



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ BROOKLYN DEMOCRACY ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_ 23K643 \_\_\_\_\_

**PRINCIPAL:** THOMAS MCKENNA    **EMAIL:** TMCKENN2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**    \_\_ AIMEE HOROWITZ \_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Thomas McKenna	*Principal or Designee	
Durojaye Akindutire	*UFT Chapter Leader or Designee	
Khadijah Allen	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Cherise Littlejohn	CBO Representative, if applicable	
Greg Lucas	Member/SLT	
Robert Thompson	Member/Parent	
Robert Thompson Jr.	Member/Student	
Stephanie Weeks	Member/Parent	
Tyrone Weeks	Member/Student	
Anthony Ross	Member/Parent	
Siobhan Morris	Member/Guidance Counselor	

## **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.

Goal 1: By May 2012, 100% of Science, Social Studies, Special Education, ESL, & English teachers will include Literacy strategies (reading and writing) in daily lessons.

### **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.

BDA has identified the need to improve student literacy skills as a goal for 2011-2012. As a Transfer High School, BDA services students that have historically been under-performers in their previous schools. Over 50% of our student population consists of students who were 1's and 2's on their 8<sup>th</sup> grade exams. In addition, over 50% of our students failed to pass 1 or more Regents exams prior to attending BDA.

### **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.
- Weekly/Biweekly Department Meetings to share best practices among teachers; look at student work, and share in the department action plan.
- Continued position of Instructional Support Specialist to work with our new teacher as well as returning staff members who need continued support in the area of unit and lesson planning.
- Department Facilitators support department in looking at student work, engaging in feedback around assessments, and ensuring the dept's commitment to the yearlong goals.
- Weekly Feedback on Lesson Outlines from Principal and Assistant Principal focused on clarifying objectives and ensuring proper daily assessments
- Biweekly Observations focused on specific feedback given at initial cycle observations based on Observation Protocol.
- Peer Observation system where teachers are observing teachers within their department and outside of their department will support in aligning practices and engaging the community in a conversation about continued professional development needs.

**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.
  - 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;

**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 become highly qualified, in order to achieve this goal.
  - Weekly/Biweekly Department Meetings to share best practices among teachers; look at student work, and share in the department action plan.
  - Continued position of Instructional Support Specialist to work with our new teacher as well as returning staff members who need continued support in the area of unit and lesson planning to work towards becoming HQT.
  - Department Facilitators support department in looking at student work, engaging in feedback around assessments, and ensuring the dept's commitment to the year long goals.
  - Weekly Feedback on Lesson Outlines from Principal and Assistant Principal focused on clarifying objectives and ensuring proper daily assessments
  - Biweekly Observations focused on specific feedback given at initial cycle observations based on Observation Protocol.
  - Peer Observation system where teachers are observing teachers within their department and outside of their department will support in aligning practices and engaging the community in a conversation about continued professional development needs.

**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.

Students receive tutoring under SES funding. Tutoring is coordinated between the school, the service providers, the PTA and SLT.

**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.

Fair Student Funding (Tax Levy), Title I Funds, AARA and human resources were used to implement this action plan to target schoolwide literacy from Sept. 2011-June 2012 as indicated below:

1. Instructional Support Specialist: \$2,500/yr in Per Session (Fair Student Funding)
2. Data Specialist: \$2,500/yr in Per Session (ARRA RTTT)
3. Department Facilitators for Science, Social Studies (2), Math, & English: \$1,000 each, \$1,000 for (2) Social Studies. TOTAL: \$5,000/yr in Per Session (Fair Student Funding)
4. Monthly Professional Development to present schoolwide & department data and read educational literature around teaching college-ready skills. (\$14,000/yr)- Use of Inquiry Team & Data Analyst Funds, and FSF

**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.

Goal 2: By June 2011, school attendance will be 70%, a 1.5% increase from the 2010-2011 school year average of 68.5%.

**Measurable Objectives**

- Student attendance will consistently be above 70% from September-December.

**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.

BDA has identified student attendance as a school goal for the 2011-2012 school year. As a Transfer School, the average attendance rate for an incoming student from their previous school (based on ATS data) is 55%. Transfer Schools struggle to re-engage students and a primary indicator is increased student attendance.

**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.

1. Creation of an Attendance Committee to monitor student attendance trends, consisting of Jewish Child Care Association (JCCA) Assistant Program Director, Assistant Principal, Attendance Teacher, and Guidance Counselor.
2. Continued attendance outreach, including home visits, by JCCA Advocate Counselors to students and families. Advocate Counselor caseloads consist of no more than 28 students.
3. Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Nobles Gift Cards, Ipods, etc) \$8,000/yr (General Hold Harmless Funds)
4. Public Displays of student attendance by Advocate Counselor Group.

**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.
  - 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;

**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 become highly qualified, in order to achieve this goal.

**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.

**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.

Fair Student Funding (Tax Levy), Title I Funds, and human resources were used to implement this action plan to target schoolwide attendance from Sept. 2011-June 2012 as indicated below:

1. Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Nobles Gift Cards, Ipods, etc) \$8,000/yr (FSF)
2. Support by Jewish Child Care Association for Attendance Outreach and Support. \$800,000 (Title I funds)
3. Funding Eskolta Services for in-depth attendance data analysis and coordination of structured supports \$40,000/yr (Title I funds)
4. Supervisor per session (2 days per week) \$5120.00 (FSF)
5. Teacher per session (2 days per week) for after school programs and differentiated professional development. \$8000.00 (FSF)

### 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.

Goal 3: Increase student achievement on Regents exams as related to achieving post-secondary success standards for CUNY schools.

#### **Measurable Objectives:**

- Increase by 5% the number of students who attain a 65% or above on the Math and ELA Regents exams. In January 2011, the percentage of students who achieved a 65% or above in ELA was 56%. In June 2011, the percentage of students who achieved a 65% or above in ELA was 85% and in Math 50%. For 2011-2012, we will achieve 90% in ELA and 55% in Math.
- Increase by 3% the number of students who attain a 75% or above on Math and ELA Regents exams. In 2010-2011, the percentage of students who achieved a 75% or above in ELA was 56%, in Math 21%. For June 2012, we will achieve 59% in ELA and 10% in Math.

#### **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.

BDA has identified the need to increase student achievement on Regents exams as a goal for 2011-2012. As a Transfer High School, BDA services students that have historical been under-performers in their previous schools. Over 50% of our student population consists of students who were 1's and 2's on their 8<sup>th</sup> grade exams. In addition, over 50% of our students failed to pass 1 or more Regents exams prior to attending BDA. An additional 34% of students have failed to sit for 1 or more exams. In addition, pass rates for Regents exams at BDA have been higher in the "lower-score" category – 65-74%.

#### **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.
1. Utilize monthly Teacher Professional Development & Staff Meetings to look at data and collaborate in establishing Post Secondary Readiness Standards.
  2. Continue partnership with At Home In College to effectively provide CUNY Exam preparation to our students through our Transitional College Math & English classes, as well as our College Preparatory Workshop classes with guidance counselor and JCCA College Access Counselor.
  3. Data Specialist will support departments in utilizing New Visions item analysis tools in order to input data from June 2011, August 2011, and January 2012 Regents results to determine patterns and support action planning throughout the year.
  4. Utilize Case Conferencing as a vehicle for Advocate Counselors, teachers, administrators, College & Career office to discuss specific skills goals for

students as well as intervention strategies and action plans.

5. Develop partnerships with CUNY schools, i.e. Kingsborough Community College for Summer Programs such as President's Prep and Saturday Programs for College Credit.
6. Integrate data on alumni and college-related statistics.
7. Continue to alleviate teachers during the common-prep period in order to allow for teachers to meet and collaborative on curricula within and across subject areas, data collection & analysis, as well as lesson modeling and reflection.
8. Collect, record, and analyze classroom observation data using Teacher Effectiveness Observation Protocol.
9. Using Periodic Assessment data to both create targeted interventions as well schoolwide instructional shifts through professional development.
10. Utilize Periodic Assessment data (Acuity) to help establish baseline information on students and develop instructional goals for students not meeting grade level criteria.

### **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.
  - 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;

### **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 become highly qualified, in order to achieve this goal.
  - Weekly/Biweekly Department Meetings to share best practices among teachers; look at student work, and share in the department action plan.
  - Continued position of Instructional Support Specialist to work with our new teacher as well as returning staff members who need continued support in the area of unit and lesson planning to work towards becoming HQT.
  - Department Facilitators support department in looking at student work, engaging in feedback around assessments, and ensuring the dept's commitment to the year long goals.
  - Weekly Feedback on Lesson Outlines from Principal and Assistant Principal focused on clarifying objectives and ensuring proper daily assessments
  - Biweekly Observations focused on specific feedback given at initial cycle observations based on Observation Protocol.
  - Peer Observation system where teachers are observing teachers within their department and outside of their department will support in aligning practices and engaging the community in a conversation about continued professional development needs.

**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.

**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.

Fair Student Funding (Tax Levy), Title I Funds, and human resources were used to implement this action plan to target student achievement on Regents Examinations from Sept. 2011-June 2012 as indicated below:

1. Data Specialist role, \$2500/yr in Per Session (FSF Funds)
2. Monthly Professional Development Meetings for 20 staff members \$14000/yr in Per Session (FSF)
3. Funding Eskolta Services for in-depth Regents data analysis and coordination of structured supports \$40,000/yr (Title I funds)
4. Supervisor per session (2 days per week) \$5120.00 (FSF)
5. Consumable instructional materials for use during extended day programs. (Title 1 and FSF)
6. Teacher per session (1 day per week) for targeted and differentiated professional development. \$8000.00 (FSF)

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<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>	100	107	100	116	114	na	na	na
<b>11</b>	36	45	20	19	62	na	na	na
<b>12</b>	12	19	5	6	14	na	na	na

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>	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. Additionally, we have added small group instruction to students who have demonstrated literacy challenges through our in-house and periodic assessments. All students at Brooklyn Democracy Academy High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. We have also added a .3 ESL teacher to our staff, allowing for those students who need additional language support to receive it on a daily basis.
<b>Mathematics</b>	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. Additionally, we have added small group instruction to students who have demonstrated numeracy challenges through our in-house and periodic assessments. All students at Brooklyn Democracy Academy High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. In our math department, we have a team teaching structure for the Intro Algebra classes.
<b>Science</b>	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. All students at Brooklyn Democracy Academy High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. We have also ensured that students take their lab class during the cycle which they are taking their Living Environment Regents in order to better support their content learning.
<b>Social Studies</b>	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. All students at Brooklyn Democracy Academy High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. Our Global 1 and Global 4 classes are smallest, providing teachers an opportunity to effectively assess students upon beginning their Global History sequence, as well as ensure that in Global History 4 they receive

	appropriate support and feedback on their writing.
<b>At-risk Services provided by the Guidance Counselor</b>	The Guidance Counselor works in conjunction with our Jewish Child Care Association (JCCA) staff to ensure that students are receiving one-on-one counseling to address individual academic needs. During the school day, the guidance counselor meets with students individually to discuss post-secondary planning and ensure that students are properly informed of all opportunities available to them.
<b>At-risk Services provided by the School Psychologist</b>	Our school psychologist is one that is provided and shared through our CFN. Any students needing referrals for outside psychological services meet with our JCCA staff and are provided the necessary information.
<b>At-risk Services provided by the Social Worker</b>	Our JCCA Program Director and Assistant Program Director along with several of our Advocate Counselors are licensed Social Workers. We do not provide specific counseling services here outside of those related to student academic support; any needs that extend beyond that are dealt with through appropriate referrals.
<b>At-risk Health-related Services</b>	Through our relationship with Brookdale and Woodhull Medical Centers we refer students with specific health-related needs.

**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.

**BDA PARENT INVOLVEMENT POLICY**

Brooklyn Democracy Academy High School works closely with parents and families to maximize engagement and participation in student success. Our partnership with the Jewish Child Care Association facilitates the development of strong relationships with families where they are supported in their role as partners in student success.

**BDA SCHOOL PARENT COMPACT**

Dear Parents and Families,

Brooklyn Democracy Academy High School (BDA) is committed to providing a high-quality learning environment that welcomes students and facilitates the development of skills to prepare them for post-secondary opportunities. This document outlines what our responsibilities are as a school, as well as how parents and families can support their children and our community:

Brooklyn Democracy Academy High School will:

1. Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
  - ✓ Small class size; with a limit of 25 students per class (Average class size is 18)
  - ✓ A focus on integrating the development of critical thinking skills across all subject areas
  - ✓ Teaching students learning and reading strategies to support learning in all subjects
  - ✓ Formal assessments every two weeks which evaluate both content and skills
2. Hold parent-teacher conferences during which this agreement will be discussed in relation to your child’s achievement.
  - ✓ Parent teacher conferences are held 3 times a year. (October, February, May)
3. Provide parents with frequent reports on their children’s progress.
  - ✓ Students receive biweekly progress reports; these outline grades in all classes and areas in need of improvement
  - ✓ Parents are contacted when students are late or absent. Home visits are completed when contact has not been made for 2 school days.
4. Provide parents reasonable access to staff.
  - ✓ Every student has an Advocate Counselor who is responsible for maintaining consistent communication with the family. Families can contact the counselor at any point or set up an appointment.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
  - ✓ Parents are active in the Parent Association, Events honoring students, as well as being a consistent partner to the school in relation to students.
  - ✓ Parents and families are invited to classroom exhibitions at the end of the cycle where students demonstrate what they’ve learned in various courses.

Brooklyn Democracy Academy Parents & Families commit to:

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

- ✓ Maintain communication with my son/daughter’s advocate counselor
- ✓ Engage in conversations with my son/daughter regarding attendance
- ✓ Participate when possible in the Parents’ Association
- ✓ Supporting my son/daughter in participating in positive afterschool and weekend activities
- ✓ Attending all Open School Conferences
- ✓ Attending Honor Roll events when my son/daughter is being honored
- ✓ Hold my son/daughter accountable for their responsibilities at home and in school

School	Parent(s)	Student
Date	Date	Date



2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - ELA Consultant/Teacher Mentor – Jane Spielman – Center for Education Options; individual work with teachers to develop and revise curriculum
  - ELA Department Head Dulely Perez – 2x a week meeting with ELA department for professional development and mentoring
  
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.

Parents will be notified by a backpack letter, as well as a home mailing, stating that Brooklyn Democracy Academy has been identified as in need of school improvement. In this letter parents will be alerted to the schools improvement status and to the options and changes in programming that this designation entails. These changes include SES services to which Brooklyn Democracy Academy students are entitled. Letters will be written in Haitian, Spanish, and any other home languages we identify.

**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>Alexis Penzell- New Visions</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>643</b>
School Name <b>Brooklyn Democracy Academy</b>			

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

Principal <b>Thomas McKenna</b>	Assistant Principal <b>Sharon Evans</b>
Coach <b>Jane Spielman</b>	Coach <b>Karen Rothschild</b>
ESL Teacher <b>Yael Seligman</b>	Guidance Counselor <b>Siobhan Morris</b>
Teacher/Subject Area <b>Glenn Ford/Glo; Sp Ed coord</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Magdalena Guillen/Sp Ed</b>	Parent Coordinator <b>Khadijah Allen</b>
Related Service Provider <b>type here</b>	Other <b>Cherise Littlejohn, JCCA</b>
Network Leader <b>Alexis Penzell</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>211</b>	Total Number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>2.37%</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. 

Paste response to questions 1-6 here

Because we are a transfer high school, we have developed a unique intake process suited to our needs. Our part-time certified ESL specialist is part of our admissions team; upon request from an admitting advocate counselor, administrator, parent coordinator, guidance counselor, secretary or community worker, she meets with prospective students and their families to explain ESL services in our school, to conduct an informal language assessment and interview, and to help the family to decide if BDA would be an appropriate school choice.

During initial interviews, parents and students are told that BDA will try to meet the needs of all ELLs who are accepted for admission. We do not offer a bilingual program.

Newly arrived immigrant students do not meet transfer high school criteria, of having been enrolled previously for at least one year in a NYC high school. Because we are not a 'first-time' school in NYC, we generally do not administer the LAB-R nor the HLIS. However, if a family speaks a language other than English at the initial intake interview, we give that family the HLIS to complete, and explain its purpose.

In the unlikely situation whereby an older student might be recommended to our school from out of state, we would follow required admission procedures for ELL screening, including the HLIS with an informal oral interview conducted by our ESL specialist, and if deemed necessary, the administration of the LAB-R within ten days of admission to assess student's English proficiency level.

We offer admissions on a rolling basis throughout the year. Our ESL specialist runs ATS reports every two weeks (RLER, RLAT, RNMR) to determine if recently admitted students are ELLs, and thus eligible to receive ESL services based on their proficiency level, and to receive test accommodations, or are former ELLs entitled to continuing test accommodations

Our ELL students are evaluated annually using the NYSESLAT assessment in the spring

Our ESL specialist is responsible for all tasks related to NYSESLAT administration, including ordering, scheduling, administering, writing scoring training, packaging, and return of the assessments.

2. We occasionally receive requests from guidance counselors at other high schools looking for placement options for ELL students who are not succeeding in a regular high school setting. We explain to them the eligibility requirements for transfer high schools, and ask that they relay that information to parents. Usually these are not beginning level ELLs, and we have been able to offer them admission to our school. Because we are not a first-time NYC school placement, parents previously selected an English program choice when they first enrolled their child in NYC schools. We explain to parents that we do not offer a bilingual program, nor a dual language program, and that ESL services are provided by a part-time ESL teacher.

3. At the beginning of the school year, our ESL specialist prepares letters, in English and in the home language, informing parents that

their child continues to be eligible to receive ESL services, based on their proficiency level as demonstrated on their most recent NYSESLAT assessment, as recorded in ATS reports.

We do not distribute Parent Survey and Program Selection forms because we are a transfer high school, and not a first time NYC admitting placement option. If there were an unlikely situation of a student from out of state requesting transfer high school admission, we would follow all mandated admission procedures, including distributing the ELL Parent Survey and Program Selection forms, and, if necessary, administering the LAB-R.

4. We currently offer limited ESL services: one parttime ESL teacher, and a SETSS teacher who works with students in their content area classrooms. This is clearly explained to parents during the initial intake interview.

5/6 This neighborhood, Brownsville, is not an immigrant destination neighborhood. Our ELL students are a small percentage of our student body. This is our fourth year of existence. If our demographics change in the future, and larger numbers of ELLs enroll in our school, or if many lower level English proficiency students enroll, we would adjust our ESL program. For now, we offer only a combination push-in/pull-out parttime program.

Parents do not select a particular ESL program for their child here, because we are a transfer high school, which is already an alternative placement, a specific program choice, a "last chance" school. Students attend this school because they were not successful in other school settings, and/or because they 'aged out.'

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				3	1	2	2			5
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>

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

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

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

## 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
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>5</b>										

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. ESL instruction is provided using a flexible combination push-in, pull-out model. All our students are focused on passing their classes and on preparing for Regents exams; this school is their second, or last, chance to graduate from high school. Our ESL specialist surveys the ELL students to ask if they would like her to push in to their subject area classes, in addition to meeting during lunch time and at other scheduled pull out times. She is available to meet with students at other times, and also helps them on an as-needed basis with specific assignments, such as class projects, college essays, oral presentations, and test prep.

2. According to NYS CR part 154, high school students who score at an advanced level English proficiency are meant to receive 180 weekly minutes of ESL instruction; and students at an intermediate level are meant to receive 360 minutes. This has been an ongoing scheduling challenge for us, having only a parttime ESL teacher in the building, who also works with two other schools in this campus. We try to create schedules that meet the mandated minutes. Unlike regular high schools, which have two academic terms each year, we operate on a trimester bases, offering students accelerated credit recovery. All schedules completely change twice during the schoolyear.

## A. Programming and Scheduling Information

All instruction in our school is in English. Most transfer high school students have academic skills considerably below grade level, as shown on our intake assessment in math and reading, on Acuity Predictive assessments, on standardized test results [Regents], and on student transcripts. All staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDS are held weekly for one hour, and during designated DOE PD days, in conjunction with our CFN academic support coaches, and our New Vision Learning Support Organization. We also have a literacy achievement coach and a math coach on a consulting basis, that we pay for with school funds.

Individual teachers are helped with curriculum mapping, lesson planning, goal setting, and differentiation. We have a CTT teacher who provides Academic Intervention Services in the classrooms.

4. The purpose of our transfer high school is to help these older students graduate from high school. All ELL students are supported to help pass their content area classes and Regents exams. We do not have beginning level ELLs. Usually, most of our ELLs are longer-term ELLs, needing targeted instruction in reading comprehension and writing skills. Our ELLs who have received 4-6 years of service have been in the country for more years, but have had attendance issues in schools. Our ESL instruction also focuses on student motivation to set goals, improve attendance and study habits, and develop job-search and workforce skills.

5. As a small alternative high school with only five ELLs, we don't really have "ELL subgroups." All of our students are students with individual needs that have prevented them from succeeding in previous high schools. Our main area of differentiation is in class program scheduling. Each student receives an individualized class program schedule, based on their academic levels in reading and math, and based on needed credits towards graduation requirements and needed Regents exams.

We have no newcomer ELLs who have received fewer than five years of service.

We have two long-term ELLs who have literacy skills several years below grade level.

We have three ELLs who have received 4-6 years of service. (Of those, one has attended school in NYC for many more years, but the ATS report indicates 5 YOS). One ELL with five years of service is officially SIFE, and he also is a special education student with an IEP.

Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction,

frequent assessments. Our semesters are shorter because we are on a trimester system for accelerated credit recovery, and benchmark assessments are assigned every two weeks.

For our long-term ELLs, who are similar to most of our transfer high school enrollees, literacy development and support are crucial, and are part of every class lesson and professional development training.

6. All teachers in our transfer high school employ several strategies to provide access to content material and to accelerate English language development. Most of our students struggle to pass Regents exams, and are challenged by the volume and level of required reading and writing on those tests, particularly the language-heavy assessments of history and English. All subject area teachers emphasize reading and writing skills, including in math, science, and PE classes.

7. As a transfer high school, we do not have any self-contained Sp Ed classes; our students with IEPs are serviced in a CTT classroom setting, where they receive considerable individual attention, differentiated instruction that includes audiovisual aids to learning, use of graphic organizers, vocabulary development, content re-teaching, specific reading and writing skills, and specific test preparation skills and practice.

### 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**

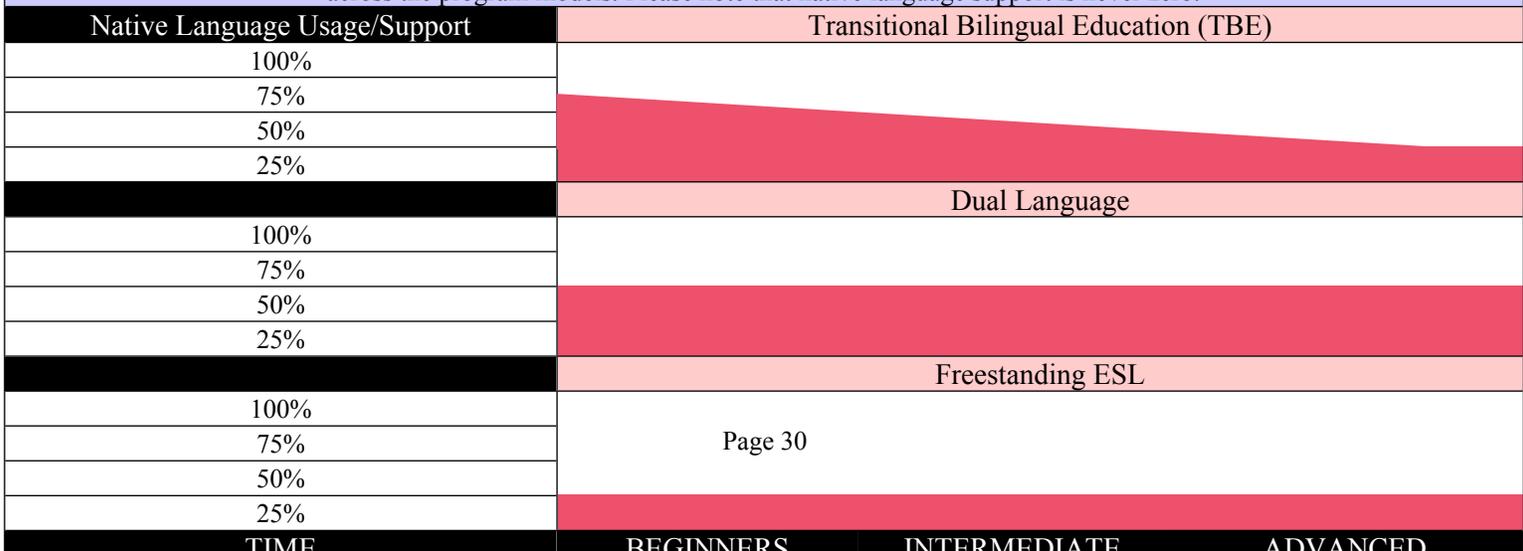
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

**Native Language Usage and Supports**

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



## 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?

Paste response to questions 8-17 here

8. We have a very small population of ELLs, whose skill levels are not different from most of our transfer high school students. Personalized intervention is focused on student strengths; where possible, teachers allow students to complete assignments at their own pace. Time and resources are also allocated for re-teaching and 'catch-up' so that every student can achieve subject and skill mastery that will lead to passing their classes and passing Regents.

Based on student strengths and needs, lessons and assignments may be modified in any or all of the following areas: content, process, or learning environment. Many strategies that work well for struggling readers whose native language is English also help ELL students. Activating and building background knowledge, explaining key concepts, and vocabulary development, are essential.

All instruction in our school is in English.

BDA complies with all required modifications for assessment and instruction as stipulated. Based on formal and informal assessments, teachers make use of adaptive pedagogy, including: electronic resources, collaborative team teaching with SETSS and other support staff, cooperative learning, workshop model, with literacy workshops, classroom libraries; and project based learning.

Our extensive use of technology, including internet connected computers and Smartboards in every classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept development. Teachers receive PD from a New Visions coach, and from our CFN cluster.

9. Students who demonstrate English proficiency on the NYSESLAT are monitored for two additional years, during which they continue to receive testing accommodations. For our transfer high school, with its purpose of supporting older teenagers to graduate from high school, this provision allows our former ELLs to receive extended time when taking their Regents exams.

10/11. For the upcoming school year, we are not planning any changes in our ESL program. If our demographics change, and many more ELLs enroll in our school, we will make changes. If necessary, we would consider hiring a full-time ESL specialist and creating a self-contained ESL class.

12. All ELL students have equal access to all school programs and services. We have no bilingual classes, and no self-contained ESL classes. ELLs are all in 'regular' classes. Our ELL students are invited to participate in every supplemental service and after-school activity.

13. (see #8 above)

14. N/A; we do not offer a bilingual nor a dual language program. We are a transfer high school, which is a specific alternative high school program choice for over-aged, under-credited students who have not succeeded in previous high schools, and for whom this is their last change to earn a high school diploma.

15. As a transfer high school, our students are over-aged and under-credited. Age and grade-level correspondance do not generally apply.

## B. Programming and Scheduling Information--Continued

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15. As a transfer high school, our students are over-aged and under-credited. Age and grade-level correspondance do not generally apply. Most of our students have skill levels in math and reading many years below grade level. It is not uncommon for our 19 and 20 year old students to have math and reading skills at a 7th grade level.

## B. Programming and Scheduling Information--Continued

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## 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?

Paste response to questions 1-4 here

All parents of prospective students must attend a lengthy in-person interview, and complete a written survey about their child. Parents meet with their child's Advocate Counselor, who stays in touch with families throughout the school year. Parents are invited to participate in the PTA monthly meetings, and are informed in writing, and in the language they have requested, when important meetings and parent workshops are scheduled. Parent workshops are scheduled based on feedback from written parent surveys and expressed interests and needs, to help their children succeed in this transfer high school, and to consider future, post-graduation options (college, trade school, military)

We offer an extensive Learn-to-Work internship program for students. Parents are part of the internship contract process.

Both our CBO partner, the Jewish Child Care Association, and our Learning Support Organization partner, New Visions, offer workshops and services for parents.

In our campus building there is an active PAL program which offers programs for teens and for families, including ongoing daily and weekly activities, and special events on weekends and during school breaks.

## 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)?

## 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.

Paste response to questions 1-3 here

1/3. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content areas, updating information about testing accommodations, IEP information when relevant for ELLs with IEPs, and sharing ideas for differentiation and language development support.

Most students in our transfer high school have academic skills well below grade level, and all staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our academic support coaches, and our New Visions Learning Support Organization. Individual teachers are helped with curriculum mapping, lesson planning, goal setting, and differentiating. All school staff, including pedagogues, administrators, secretaries, guidance, dean, and our parent coordinator, are offered opportunities to participate in ESL Professional Development.

2. N/A

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# 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)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0

**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.

**ADDITIONAL TEST RESULTS THAT COULD NOT BE ENTERED ON THE REGENTS RESULTS BLOC ABOVE:**

RCT Reading: 2 ELLs took the test; 1 passed  
 RCT Writing: 2 ELLs took the test; 2 passed  
 RCT Science: 3 ELLs took the test; 3 passed

## Additional Information

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

Paste additional information here

Students in transfer high schools are here for two reasons: their lack of success in their previous high school(s), and their desire to obtain a high school diploma. Transfer high schools demand dedication and flexibility on the part of all staff to help meet these students' wide range of needs, and to help them move forward in their lives. Academic progress is not separate from working out challenges in their personal circumstances, and our staff is very committed to students' progress. Our ELLs are (painfully, often) aware of their literacy skill deficits, and they receive considerable individualized attention and support from their teachers.

A special feature of transfer high schools is partnership with a community-based organization that provides the school with trained Advocate Counselors, who meet with students at least twice weekly for counseling, and in daily group meetings, to help assess and monitor individual academic and personal needs.

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	3		2	
Integrated Algebra	2		0	
Geometry				
Algebra 2/Trigonometry				
Math <u>RCT</u>	3		2	
Biology				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry				
Earth Science				
Living Environment	4		2	
Physics				
Global History and Geography	2		0	
US History and Government	1		1	
Foreign Language				
Other <u>RCT Global</u>	3		1	
Other <u>RCT US</u>	2		0	
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.
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- Describe how you evaluate the success of your programs for ELLs.

**ADDITIONAL TEST RESULTS THAT COULD NOT BE ENTERED ON THE REGENTS RESULTS BLOC ABOVE:**

RCT Reading: 2 ELLs took the test; 1 passed  
 RCT Writing: 2 ELLs took the test; 2 passed  
 RCT Science: 3 ELLs took the test; 3 passed

Paste response to questions 1-6 here

- For all new admits to our transfer high school, we look at their test history, using information on their transcripts, on ARIS and on ATS.

## 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.

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## Part VI: LAP Assurances

<b>School Name:</b> <u>Brooklyn Democracy Academy</u>		<b>School DBN:</b> <u>23K643</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Thomas McKenna	Principal		11/30/11
Sharon Evans	Assistant Principal		11/30/11
Khadijah Allen	Parent Coordinator		11/30/11
Yael Seligman	ESL Teacher		11/30/11
	Parent		11/30/11
Glenn Ford/Glo; SpEd coord	Teacher/Subject Area		11/30/11
Magdalena Guillen/Hist., SpEd	Teacher/Subject Area		11/30/11
Jane Spielman	Coach		11/30/11
Karen Rothschild	Coach		11/30/11
Siobhan Morris	Guidance Counselor		11/30/11
	Network Leader		1/1/01
Cherise Littlejohn	Other <u>JCCA</u>		11/30/11
	Other		1/1/01
	Other		1/1/01

**School Name:** Brooklyn Democracy Academy

**School DBN:** 23K643

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **23K643** School Name: **Brooklyn Democracy Academy**

Cluster: \_\_\_\_\_ Network:

**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 students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator, advocate counselor) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish, French, and Haitian Creole who are available to help translate as needed.

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.

Our transfer high school is situated in Brownsville, which is not an immigrant destination neighborhood. It is rare that parents request a language other than English on the HLIS. Because we are a transfer high school, we do enroll students from outside this area, but because our students are older (16-21), and have previously been enrolled in NYC high schools, it is very rare that we have new immigrant families. Each year we generally have at most two or three families who request Spanish, and one or two requesting Haitian-Creole. Some years we have no families who have requested a language other than English. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, new students are admitted on a rolling basis. If their families request translation services, those teachers are informed by the administration.

## 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.

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For BDA school events and notices, if needed, our staff can translate the documents in-house, depending on the need, for Spanish, and Haitian Creole.

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.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, advocate counselors, guidance counselors, or school nurse, we have staff members who translate into Spanish and Haitian Creole when those parents attend. If our demographics change, and many more students from immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

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>.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of four schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.