year)
- Teachers will participate in Professional Learning Communities (ongoing throughout the 2011-12 academic year)
- School leaders will support teachers as they develop instructional strategies and assessment to develop scholars' understanding of the prioritized competencies and related common core learning standards (ongoing throughout the 2011-12 academic year)

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to scholar performance on Regents Examinations and/or SATs

- Communicate the Citywide Instructional Expectations with parents
- ELA teachers contact parents on a weekly basis to inform them of scholar progress and submit Parent Contact Forms detailing their discussions.
- Communicate the goals and the rationale behind the goals to parents during parent meetings

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

100% of our ELA staff are highly qualified

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - AP of Supervision oversees PD and workshops to meet common core learning objectives
  - Lead Teachers
  - Data Specialist
  - Director of New Initiatives
  - External Professional Development Services
  - Per session for Inquiry Team
  - Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, plan lessons that allow scholars to demonstrate their understanding of the prioritized competencies and related learning standards and conduct intervisitations
  - iLearn Program
  - Extended Day Programs
  - Textbooks for scholars/Professional Development Texts
  - Small Class sizes
  - Teachers will participate in Professional Learning Communities
  - Castle Learning/Software
  - School Messenger
  - Supplies

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Modeling links classroom mathematics to everyday life, work and decision making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, understand them better and improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods.

**80% of Integrated Algebra scholars who earn credit will show progress in modeling mathematics.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The data set below reflects the historical trends in our Algebra Regents data. Regents examination showed that 21.15% of our scholars passed the Algebra Regents examination with scores of 75% or higher. 75% is the minimum score required for scholars to be waived for the CUNY placement examination. Beginning next year, the required pass rate will be moved to 80% on the Integrated Algebra Regents and an Integrated Algebra 2 course. In addition, if scholars take the placement examination and do not receive a passing score, they are required to successfully complete a remedial course before taking any credit bearing courses. To that end, with a citywide and national focus on ensuring that scholars are college and career ready, it is our goal to develop the modeling skills that are necessary for scholars to successfully complete college and become positive contributors within our society.

Brownsville Academy High School  
Algebra Historical Regents Analysis

		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Algebra	0-64%	61.70%	64.00%	46.67%	21.15%
	65-74%	34.04%	29.33%	43.33%	57.69%
	75-100%	4.26%	6.67%	10.00%	21.15%

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities,  
d) timeline for implementation.

- By June 2012, Integrated Algebra teachers will utilize Diploma Plus.net to formatively assess scholars and track progress
- During Quarter 2, Integrated Algebra teachers will develop Portfolio Worthy Tasks for scholars to complete
- Integrated Algebra teachers will revise the Scholar Conference form to reflect the Common Core Learning Standards for Mathematical Practice (ongoing throughout the 2011-12 academic year)
- Integrated Algebra teachers will meet in department meetings to assess scholar work and plan lessons that allow scholars to demonstrate modeling (ongoing throughout the 2011-12 academic year)
- Integrated Algebra teachers will participate in Professional Learning Communities (ongoing throughout the 2011-12 academic year)
- School leaders will support teachers as they develop instructional strategies and assessments to develop scholars' understanding of modeling (ongoing throughout the 2011-12 academic year)

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to scholar performance on Regents Examinations and/or SATs
  - Communicate the Citywide Instructional Expectations with parents
  - Math teachers contact parents on a weekly basis to inform them of scholar progress and submit Parent Contact Forms detailing their discussions.
  - Communicate the goals and the rationale behind the goals to parents during parent meetings

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

At Brownsville Academy High School we believe that teacher quality remains one of the most important school-related factors influencing student achievement. The administrators at Brownsville Academy High School work closely with CFN 107 Human Resource staff to recruit teachers and to ensure a highly-qualified teacher in every classroom. To continue to meet the State mandate to ensure that we have a highly qualified teacher in each classroom we will:

- a. Advertise extensively
- b. Recruit teachers locally
- c. Recruit online
- d. Recruit from substitute teacher list
- e. Encourage paraprofessionals and teachers who lack full certification to become fully certified
- f. Retrain current teachers to teach hard-to-fill subjects (e.g., mathematics, science, special education)
- g. Attend job fairs

h. Interview candidates as a team and require them to model a lesson prior to being hired.

In order to ensure that current staff becomes highly qualified, we conduct weekly professional development, engage in cycles of mini and formal observations and provide teachers with resources to ensure that they are working diligently to become highly qualified.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - AP of Supervision oversees PD and workshops to meet common core learning objectives
  - Lead Teachers
  - Data Specialist
  - Director of New Initiatives
  - External Professional Development Services
  - Per session for Inquiry Team
  - Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, plan lessons that allow scholars to demonstrate their understanding of the prioritized competencies and related learning standards and conduct intervisitations
  - iLearn Program
  - Extended Day Programs
  - Textbooks for scholars/Professional Development Texts
  - Small Class sizes
  - Teachers will participate in Professional Learning Communities
  - Castle Learning/Software
  - School Messenger
  - Supplies

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

School leaders who improve the instructional core across classrooms take certain actions: they utilize a common lens for instruction and curriculum, set clear expectations, and provide evidence-based, applicable feedback from frequent classroom observations. When they do so, their teachers know what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice.

**Our goal is to improve teacher effectiveness by adopting the Danielson Framework to develop a shared understanding of effective teaching and learning.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the aforementioned data gathered, we concluded that we need to develop a shared understanding of what effective teaching looks like so that we can increase the level of rigor in courses. Our mission is to ensure that our scholars can enter, succeed in and graduate from college and become contributing members of society. The primary goal outlined in the Citywide Instructional Expectations is “to successfully prepare all scholars - including students with disabilities and English language learners—for life after high school.” In order to prepare scholars, teachers need to create cognitively demanding learning experiences in their classrooms every day.” In order to achieve this goal, we must provide teachers with research based, relevant and timely feedback on their instruction and provide them with professional development and resources which will ultimately result in scholar success.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- Teachers will utilize the Teacher Development Plan to set individualized goals based on self-assessments. This tool will be aligned with the Danielson rubric.
- School leaders will meet with teachers to review and finalize their goals for the year.
- School leaders will create and follow a schedule for teacher observation and feedback using the Danielson rubric.
- After Quarter 2, school leaders will hold a Benchmark Conference with teachers to discuss their progress toward achieving their goals for the year.
- School leaders will continue to conduct observations and provide feedback using the Danielson rubric.
- The Professional Development team will develop a comprehensive Professional Development Plan that integrates targeted components of the Danielson rubric.
- Teachers will participate in Department and Professional Learning Community meetings to collaborate and identify best practices.
- End of Year meetings will be held with each teacher to reflect upon accomplished goals.
- Teachers will be provided with the opportunity to participate in chat-and-chew sessions where they will provide feedback on the implementation process and

offer suggestions for improvement.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Share our Danielson based rubric with parents and discuss our expectations for teaching and learning in the classroom
  - Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to scholar performance on Regents Examinations and/or SATs
  - Communicate the Citywide Instructional Expectations with parents

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We are actively working with the Human Resources director at CFN 107 to attract Highly Qualified Teachers. In addition, we interview candidates as a team and require them to model a lesson prior to being hired. In order to ensure that current staff becomes highly qualified, we conduct weekly professional development, engage in cycles of mini and formal observations and provide teachers with resources for external professional development.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - AP of Supervision oversees PD and workshops to meet common core learning objectives
  - Lead Teachers will support teachers
  - Data Specialist will support teachers
  - Director of New Initiatives
  - External Professional Development Services will be provided
  - Per session for Inquiry Team meetings
  - Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, plan lessons that allow scholars to demonstrate their understanding of the prioritized competencies and related learning standards and conduct intervisitations
  - Teachers in the iLearn Program will be provided with support from the Director of New Initiatives

- Professional Development texts will be purchased for the Professional Development Center
- Teachers will participate in Professional Learning Communities
- Castle Learning/Software will be used for assessment support

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

BAHS, a NYCDOE iLearn school, will continue to grow and develop the Blended Learning model that was implemented last year, in order to deliver a portion of teaching and learning online during the 2011-12 academic year. Our Blended Learning model will include enhanced learning methods such as e-Learning, virtual tutoring, competency based tracking mechanisms, and the utilization of online assessment tools. To this end, teachers will continue to expand their teaching repertoire as they infuse technology into the classroom through the use of online courseware and other technology based learning tools.

**To achieve this goal, we will develop teachers' expertise and support them in the effective utilization of online courseware and e-learning methodologies to increase scholar achievement.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

According to the Common Core Learning Standards, one of the characteristics of a college and career ready scholar is the ability to use technology effectively. During the 2010-11 academic year, 12 out of 18 teachers or 67% of all teachers have used e-learning teaching methodologies in their classrooms. Based on the goal of being college and career ready and the data gathered from our survey on technology usage in the classroom, we conclude that this goal will support scholar achievement.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- iLearn teachers will receive professional development around Blended Learning methodologies
- New e-Learning courseware will be selected to meet scholar needs
- The Data Specialist and school leaders will help teachers use online assessment data to inform instructional practices
- School leaders will engage in cycles of observation and feedback to support effective teaching and learning
- School funding will be utilized to purchase laptops, desktops, courseware, headsets, Smart Boards, iPods, educational software and other supplementary technology tools.
- A Technology Coordinator, Data Specialist, and Lead Teacher will support the professional development, data analysis, and technology maintenance.

- The school schedule will accommodate Professional Learning Community (PLC) meetings to support teachers as they transition from traditional teaching and learning to Blended Learning models
- We will work closely with support staff from the iLearn, CFN 107, Diploma Plus and Connected Foundations to provide additional professional development as necessary
- Teachers will be provided with the opportunity to participate in chat-and-chew sessions where they will provide feedback on the implementation process and offer suggestions for improvement.
- 75% of teachers will be able to effectively utilize online courseware and e-learning methodologies by January 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Communicate the goals and the rationale behind the goals to parents during parent meetings
  - Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
  - Parents are invited to attend technology based workshops

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We are actively working with the Human Resources director at CFN 107 to attract Highly Qualified Teachers. In addition, we interview candidates as a team and require them to model a lesson prior to being hired. In order to ensure that current staff becomes highly qualified, we conduct weekly professional development, engage in cycles of mini and formal observations and provide teachers with resources for external professional development.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Support from the iLearn program, CFN 107, Diploma Plus and Connected Foundations will be provided as needed.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - iLearn teachers will receive professional development around Blended Learning methodologies
  - The Data Specialist and school leaders will help teachers use online assessment data to inform instructional practices
  - School leaders will engage in cycles of observation and feedback to support effective teaching and learning
  - School funding will be utilized to purchase laptops, desktops, courseware, headsets, Smart Boards, iPods, educational software and other supplementary technology tools.
  - A Technology Coordinator, Data Specialist, and Lead Teacher will support the professional development, data analysis, and technology work
  - The school schedule will accommodate Professional Learning Community (PLC) meetings to support teachers as they transition from traditional teaching

and learning to Blended Learning models

- We will work closely with support staff from the iLearn, CFN 107, Diploma Plus and Connected Foundations to provide additional professional development as necessary
- Two teachers have been programmed to teach a total of three computer literacy courses to scholars

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>	74	68	77	126	97	N/A	33	10
<b>11</b>	31	23	38	86	71	N/A	31	9
<b>12</b>	0	0	12	22	62	N/A	23	4

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation. Scholars are also provided with extended periods of ELA courses that are aligned with the Diploma Plus competencies and the New York State Common Core Standards. The methods of teaching that we use includes whole class group, which incorporates the Workshop Model, small groups and one-to-one instruction. As a part of the Department-Wide Inquiry Team, the English Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels. Level 1 and 2 scholars are specifically targeted for academic intervention during the school day. Each member of the department also serves as a resource for teachers who may need assistance with best practices for teaching writing and research within their specific content areas. In addition, the English Department continues to spearhead the Writing and Research Across the Curriculum project which is designed to promote writing and research within all content areas which is believed to be the foundation of academic growth and success. Further, all scholars benefit from our small school community and small class sizes.</p>
<b>Mathematics</b>	<p>Strategies utilized include gathering data to inform programming and differentiated instruction in all math classes. In addition, we offer additional academic interventions during the school day and after school as needed. Once a scholar is in need of A.I.S, an intervention is put in place which consists of individual conferencing to identify specific areas of need and the development of a plan that is specific to the scholars’ need. The method of instruction for both encompasses using the workshop model (small groups, peer tutoring, etc.) As well as whole class activities. Further, all scholars benefit from our small school community and small class sizes. As a part of the Department-Wide Inquiry Team, the Math Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p>
<b>Science</b>	<p>Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation. We also have a state-of-the art science lab which will help to make the learning experiences of the scholars more authentic and allow scholars to make real world connections. Further, all scholars benefit from our small school community and small class sizes. As a part of the Department-Wide Inquiry Team, the Science Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p>

<b>Social Studies</b>	Some of the strategies used include differentiated instruction, after school tutoring, one-to-one, small group and whole class instruction. Intervention strategies also include peer tutoring, and additional interventions during school and after school as needed. As a part of the Department-Wide Inquiry Team, the Social Studies Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels. Further, all scholars benefit from our small school community and small class sizes.
<b>At-risk Services provided by the Guidance Counselor</b>	Identified at risk scholars are given individual and group counseling, or a behavioral contract. If issues are too complex for school staff, then scholars are referred to an outside agency. Parent/ guidance conference may be requested if needed.
<b>At-risk Services provided by the School Psychologist</b>	<b>N/A</b>
<b>At-risk Services provided by the Social Worker</b>	Identified at risk scholars are given individual and group counseling, or a behavioral contract. If issues are too complex for school staff, then scholars are referred to an outside agency. Parent/ guidance conference may be requested if needed.
<b>At-risk Health-related Services</b>	Social Worker and School Counselors are trained, designated health resource coordinators that give health related information to scholars in regard to HIV & AIDS, STD's & STI's, and safe sex through our condom availability program.

**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.

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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

**School DBN:** 17K568 **School Name:** Brownsville Academy High School

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

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

**Category:**     Basic                       Focused             Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

#### **Brownsville Academy High School**

Brownsville Academy High School (BAHS) is a Diploma Plus transfer high school for scholars who are awaiting an opportunity to unleash their full potential in a small Transfer High School setting. Diploma Plus is a highly successful model for scholars who have not had success in traditional comprehensive high schools. Diploma Plus was developed by the Center for Youth Development and Education (CYDE), a Massachusetts corporation dedicated to workforce development and education reform. In September of 2004, Brownsville Academy High School opened in New York City as the *first* Diploma Plus School. We currently serve 225 over-aged, under-credited scholars who have fallen behind their cohort in regards to credit and Regents accumulation. Scholars enter our school community in an effort to become re-engaged and prepare for college, the workplace and beyond.

#### **Transfer High School Serving Overage-Under credited scholars**

When scholars are admitted to Brownsville Academy, they are significantly behind their cohort year and many of them have not accumulated any Regents examinations. The average scholar arrive to our school 17 years of age, with only ten (10) credits and have not taken any Regents examinations. Brownsville Academy has the arduous task of preparing our scholars for Regents examinations and helping them to accelerate their credits. In addition, we often have to address literacy and numeracy skills which may not have been addressed in the scholar's previous high school(s). Due to the significant challenges associated with the transfer high school population, Brownsville Academy High School has been identified as a SINI Improvement Year One (1) school because we did not meet our Graduation Rate Progress Targets for two (2) consecutive years. It is important to note that our scholars transfer from traditional comprehensive high schools where they originally failed to accumulate credits and pass NYS Regents exams, only to be removed from the sending school's cohort data upon admission to our school.

#### **Demographics**

This year, Brownsville Academy High School will serve approximately 225 young adults who have not met success in their regular comprehensive high school. The latest available ethnic data show that 83% of scholars are African/Caribbean American and 11% are Hispanic and 6% other. These young adults are overage and under credited. Forty-one percent (41%) are aged 16-17-; fifty-five percent (55%) aged 18-19; four percent (4%) are 20 and older. Sixty-two percent (62%) are female and thirty-eight percent (38%) are male. Thirty-eight percent (38%) have attended one (1) prior high school; thirty-eight percent (38%) have attended two (2) prior high schools and twenty four percent (24%) have attended three (3) or more prior high schools (some scholars have attended up to eight (8) previous high schools). Ninety-four percent (94%) of our scholar population arrived at Brownsville Academy High School severely off track for graduation. Forty-three

percent (43%) arrived 26 or more credits behind. Twenty-one (21) scholars have Individual Education Plans (IEP) and seven (7) scholars have been identified as English Language Learners.

### **Attendance**

We understand that we must increase attendance to ensure improved learning outcomes for our scholars. During the 2010-2011 academic year, our year-end attendance rate was 71.7%. As of December 1<sup>st</sup>, our year-to-date attendance is 75.7%. The New York City Department of Education has supported our efforts to implement strategies for improving attendance. The strategies we have implemented include:

- Attendance incentives (i.e. awards, luncheons, trips, bulletin boards highlighting attendance achievement, newsletters and attendance award assemblies)
- Communicating immediately with parents of scholars who are absent
- Contacting parents at various times of day (mornings and evenings)
- Conducting home visits
- Checking diligently for attendance errors
- Providing attendance data to staff
- Principal outreach
- Weekly Attendance Team meetings

The New York City Department of Education and Brownsville Academy High School understand the value of regular attendance. Regular school attendance benefits scholars socially, provides opportunities for important communications between teachers and scholars, and establishes regular habits that are important to the future of the scholar.

### **Progress to Graduation**

Brownsville Academy High School is a top rate learning institution, serving the needs of New York City's most at-risk population. It is important to note that we have made several gains as a school community. Recently, we received a grade of 'A' on our New York City Report Card. We were also ranked within the top five (5) of all of New York City's Transfer High Schools. In addition, we achieved a Well Developed on our most recent School Quality Review. We plan to build upon our highly effective strategies to continue making progress as a school community and to increase our graduation rate.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

### **Transfer High School Serving Overage-Under Credited Scholars**

At Brownsville Academy High School, classroom teachers collaborate on instructional methodologies that will meet the needs of our overage-under credited scholars. Our instructional strategies include effective, research-based methods for the delivery of high-quality first class instruction to all scholars, including disaggregated subgroups (e.g. differentiated instruction to meet the needs of scholars who arrive to our school on varying levels of abilities).

In addition, we provide Academic Intervention Services (AIS) for scholars who score below the State-designated performance level on State assessments and/or who are at-risk of not achieving the Common Core Learning Standards (CCLS). All classroom instruction is aligned with Diploma Plus competencies and the Common Core Learning Standards. Further, we understand that scholars who can successfully transition to college and career settings have developed critical reading skills. They actively engage in analysis of high-quality literary and informational texts to build knowledge and broaden worldviews. Our goal is to ensure that scholars are able to read and analyze informational texts/high quality literature and write opinions and arguments in response. In all ELA classes, scholars will demonstrate an understanding and application of Diploma Plus Competencies Language Analysis and Idea Development, which are aligned to the Common Core Learning Standards. Scholar development in these high leverage skill areas will transcend to other content areas and ensure that scholars are able to accumulate credits and progress expeditiously towards graduation and beyond.

To ensure that we meet our Graduation Rate target, Brownsville Academy High School will support scholars and teachers in the following ways:

- Regents Preparation
- Credit Recovery and Extended Day programs
- Blended Learning
- On-going professional development will be provided by School leaders and Lead Teachers.
- Parents will be exposed to state assessments and materials will be provided for parents to assist their children at home.
- Continuation of Diploma Plus Model competency-based instructional strategies which include the Workshop Model.
- Administration will continue to conduct observations and meet with staff individually to provide ongoing support to assist in acquiring the relevant knowledge to implement the Diploma Plus program effectively.
- Teachers will engage in a thorough review of curriculum to ensure its alignment with the Common Core Learning Standards and New York State assessments
- Each department will meet in Inquiry Teams to devise collaborative strategies to support all learners, especially our struggling learners.
- School based department meetings will be continued and inter-visitation amongst staff will be utilized as a means to share best instructional practices
- Teachers will utilize Diploma Plus.net to formatively assess scholars, provide feedback and track progress
- Teachers will develop Portfolio Worthy Tasks for scholars to complete
- Teachers will revise the Scholar Conference form to reflect the Common Core Learning Standards for ELA
- Teachers will meet in department meetings to assess scholar work and plan lessons that allow scholars to demonstrate their understanding of the prioritized competencies and related learning standards
- Teachers will participate in Professional Learning Community meetings
- School leaders will support teachers as they develop instructional strategies and assessment to develop scholars' understanding of the prioritized competencies and related common core learning standards

### **Attendance Improvement**

The New York City Department of Education and Brownsville Academy High School emphasize the value of regular attendance. Regular school attendance is directly related to success in academic work, benefits scholars socially, provides opportunities for important communications between teachers and scholars, and establishes regular habits that are important to college and career readiness. We will continue to implement the following strategies to accelerate the learning outcomes of our scholars:

- Attendance incentives (i.e. awards, luncheons, trips, bulletin boards highlighting attendance achievement, newsletters and attendance award assemblies)
- Communicating immediately with parents regarding scholars who are absent
- Contacting parents at various times of day (mornings and evenings)
- Conducting home visits
- Checking diligently for attendance errors
- Providing attendance data to staff
- Principal outreach
- Weekly Attendance Team meetings
- Utilizing technology to communicate with parents

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Brownsville Academy High School allocates more than 10% of our Title 1 Funds each fiscal year toward high quality professional development. This funding is directly tied to the strengthening of scholar work by examining and refining curriculum, assessment, and classroom instruction. The strengthening of scholar work increases their level of understanding, resulting in scholars being able to accumulate more credits, which ultimately lead to an increased graduation rate. Upon reflecting on the structures that must be in place for scholars to be successful, we understand that scholar success is directly aligned with the level of teacher preparedness. Therefore, we also seek to strengthen teacher practice. We will improve teacher effectiveness by adopting the Danielson Framework to develop a shared understanding of effective teaching and learning.

As we prepare our scholars to be college and career ready, we recognize the inherent value of our ELA courses. These classes are important in particular because they are at the foundation of our scholars being able to communicate both orally and in written form. Knowing this, Brownsville Academy High School actively sought out and hired an Assistant Principal of English who has played an instrumental role in leading the important work of having scholars successfully complete high school and smoothly transition into the college setting. School leaders, including the assistant principal, also conduct a minimum of four formal observations and several mini-observations for each teacher and provide detailed feedback with related strategies to improve the instructional core of the school community. School leaders who improve the instructional core across classrooms take certain actions: they utilize a common lens for instruction and curriculum, set clear expectations, and provide evidence-based, applicable feedback from frequent classroom observations. When they do so, their teachers know what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice.

We have also utilized Title 1 funds to hire two lead teachers that work closely with school leaders to provide professional development on the implementation of the Common Core Learning Standards, questioning techniques, scholar engagement and research-based writing. School leaders have diligently worked to build capacity with the lead teachers and other leaders within the school community. The role and responsibilities of the lead teacher involves providing supports to teachers by serving as facilitators and 'thinking partners' during department meetings. They also work with teachers to improve areas of recommendations as outlined on Teacher Observation Reports.

Based on the data collected from formal and informal observations and the our instructional focus for the year, Professional Development is strategically planned and facilitated during weekly Professional Learning Communities (PLCs). During PLC meetings, teachers are provided with multiple opportunities to review, discuss and collaborate about current research-based best practices in the classroom. Teachers are also provided with per-session funding to further support meeting within departments and focused discussion around inquiry. Our school has also used funding to acquire world renowned strategic teaching expert, Lucy West. West will be visiting our school this year to provide a full day of high-quality professional development to our teachers on how to strategically engage scholars to prepare them for college, careers and beyond.

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

All new teachers that enter the building are immediately connected with a veteran teacher, usually within their content area. The veteran teacher has the responsibility of getting the new teacher acclimated to the school culture and familiarized with the school's systems, structures and expectations. All teachers in the building are mentored either directly or indirectly through the administrative team and the Professional Development Team. Teacher Development Plans are used as a means to facilitate individualized teacher mentorship and development. At the beginning of the new school year, each teacher participates in a one-on-one discussion with a Principal, Assistant Principal, Lead Teacher or Department Chair to have a transparent conversation about their instructional goals for the year. The goals are then

outlined on the Teacher Development Plan. A research-based rubric is provided for teachers to utilize to determine where they fall on the continuum as it relates to their goals.

Throughout the year, the Teacher Development Plan is a reference tool for discussions during pre and post observation conferences, the creation of the professional development plan and recommendations for off-site professional development. As a part of the teacher-mentoring program, teachers are also supported as they develop curriculum maps, unit plans and lesson plans that are aligned with the Common Core Learning Standards. When the lesson planning comes to fruition in the form of instruction, teachers are encouraged to participate in inter-visitations where they visit the classrooms of their colleagues and provide low-inference feedback and strategies for their colleagues' practice. Teachers are also encouraged to participate in content specific professional development through visits to other schools. At BAHS there is an established culture of collaboration and continuous professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

In an effort to maintain and improve the lines of communication between parents and our school community in a language that is precise and clear, Brownsville Academy High School's will adopted a comprehensive means of communication that will ensure scholar success.

Brownsville Academy High School has a full time Parent Coordinator who will now also serve as a personal liaison to parents in an effort to share our SINI status and school wide initiatives to meet our Graduation Rate target. These initiatives include, but are not limited to, Professional Development for Teachers, Attendance Improvement Programs, Extended Day Learning Opportunities, and the expansion of parental involvement programs. Brownsville Academy has dedicated space within the school building for parents to develop their own skills to be able to navigate the NYCDOE website and monitor their child's academic success. Each month, our Parent Teacher Association hold meetings sharing the goals of the school and ways in which we can work collaboratively to ensure scholar success. In addition, the School Leadership Team will discuss the progress of these initiatives, and if necessary, explore ways in which they can improve upon.

In addition to the above, parents will receive monthly mailings and telephone communication (via School Messenger and daily outreach calls by all parental liaisons) detailing our intervention programs and scholar progress. As a SINI school, we will inform parents of our status. Translated versions of all documents will be made available to parents.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>C. Rello-Anselmi/N. Scala</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>568</b>
School Name <b>Brownsville Academy High School</b>			

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

Principal <b>LaShawn Robinson</b>	Assistant Principal <b>Katwona Warren</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Melissa Goodrum</b>	Guidance Counselor <b>Kevin Rank</b>
Teacher/Subject Area <b>Leon King/Spanish</b>	Parent <b>Benita McNealy</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Kim Day</b>
Related Service Provider <b>Ketisha Peters</b>	Other <b>N/A</b>
Network Leader <b>Nancy Scala</b>	Other <b>N/A</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>222</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>3.15%</b>
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## Part II: ELL Identification Process

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

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

When a new student is being enrolled for the first time in a NYC school, the parent is given a Home Language Identification Survey to complete with the assistance of a pedagogue. The survey is reviewed by the Guidance Counselor and/or the Bilingual Education Teacher. The Bilingual Education teacher or another pedagogue conducts an informal interview, either in English or in their native language, with the parent to determine possible ELL status and/or SIFE status. A translator is used, if necessary. If it is indicated that the home language is not English, the Bilingual Education Teacher administers the LAB-R exam in the student's native language within ten days of the student's enrollment. The LAB-R is hand scored before being sent to be scored officially, to determine placement and services needed. If the student is indeed determined to be an ELL, the parent is sent an entitlement letter in their home language and is invited to the school for an orientation, within 10 days of the student's enrollment. At the parent orientation, conducted by the Parent Coordinator and Bilingual Education Teacher, the parent is given information about the three programs available to students in NYC, Freestanding ESL, Transitional Bilingual, and Dual Language. Using the Program Selection form provided at this orientation, the parent selects a program for the student. If the parent chooses a Freestanding ESL program, they are placed in our program. If they chose a Transitional Bilingual or Dual Language Program, they are provided with information on the schools that have such programs. If they chose to stay at Brownsville Academy regardless, their program selection form is kept on file, in the event that enough parents select the desired program to start a new program in the future. Trends of the past years show that the freestanding ESL program is the program of choice for 100% of our parents. Our program is therefore aligned with parent choice. The placement letter, entitlement letter and any other related documents are kept in the personal file of each student. Following placement, students are given the NYSESLAT examination on an annual basis. Each year, the school counselor goes to ATS for the RLER report to identify the students that are eligible to take the NYSESLAT and/or LAB-R. Once all students have been identified, they are administered each of the four components of the exam from Monday through Friday. Students who are absent on either of the test days are given the opportunity to take the exam on the Friday, which is considered the make-up day. If students miss the make-up day, they are given additional opportunities to complete each component of the examination until the cut off date.

It is also important to note that Brownsville Academy High School is a Transfer School. Our scholars are transferred from schools throughout New York City and are identified as ELLs prior to admission. We utilize the following link as a resources to support parents and provide them with all required documents in their native language:  
<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information>

## 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   
Page 307  8  9  10  11  12

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)											0	0	0	0
<b>Dual Language</b> (50%:50%)											0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>											1	1	1	3
<b>Push-In</b>											0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	1	1	1	3

**B. ELL Years of Service and Programs**

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

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

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

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

**C. Home Language Breakdown and ELL Programs**

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

**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
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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												2		2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1	1		2
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1		1	2
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>7</b>									

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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?

Brownsville Academy has a certified Bilingual Education teacher. Our certified Bilingual Education Teacher and our Certified English Teacher provide instruction and support for our English Language Learners. Our certified English teacher has experience working with adult ELL populations and has transferred her skill set to working with high school ELLs. Our plan for meeting the needs of ELLs is as follows:

- Students in Beginner (B) ESL classes receive 2 periods per day of ESL instruction (72 minutes each period).
- Students in Intermediate (I) ESL classes receive 1 period per day of ESL instruction per day (72 minutes each period).
- Students in Advance (A) ESL classes receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction.

Brownsville Academy High School's concern is ensuring that teachers are differentiating instructional strategies to address the needs of students who are performing at various educational levels. Of equal importance is the performance of low academic achievers, special education and ELL students. In order to validate our school's vision and mission, we have implemented various differentiated instructional strategies, including Writing and research across content areas, the Workshop Model, academic intervention services, and a strong professional development component to address these issues. Additional support efforts include:

### Academic Intervention Services

In accordance with the No Child Left Behind Act (NCLB) and Brownsville Academy High School's philosophy of high expectations and academic rigor, Academic Intervention Services are an integral component of the learning continuum at Brownsville Academy High School. To ensure that all students achieve proficiency on City and State standardized tests, and to reach their full potential, all measures are taken to make instruction explicit in all content areas, and especially in ELA, mathematics, social studies and science. As a result, it is imperative to supply intensive support services to all at-risk students. It is our practice to use data derived from assessments to further develop teachers' methodologies and inform instruction. This practice enables us to continually monitor and address students' needs. Rubrics are developed to assess student achievement in all content areas. State standardized test scores and in class assessments are utilized to gauge student progress. Based on teacher recommendation, student request and test availability, students are evaluated in their native language. Students are also encouraged to complete written assignments in their native language and are provided with supports to translate the completed assignment into English as an additional means of evaluation. In addition, the school has developed programs to provide academic intervention services for students who need additional instructional support to meet State learning standards. These services include counseling, extended day programming, attendance intervention, tutoring, and small class sizes. Parents are notified in writing as to the extent of services offered, the reason for the services, the consequences of not achieving expected performance levels and the termination of academic intervention services.

### SIFE Students

Although Brownsville Academy High School does not have any Students with Interrupted Formal Education, they would be supported with ESL and Guidance Intervention support services provided by the Bilingual Education Teacher and the guidance counselor. Literacy

## A. Programming and Scheduling Information

support would be provided in the classroom as well as individual tutoring provided by the Bilingual Education Teacher in the student's native language. The English Teacher and the Bilingual Education Teacher would also utilize a collaborative team teaching approach to address the needs of these students.

### Newcomers, Long Term and Special Needs

Students who arrive at Brownsville Academy and are newcomers to the United States or NYC will be assessed using the Home Language Identification Survey (HLIS). Based on the results of the survey, a LAB-R exam is ordered and administered in their native language. As parents move through the admissions process the results of the exam will be used when choosing the most appropriate program for their child. Students identified as both Special Needs and ELL receive services indicated in the IEP and academic intervention services such as one-on-one tutoring, counseling guidance counseling, extended day programming, small class size, and push-in/pull out methodologies.

Long term ELLs will be placed in small group instruction where the student to teacher ratio will not exceed 10:1. During these classes, ELLs will receive one-to-one instruction and small group tutoring. Some of the materials that will be utilized to support ELLs include utilization of the Powerspeak courseware. Students are also given access to content-based material in their native languages.

### Instructional Strategies

ELLs and ELL-SWDs attend un-graded, heterogeneously grouped classes where students work under the guidance of a certified teacher to increase student achievement levels. Although scholars are encouraged to write in the English language as often as possible through the use of journals and class notes which are reviewed by their teachers, they are also provided with opportunities to read and write in their native language. The Workshop Model has been implemented in each classroom in the school and students are accustomed to collaborating during the guided practice component of the workshop model. The student to student collaboration affords ELLs an opportunity to formally interact with other students in the classroom (a safe space that is structured and monitored by the teacher). During this time, teachers are afforded the opportunity to conference with students to assess their needs and provide feedback.

Upon review of the IEP, the Special Education Teacher collaborates with the ELL Teacher to identify and provide instruction that is geared towards the individual needs of the ELL-SWD. Some specific strategies that are used to address the needs of the scholars include providing additional supports during their advisory periods where the Special Education Teacher works one-on-one with the scholar and the ELL teacher pushes into the class to provide supports as needed. Scholars are also provided with supplementary materials in their native language to assist them with navigating content specific material in a new language.

Our ELL students also have an opportunity to compile portfolios and conduct presentations through our Diploma Plus model. The presentations allow ELL students an opportunity to practice their English speaking skills while presenting the material that they are learning in class. Technology is well integrated in classroom lessons through the use of our portable laptop cart, overhead projectors and Smart boards that teachers have been trained to utilize. This accessible technology will allow all students, including ELLs, an opportunity to access the internet and produce research based work.

Data patterns of ELLs at Brownsville Academy High School reveal that most of our students consistently score at intermediate and advance levels on the NYSESLAT. This data has been provided to ESL teachers so they can tailor instruction to meet the needs of their students and differentiate within the class setting. This data is also used as baseline data and will be used to set personalized goals for each individual ELL.

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

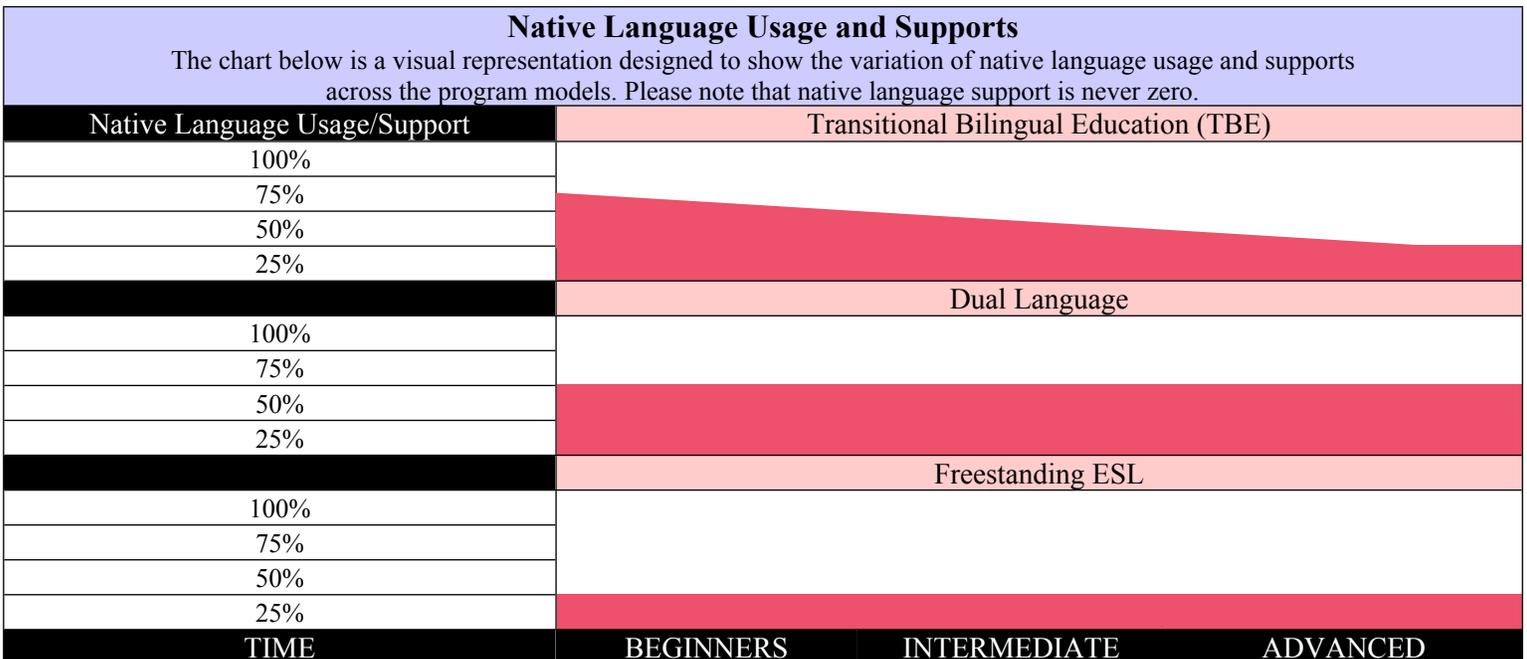
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

## 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?

All staff utilize effective teaching methodologies to promote proficiency in English. The English as a Second Language classrooms use extra linguistic cues such as visuals, props and body language, linguistic modifications such as repetition and pauses during speech, interactive lectures with frequent comprehension checks, cooperative learning strategies, teacher-to-student conferencing, student-to-student conferencing, Powerspeak software and a focus on central concepts by using a thematic approach. In addition, targeted intervention is provided to ELLs in all content areas (e.g. ELA, Mathematics, Social Studies and Science) through individualize conferencing. As a part of student conferencing, teachers meet with students and have one-on-one discussions with students about where they fall along the continuum of a research-based, competency-aligned rubric. Once the level of the student has been determined, an individualized plan is developed in each content area that is aligned with students moving toward achieving their goal. Students list the steps that they will take to work toward achieving the goal and teachers list the supports that will be provided to assist the students. The students are then provided with assignments and supplementary materials that are aligned with them working toward achieving their goals. As a part of the targeted interventions, students are also provided with opportunities to complete tasks in their native language as they move from beginning to intermediate to advanced. Students that are new to the school and are accepted prior to the start of the new year are required to attend Summer School for our Summer Success program with they have the opportunity to get acclimated to the new environment. These approaches are implemented by certified classroom teachers who receive in-service Professional Development on ways to make subject area content comprehensible to English Language Learners. In addition, all students, including current and former ELLs, receive intensive Regents' preparation and additional testing accommodations as needed.

Brownsville Academy High School is excited about our strategic plan for the 2011-2012 academic year. During the 2005-2006 academic year, we implemented common planning time within content areas/departments. Two years ago, we implemented Professional Learning Communities which provided us with an opportunity to meet across content areas, providing opportunities for interdisciplinary planning. This year, we will continue to focus on Writing and Research Across the Curriculum to ensure that scholars are experiencing sustained and rigorous writing within each content area that is aligned with New York State and Diploma Plus Standards.

As a Children's First school, we will seek assistance from our network to provide professional development on current methodologies to content area teachers in order to meet the needs of our ELL students across the curriculum. While there currently are not any language electives offered to ELLs, ELLs are provided with opportunities to access information through the Powerspeak program. ELLs also have full access to all school programs including after school, Saturday school, summer school and all extra-curricular activities. Documents are sent to parents in their native language informing them of all supplemental services and programs as well. Native language support is provided during the program by teachers that are fluent in the native languages and/or through translation services. As a transfer high school with students ranging from ages 17-21, all programs are age appropriate in that they foster college and career readiness, strategies for obtaining employment, age appropriate sports and young mens and young womens groups.

### Transition Plan

Once a student has exited ELL status, by reaching proficiency on the NYSESLAT, they will continue to receive support services, including:

- extended day programming
- individual counseling sessions
- parental outreach

## 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.
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### Transition Plan

Once a student has exited ELL status, by reaching proficiency on the NYSESLAT, they will continue to receive support services, including:

- extended day programming
- individual counseling sessions
- parental outreach
- Regents preparation
- Small class size
- Conferencing

## B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

All staff utilize effective teaching methodologies to promote proficiency in English. The English as a Second Language classrooms use extra linguistic cues such as visuals, props and body language, linguistic modifications such as repetition and pauses during speech, interactive lectures with frequent comprehension checks, cooperative learning strategies, teacher-to-student conferencing, student-to-student conferencing, Powerspeak software and a focus on central concepts by using a thematic approach. In addition, targeted intervention is provided to ELLs in all content areas (e.g. ELA, Mathematics, Social Studies and Science) through individualize conferencing. As a part of student conferencing, teachers meet with students and have one-on-one discussions with students about where they fall along the continuum of a research-based, competency-aligned rubric. Once the level of the student has been determined, an individualized plan is developed in each content area that is aligned with students moving toward achieving their goal. Students list the steps that they will take to work toward achieving the goal and teachers list the supports that will be provided to assist the students. The students are then provided with assignments and supplementary materials that are aligned with them working toward achieving their goals. As a part of the targeted interventions, students are also provided with opportunities to complete tasks in their native language as they move from beginning to intermediate to advanced. Students that are new to the school and are accepted prior to the start of the new year are required to attend Summer School for our Summer Success program with they have the opportunity to get acclimated to the new environment. These approaches are implemented by certified classroom teachers who receive in-service Professional Development on ways to make subject area content comprehensible to English Language Learners. In addition, all students, including current and former ELLs, receive intensive Regents' preparation and additional testing accommodations as needed.

Brownsville Academy High School is excited about our strategic plan for the 2011-2012 academic year. During the 2005-2006 academic year, we implemented common planning time within content areas/departments. Two years ago, we implemented Professional Learning Communities which provided us with an opportunity to meet across content areas, providing opportunities for interdisciplinary planning. This year, we will continue to focus on Writing and Research Across the Curriculum to ensure that scholars are experiencing sustained and rigorous writing within each content area that is aligned with New York State and Diploma Plus Standards.

As a Children's First school, we will seek assistance from our network to provide professional development on current methodologies to content area teachers in order to meet the needs of our ELL students across the curriculum. While there currently are not any language electives offered to ELLs, ELLs are provided with opportunities to access information through the Powerspeak program. ELLs also have full access to all school programs including after school, Saturday school, summer school and all extra-curricular activities. Documents are sent to parents in their native language informing them of all supplemental services and programs as well. Native language support is provided during the program by teachers that are fluent in the native languages and/or through translation services. As a transfer high school with students ranging from ages 17-21, all programs are age appropriate in that they foster college and career readiness, strategies for obtaining employment, age appropriate sports and young mens and young womens groups.

### Transition Plan

Once a student has exited ELL status, by reaching proficiency on the NYSESLAT, they will continue to receive support services, including:

- extended day programming
- individual counseling sessions
- parental outreach
- Regents preparation
- Small class size
- Conferencing

## 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?

### Parent Involvement and the Admissions Process

When a new student is being enrolled for the first time in a NYC school, the parent is given a Home Language Identification Survey to complete. The survey is reviewed by the Guidance Counselor and/or the Bilingual Education Teacher, who conducts an informal interview with the parent to determine possible ELL status and/or SIFE status. A translator is used, if necessary. If it is indicated that the home language is not English, the Bilingual Education Teacher administers the LAB-R exam within ten days of the student's enrollment. The LAB-R is hand scored before being sent to be scored officially, to determine placement and services needed. If the student is indeed determined to be an ELL, the parent is sent an entitlement letter in their home language and is invited to the school for an orientation, within 10 days of the student's enrollment. At the parent orientation, conducted by the Parent Coordinator and Bilingual Education Teacher, the parent is given information about the three programs available to students in NYC, Freestanding ESL, Transitional Bilingual, and Dual Language. Using the Program Selection form provided at this orientation, the parent selects a program for the student. If the parent chooses a Freestanding ESL program, they are placed in our program. If they chose a Transitional Bilingual or Dual Language Program, they are provided with information on the schools that have such programs. If they chose to stay at Brownsville Academy regardless, their program selection form is kept on file, in the event that enough parents select the desired program to start a new program in the future. Trends of the past years show that the freestanding ESL program is the program of choice for 100% of our parents. Our program is therefore aligned with parent choice.

Each school year, the Parent Coordinator sends out letters to all parents introducing herself and informing parents of upcoming events. PTA meetings are held on the third Thursday of each month where parents are provided with updates that are related to parents, students achievement and the school as a whole. We have a PTA Executive Board which is comprised of four parents who serve in the capacity of (2 Co-Presidents, 1 Secretary and 1 Treasurer.) The Executive Board reaches out the parents via telephone calls and letters informing them of upcoming parent-related events as well. We have an open door policy where parents are encouraged to visit the school at anytime to meet with the Parent Coordinator to discuss any concerns they may be having. The Parent Coordinator is well aware of resources that can be provided to parents within the community and brings those resources to the parents of Brownsville Academy High School. Parent Coordinator's office is also used as a resource for parents who may not have internet access or may need content-based support to assist their child's learning process. We also have two (2) Community Based Organizations (Learn to Work and CAMBA) which serve as additional support for students and parents. The Parent Coordinator and the Administrative Team survey parents in the form of the Learning Environment Survey and Survey Monkey to identify the needs of parents and to provide supports. Translation services are provided for all parent-related activities as needed.

Every year, continued ELL status is determined by the administration of the NYSESLAT. It is administered by the Bilingual Education Teacher, in accordance to the regulations, timelines, and guidelines set forth by NY State. For students who do not receive a proficient score in the NYSESLAT

## 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)?

Not applicable

## D. Professional Development and Support for School Staff

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

### Professional Development

The principal and assistant principals use observation protocols when observing classes. These forms are reviewed and used to determine the professional development needs of teachers. The observations are used to determine focus areas for the Diploma Plus Professional Development Plan. Our entire school is involved in the implementation of the Diploma Plus program and professional development plays a crucial role in the professional growth of our staff. We also have two lead teachers on site to provide their colleagues with additional support. In addition, all teacher participate in Professional Learning Communities where the ELL teacher provides members of the staff with strategies for making each content area comprehensible to English Language Learners. Professional Development is also provided by the network (CFN 107) to the School Counselor and ELL Teacher which they turnkey to staff to assist ELLs in the transition process. The ELL teachers turnkey all newly acquired information to teachers during Professional Learning Communities (PLC). All records related to PLC attendance are kept on file by the Principal's Secretary.

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Every year, continued ELL status is determined by the administration of the NYSESLAT. It is administered by the Bilingual Education Teacher, in accordance to the regulations, timelines, and guidelines set forth by NY State. For students who do not receive a proficient score in the NYSESLAT

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Every year, continued ELL status is determined by the administration of the NYSESLAT. It is administered by the Bilingual Education Teacher, in accordance to the regulations, timelines, and guidelines set forth by NY State. For students who do not receive a proficient score in the NYSESLAT

## 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)

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

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

**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.

In the United States more than 90 percent of recent immigrants come from non-English-speaking countries. According to the National Center for Education Statistics (1996), there has been a 20 percent increase in the numbers of children who have difficulty with English. Brownsville Academy High School has implemented a school wide plan focused on providing support services for students as they move towards academic proficiency in English. Brownsville Academy is a student-centered Diploma Plus high school. Diploma Plus is a formula for success for young people who have not reached their potential in traditional high schools. Diploma Plus was developed by the Center for Youth Development and Education (CYDE), a Massachusetts corporation dedicated to workforce development and education reform. Diploma Plus was introduced in 1996 to two Boston-based community organizations. Brownsville Academy opened in New York City as a Diploma Plus School in September of 2004. The Brownsville Academy High School Diploma Plus program is a precedent setting model bringing together the core elements of a small school program to over-age under-credited students who have failed to thrive in traditional educational settings.

At Brownsville Academy classroom teachers collaborate on instructional methodologies to meet the needs of our English Language Learners (ELLs). Teachers implement strategies that engage students through learning activities which connect to their lives. Diploma Plus combines high expectations for every student, a competency-based approach (in which students progress at their own pace), a small, personalized learning environment, and numerous opportunities to make connections between what is learned in school and the world outside the classroom. Through Diploma Plus, students meet high academic standards and move forward with confidence into the future — to college, the workplace, and responsible adulthood.

All school planning and teaching strategies requires a systematic review and careful analysis of student needs and existing activities to determine how instructional areas can be improved. Our strategies include effective, scientifically-based methods for the delivery of high-quality first class instruction to all students, including disaggregated subgroups. In addition, we provide Academic Intervention Services (AIS) for students who score below the State-designated performance level on State assessments and/or who are at-risk of not achieving the State standards. All classroom instruction is aligned with City and State standards and is supportive of ESL Instruction.

Latest available ethnic data show that 90% of students are African/Caribbean American, 9% are Hispanic and 1% represents other nationalities. The average age of our students is 17 years of age. The majority of our students reside in all areas of Brooklyn. However, a few students commute from Manhattan, Queens, Staten Island and the Bronx. Brownsville Academy High School has the capacity to serve 250 students. Currently we have seven ELL students. Each student receives a minimum of 490 minutes of ESL instruction although the requirements range from 180-540 minutes.

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													1
	A											1	2	
	P											1	2	
READING/ WRITING	B													
	I											2	1	1
	A												2	
	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									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		4	
Integrated Algebra	5		4	
Geometry	2		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		1	
Physics				

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography	6		2	
US History and Government	2		2	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Brownsville Academy High School has always used its in-house assessment to determine the literacy level of our ELL students. This year, we will collaborate with the Office of English Language Learners and our Network ELL Specialist to determine which assessment will best fit the needs of our students.

After examining the results of the NYSESLAT utilizing the four areas of cognition (listening, speaking, reading and writing) the following patterns emerged:

- In all grades (10-12), the demonstrated highest scores were in the listening and speaking components of the NYSESLAT
- In all grades (10-12), the reading and writing components showed gradual improvements.
- In the listening and speaking components, grade 10 fell into the proficient and advanced categories, grade 11 was advanced and proficient and grade 12 was intermediate.
- In the reading and writing components, grade 10 fell into the category of intermediate, grade 11 ranged from intermediate to proficient and grade 12 was intermediate. There was a clear pattern of scholars doing better on exams taken in their native language in comparison to exams taken in English.

## 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.

In the United States more than 90 percent of recent immigrants come from non-English-speaking countries. According to the National Center for Education Statistics (1996), there has been a 20 percent increase in the numbers of children who have difficulty with English. Brownsville Academy High School has implemented a school wide plan focused on providing support services for students as they move towards academic proficiency in English. Brownsville Academy is a student-centered Diploma Plus high school. Diploma Plus is a formula for success for young people who have not reached their potential in traditional high schools. Diploma Plus was developed by the Center for Youth Development and Education (CYDE), a Massachusetts corporation dedicated to workforce development and education reform. Diploma Plus was introduced in 1996 to two Boston-based community organizations. Brownsville Academy opened in New York City as a Diploma Plus School in September of 2004. The Brownsville Academy High School Diploma Plus program is a precedent setting model bringing together the core elements of a small school program to over-age under-credited students who have failed to thrive in traditional educational settings.

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All school planning and teaching strategies requires a systematic review and careful analysis of student needs and existing activities to determine how instructional areas can be improved. Our strategies include effective, scientifically-based methods for the delivery of high-quality first class instruction to all students, including disaggregated subgroups. In addition, we provide Academic Intervention Services (AIS) for students who score below the State-designated performance level on State assessments and/or who are at-risk of not achieving the State standards. All classroom instruction is aligned with City and State standards and is supportive of ESL Instruction.

Latest available ethnic data show that 90% of students are African/Caribbean American, 9% are Hispanic and 1% represents other nationalities. The average age of our students is 17 years of age. The majority of our students reside in all areas of Brooklyn. However, a few students commute from Manhattan, Queens, Staten Island and the Bronx. Brownsville Academy High School has the capacity to serve 250 students. Currently we have seven ELL students. Each student receives a minimum of 490 minutes of ESL instruction although the requirements range from 180-540 minutes.

## Part VI: LAP Assurances

<b>School Name: <u>Brownsville Academy</u></b>		<b>School DBN: <u>17K568</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LaShawn Robinson	Principal		12/19/11
Katwona Warren	Assistant Principal		12/19/11
Kim Day	Parent Coordinator		12/19/11

**School Name: Brownsville Academy**

**School DBN: 17K568**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Goodrum	ESL Teacher		12/19/11
Benita McNealy	Parent		12/19/11
Leon King	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		12/19/11
	Coach		12/19/11
	Coach		12/19/11
Kevin Rank	Guidance Counselor		12/19/11
Nancy Scala	Network Leader		12/19/11
	Other		12/19/11



**Brownsville Academy High School**  
**1150 East New York Avenue**  
**Brooklyn, NY 11212**

LaShawn Robinson, Principal

Lana C. Phillips, Assistant Principal Administration  
Katwona Warren, Assistant Principal Supervision

Telephone: 718-778-7305  
Facsimile: 718-778-7385

**APPENDIX 7: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**Part A: Needs Assessment Findings**

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

When scholars and their parents arrive at Brownsville Academy High School for intake/ admission, we inquire about their primary spoken language. The information gathered from the parent is then used to aid in the communication process between the parent/ guardian, scholar and staff. We ask that all pertinent information in documented on the emergency blue card upon admission. We also utilize the following link as a resource to provide parents with current information about their child and all necessary documentation:

<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information>

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.

The finding from the data that we collected from our translation documentation indicates that we have ELL students that represent a range of languages including Bengali, French, Haitian Creole and Spanish, we translate all pertinent documents. In addition, we utilize our Spanish teacher, and a member of our CBO who is fluent in Haitian-Creole as well as outside support from the Translation and Interpretative Services. All relevant information is shared with the staff via the ELL teacher during our Professional Learning Communities.

**Part B: Strategies and Activities**

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

Communications to our bilingual parents is conducted via mail in the same manner as our English speaking parents.

However, these individuals are sent correspondent both in English and in their native language. Furthermore, telephone communication is conducted through our Spanish and Haitian-Creole speaking staff members. We also utilize translation services provided through the DOE as needed. The following link is also used as a resource for parents as well as staff members:

<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information>

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.

We communicate with our parents through interpreters that are in-house and we utilize translation services provided through the NYCDOE Translation and Interpretative Services unit. The following link is used as a resource as well:

<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information>

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>.

To ensure that we are fulfilling the Chancellor's Regulation A-663, we mail correspondences both in English and in native languages to those parents identified as being bilingual from our questionnaire. Furthermore, we also have regular meetings/ conferences with these parents to keep them informed or updated about their child's academic progress.

**We Are The Best!**