



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**BROWNSVILLE ACADEMY HIGH SCHOOL**

**SCHOOL: 17K568**

**PRINCIPAL: LASHAWN ROBINSON**

**EMAIL: [LROBINSON5@SCHOOLS.NYC.GOV](mailto:LROBINSON5@SCHOOLS.NYC.GOV)**

**SUPERINTENDENT: KAREN WATTS**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
LaShawn Robinson	*Principal or Designee	
Karl Plummer	*UFT Chapter Leader or Designee	
Donna White	*PA/PTA President or Designated Co-President	
Thelma Lyle	DC 37 Representative, if applicable	
Jewel Mills Tytiara Wallace Tyrone Francisco	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Ketisha Peters	Social Worker	
Kevin Rank	School Counselor	
George Anthony	Parent	
Dawn Risueno	Parent	
Karlechia Quinn	Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

**Goal: To improve teacher effectiveness by utilizing three targeted school selected competencies from the Danielson Framework, which are in alignment with the Chancellor's Citywide Instructional Expectations, to develop a shared understanding of effective teaching and learning.**

- By June 2013, school leaders will conduct at least eight (8) formative teacher observations for 88% of teachers using selected components of the Danielson rubric to provide meaningful feedback. School leaders will carefully track and monitor the implementation of feedback
- By the end of the 2012-13 school year, teachers will improve at least one level, in one category, on their Teacher Development Plan in the selected components of the Danielson rubric
- By the end of the 2012-13 school year, 100% of teachers will engage in professional development and receive ongoing feedback as a part of the observation process

### **Comprehensive needs assessment**

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

Based on data from HSST, the 2011-12 Progress report and the 2012 Quality Review, we concluded that we need to develop a shared understanding of what effective teaching looks like so that we can increase the level of rigor in courses. Our mission is to ensure that our scholars can enter, succeed in and graduate from college and become contributing members of society. The primary goal outlined in the Citywide Instructional Expectations is "to successfully prepare all scholars - including students with disabilities and English language learners—for life after high school." In order to prepare scholars, teachers need to create cognitively demanding learning experiences in their classrooms every day." In order to achieve this goal, we must provide teachers with research based relevant and timely feedback on their instruction and provide them with professional development and resources which will ultimately result in scholar success.

**Instructional strategies/activities**

- Teachers will utilize the Teacher Development Plan to set individualized goals. This tool will be aligned with the Danielson rubric.
- School leaders will meet with teachers to review and finalize their goals for the year.
- School leaders will create and follow a schedule for teacher observation and feedback using the Danielson rubric.
- School leaders will carefully track the implementation of feedback.
- School leaders will hold a Benchmark Conference with teachers to discuss their progress toward achieving their goals for the year.
- School leaders will continue to conduct observations and provide feedback using the Danielson rubric.
- Teachers will participate in team meetings to collaborate and identify best practices
- End of Year meetings will be held with each teacher to reflect upon accomplished goals

**Strategies to increase parental involvement**

- Share our Danielson based rubric with parents and discuss our expectations for teaching and learning in the classroom
- Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to scholar performance on Regents Examinations and/or SATs
- Communicate the Citywide Instructional Expectations with parents

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  

Tax	Title				
<u>  X  </u> Levy	<u>  X  </u> Title I	<u>      </u> IIA	<u>      </u> Title III	<u>      </u> Grants	<u>  X  </u> Other

If other is selected describe here:

ARRA RTT Funding source is used to support the Data Specialist position which is required for all iZone schools.

**Service and program coordination**

- AP of Supervision oversees PD and workshops to meet common core learning objectives
- Lead Teachers will support teachers
- Data Specialist will support teachers
- Director of New Initiatives
- External Professional Development Services will be provided
- Per session for Inquiry Team meetings
- Professional Development texts will be purchased for the Professional Development Center

## **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**

**Goal: By June 2013, teacher teams in English, math, social studies and science will develop two (2) common core aligned units of study that are specific to their content areas that require scholars to ground writing and discussion in evidence from the text and/or require fluency, application and conceptual understanding. The units will be based on the school-wide areas of instructional focus and will be aligned to key state standards. Scholars in classrooms designated as “implementation classes” will experience common-core aligned units.**

### **Comprehensive needs assessment**

Based on data from the 2011-12 Progress Report college readiness metrics, we concluded that providing our scholars with multiple opportunities to prepare for the rigors of college and careers must be a key priority. One means of doing so is by exposing scholars to the challenging, engaging and thought provoking tasks outlined in the Common Core. The Common Core Learning Standards asks “NYC educators to develop Common Core-aligned tasks embedded in a unit of study to support schools in implementing the Citywide Instructional Expectations.” As we transition scholars from high school to the world beyond, we believe that this goal will support scholar achievement.

### **Instructional strategies/activities**

- Teachers will participate in team meetings 2-3 times per week with the support of school leaders
- Teachers will review curriculum maps, unit plans and scholar work products for evidence of alignment and make adjustments as needed
- Teachers will develop rigorous assessments that are aligned with the common core learning standards
- Teachers will share scholar work products with members of their department for feedback and identify gaps in scholars knowledge or skill to inform the revision of the tasks and make instructional adjustments
- School leaders will facilitate team meetings, participate in team meetings and provide feedback to teachers
- Per session funding will support this process

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

- Share our Danielson based rubric with parents and discuss our expectations for teaching and learning in the classroom
- Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to

scholar performance on  
Regents Examinations and/or SATs

- Communicate the Citywide Instructional Expectations with parents

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

ARRA RTT Funding source is used to support the Data Specialist position which is required for all iZone schools.

**Service and program coordination**

- AP of Supervision oversees PD and workshops to meet common core learning objectives
- Lead Teachers will support teachers
- Data Specialist will support teachers
- Director of New Initiatives
- External Professional Development Services will be provided
- Per session for Inquiry Team meetings
- Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, plan lessons that allow scholars to demonstrate their understanding of the prioritized competencies and related learning standards and conduct inter-visitations
- Teachers in the iLearn Program will be provided with support from the Director of New Initiatives
- Professional Development texts will be purchased for the Professional Development Center
- Teachers will participate in Professional Learning Communities
- Castle Learning/Software will be used for assessment support

### ANNUAL GOAL #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**

**Goal: By the end of the 2012-13 school year, 80% of scholars who earn credit in English classrooms will improve at least one level\* (on a common rubric) in their ability to use textual evidence in discussion. (*\*scholars who enter English classes performing at advanced/mastery will sustain their ability to use textual evidence in discussion*)**

#### **Comprehensive needs assessment**

Rigorous instruction must occur in every classroom, every day. Each scholar must be prepared to think and read critically, communicate effectively both orally and in writing, and solve complex problems. Scholars must be able to ground writing and discussion in evidence from text by utilizing discussion strategies to increase the level of thinking and participation. Scholars will be engaged in rigorous tasks that are aligned with the Common Core Learning Standards.

Per feedback received from our 2011-12 Quality Review one area in need of growth involved teachers enhancing questioning techniques and discussion strategies to improve student thinking and participation leading to evidence based discussions. (1.2) Based on data collected from classroom visits, we concluded that there is evidence of strong unit and lesson planning resulting in differentiated activities and the use of instructional strategies that address the learning needs of diverse populations and fully engage all students in each lesson. However, questioning techniques, research skills, and discussion protocols, are not yet adequately strengthened to include sufficient opportunities for students to cite text reliant evidence as they argue and defend their positions during discussions and debates.

The Common Core standards challenge us to raise the quality of instruction for all of our students in order to ensure that they on track toward college and career readiness. To meet this challenge, we must pay special attention to two critical aspects of our work: 1) the effectiveness of the pedagogical strategies our teachers employ to help students learn; and 2) the degree to which all of our students are cognitively challenged in their daily lessons. By Incorporating instructional shifts in reading and writing grounded in evidence from text into our curriculum, we will be able to achieve our goal of preparing scholars for the rigors of college and careers.

**Instructional strategies/activities**

- A rhetorical team will provide professional development and support to teachers as they develop units of study to promote high-level discourse grounded in evidence from the text
- Teacher teams will develop a minimum of two (2) common-core aligned units which will afford scholars the opportunity to engage in high level discourse that is grounded in evidence from text
- Teachers will develop and share a common discourse rubric
- Teachers will participate in inter-visitations to monitor and measure discourse in the history classrooms
- School leaders will observe classroom and provide feedback and support to teachers
- School leaders will facilitate team meetings, participate in team meetings and provide feedback to teachers

**Strategies to increase parental involvement**

- Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to scholar performance on Regents Examinations and/or SATs
- Communicate the Citywide Instructional Expectations with parents
- ELA teachers contact parents on a weekly basis to inform them of scholar progress and submit Parent Contact Forms detailing their discussions.
- Communicate the goals and the rationale behind the goals to parents during parent meetings

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  

Tax	Title				
<input checked="" type="checkbox"/> Levy	<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> IIA	<input type="checkbox"/> Title III	<input type="checkbox"/> Grants	<input checked="" type="checkbox"/> Other

If other is selected describe here:

ARRA RTT Funding source is used to support the Data Specialist position which is required for all iZone schools.

**Service and program coordination**

- AP of Supervision oversees PD and workshops to meet common core learning objectives
- Lead Teachers
- Data Specialist
- Director of New Initiatives

- External Professional Development Services
- Per session for Inquiry Team
- Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, plan lessons that allow scholars to demonstrate their understanding of the prioritized competencies and related learning standards and conduct inter-visitations
- Learn Program
- Extended Day Programs
- Textbooks for scholars/Professional Development Texts
- Small Class sizes
- Teachers will participate in Professional Learning Communities
- Castle Learning/Software
- School Messenger
- Supplies

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

**Goal: By June 2013, the English, math, social studies and science departments will develop and teach a common core aligned blended learning unit**

### **Comprehensive needs assessment**

BAHS, a NYCDOE iZone school, will align our Blended Learning model with the Common Core standards. Teachers in English, Math, Science and Social Studies will infuse at least one Common Core aligned online unit into their curriculum.

According to the Common Core Learning Standards, one of the characteristics of a college and career ready scholar is the ability to use technology effectively. Based on the goal of being college and career ready and the data gathered from our survey on technology usage in the classroom, we conclude that this goal will support scholar achievement.

### **Instructional strategies/activities**

- Teachers will receive professional development around Blended Learning and the Common Core Learning Standards
- The Technology Coordinator, Data Specialist, and Lead Teacher will support the professional development, data analysis, and technology work
- The Director of New Initiatives will monitor and support the infusion of a Common Core aligned unit into the curriculum in English, Math, Science and Social Studies
- Teachers will track and monitor scholar achievement during the online unit and use assessment data to put scaffolds in place to support scholars
- iLearn teachers will receive professional development around Blended Learning methodologies
- New e-Learning courseware will be selected to meet scholar needs
- The Data Specialist and school leaders will help teachers use online assessment data to inform instructional practices
- School leaders will engage in cycles of observation and feedback to support effective teaching and learning
- We will work closely with support staff from the iLearn, CFN 107, Diploma Plus and Connected Foundations to provide additional professional development as necessary
- Teachers will be provided with the opportunity to participate in chat-and-chew sessions where they will provide feedback on the implementation process and offer suggestions for improvement.

**Strategies to increase parental involvement**

- Communicate the goals and the rationale behind the goals to parents during parent meetings
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Parents are invited to attend technology based workshops

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

ARRA RTT Funding source is used to support the Data Specialist position which is required for all iZone schools.

**Service and program coordination**

- iLearn teachers will receive professional development around Blended Learning methodologies
- The Data Specialist and school leaders will help teachers use online assessment data to inform instructional practices
- School leaders will engage in cycles of observation and feedback to support effective teaching and learning
- School funding will be utilized to purchase laptops, desktops, courseware, headsets, Smart Boards, iPods, educational software and other supplementary technology tools.
- A Technology Coordinator, Data Specialist, and Lead Teacher will support the professional development, data analysis, and technology work
- The school schedule will accommodate Professional Learning Community (PLC) meetings to support teachers as they transition from traditional teaching and learning to Blended Learning models
- We will work closely with support staff from the iLearn, CFN 107, Diploma Plus and Connected Foundations to provide additional professional development as necessary
- Two teachers have been programmed to teach a total of three computer literacy courses to scholars

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Scholars are provided with extended periods of ELA courses that are aligned with the Diploma Plus competencies and the New York State Common Core Standards. As a part of the Department-Wide Inquiry Team, the English Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p> <p>Each member of the department also serves as a resource for teachers who may need assistance with best</p>	<p>Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation.</p>	<p>Level 1 and 2 scholars are specifically targeted for academic intervention during the school day. As major exams approach such as the Regents, scholars are provided with additional support on Saturdays, during lunch and after school.</p>

	<p>practices for teaching writing and research within their specific content areas. In addition, the English Department continues to spearhead the Writing and Research Across the Curriculum project which is designed to promote writing and research within all content areas which is believed to be the foundation of academic growth and success. Further, all scholars benefit from our small school community and small class sizes.</p>		
<p>Mathematics</p>	<p>Strategies utilized include gathering data to inform programming and differentiated instruction in all math classes. Once a scholar is in need of A.I.S, an intervention is put in place which consists of individual conferencing to identify specific areas of need and the development of a plan that is specific to the scholars' need. As a part of the Department-Wide Inquiry Team, the Math</p>	<p>The method of instruction for both encompasses using the workshop model (small groups, peer tutoring, etc.) As well as whole class activities. Further, all scholars benefit from our small school community and small class sizes.</p>	<p><u>We</u> offer additional academic interventions during the school day and after school as needed.</p>

	<p>Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p>		
Science	<p>We have a state-of-the art science lab which will help to make the learning experiences of the scholars more authentic and allow scholars to make real world connections. As a part of the Department-Wide Inquiry Team. The Science Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p>	<p>Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation. Further, all scholars benefit from our small school community and small class sizes.</p>	
Social Studies	<p>As a part of the Department-Wide Inquiry Team, the Social Studies Department is now implementing “whole</p>	<p>Some of the strategies used include differentiated instruction, after school tutoring, one-to-one, small group</p>	<p>Scholars are provided with services as needed during class time, during lunch, after school and on Saturdays.</p>

	group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.	and whole class instruction. Intervention strategies also include peer tutoring, and additional interventions during school and after school as needed. Further, all scholars benefit from our small school community and small class sizes.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Identified at risk scholars are given individual and group counseling, or a behavioral contract. If issues are too complex for school staff, then scholars are referred to an outside agency. Parent/ guidance conference may be requested if needed. In addition, our school Social Worker and School Counselors are trained, designated health resource coordinators that give health related information to scholars in regard to HIV & AIDS, STD's & STI's, and safe sex through our condom availability program.	Students meet in small groups or individually based upon their need.	Scholars are provided with services as needed during class time, during lunch and after school.

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

- a. Advertise extensively
- b. Recruit teachers locally
- c. Recruit online
- d. Recruit from substitute teacher list
- e. Encourage paraprofessionals and teachers who lack full certification to become fully certified
- f. Retrain current teachers to teach hard-to-fill subjects (e.g., mathematics, science, special education)
- g. Attend job fairs
- h. Interview candidates as a team and require them to model a lesson prior to being hired.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**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;

- Share our Danielson based rubric with parents and discuss our expectations for teaching and learning in the classroom
- Communicate the Citywide Instructional Expectations with parents
- Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to scholar performance on Regents Examinations and/or SATs
- Communicate the goals and the rationale behind the goals to parents during parent meetings
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Parents are invited to attend technology based workshops

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

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

### **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

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

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

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

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

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

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

### D. School Demographics

Total number of students in school	<b>222</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>3.15%</b>
------------------------------------	------------	----------------------	----------	---	--------------

## Part II: ELL Identification Process

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

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

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

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

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

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

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

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

### Academic Intervention Services

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

### SIFE Students

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

## A. Programming and Scheduling Information

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

### Newcomers, Long Term and Special Needs

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

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

### Instructional Strategies

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

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

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

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

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

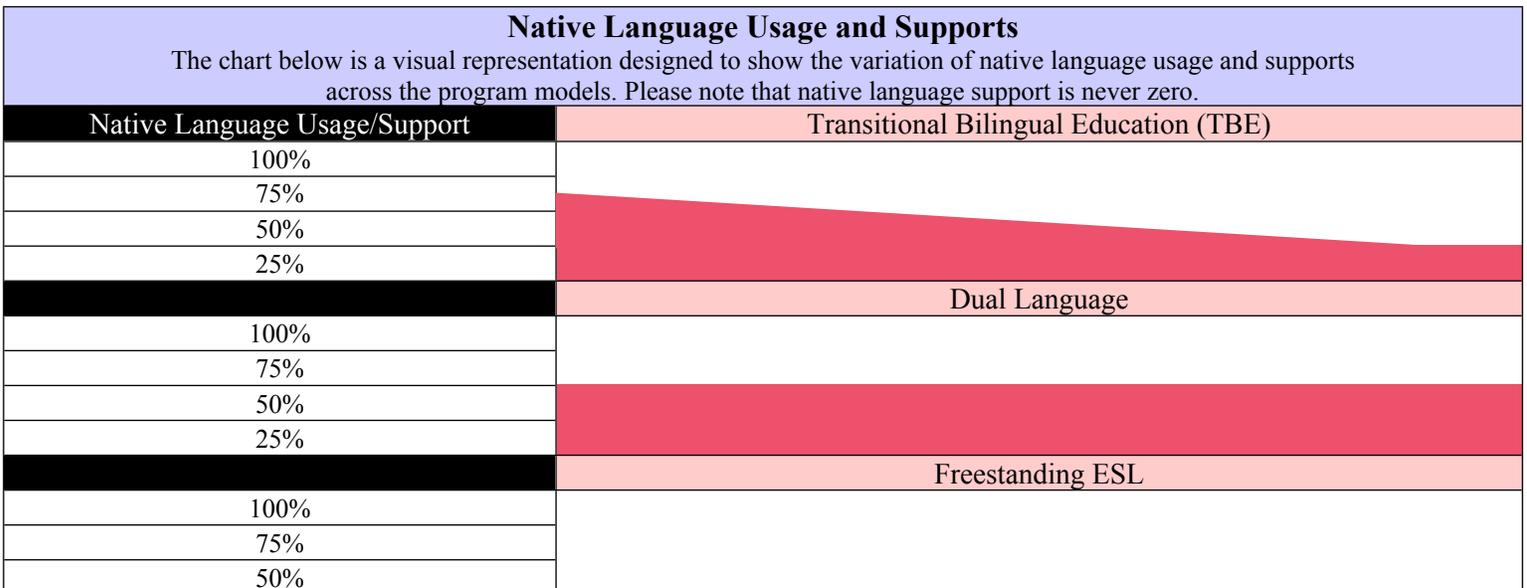
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

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

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

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

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

#### Transition Plan

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

- extended day programming
- individual counseling sessions
- parental outreach

- Regents preparation
- Small class size
- Conferencing
- Portfolio assistance

### C. Schools with Dual Language Programs

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

Not applicable

### D. Professional Development and Support for School Staff

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

#### Professional Development

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

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

#### Parent Involvement and the Admissions Process

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		4	
Integrated Algebra	5		4	
Geometry	2		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		1	
Physics				
Global History and Geography	6		2	
US History and Government	2		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

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

- In all grades (10-12), the demonstrated highest scores were in the listening and speaking components of the NYSESLAT

-In all grades (10-12), the reading and writing components showed gradual improvements.

-In the listening and speaking components, grade 10 fell into the proficient and advanced categories, grade 11 was advanced and proficient and grade 12 was intermediate.

-In the reading and writing components, grade 10 fell into the category of intermediate, grade 11 ranged from intermediate to proficient and grade 12 was intermediate. There was a clear pattern of scholars doing better on exams taken in their native language in comparison to exams taken in English.

This data informs our school instructional plan, specifically as it relates to our English Language Arts (ELA) classes. The ELA Department in addition to all other content areas are in the process of developing rigorous curriculum, unit and lesson plans that are aligned to the Common Core Learning Standards. As a member of the ELA Department, the ELL teacher will continue to incorporate strategies and techniques into her planning and instruction that are specifically aligned with the needs of ELLs based on this data. The data shows that more support is needed in the areas of reading and writing which is directly aligned with our school-wide instructional goals of increasing the level of research, close text reading and writing in the classroom. Instruction will be specifically adapted in the form of homogeneous and heterogeneous grouping, imbedding read alouds and note taking strategies into lessons and promoting student discussion in the classroom. Students are also exposed to text in their native languages. School leaders will support the ELL teacher by providing on-site and off-site professional development in addition to providing frequent observations with specific feedback related to the support of ELLs in the classroom. Thus far, the implementation of the instructional strategies has resulted in a steady progression on the part of the ELLs. The success of our programs for ELLs are based on their NYSESLAT data, ELA Regents scores, class scores and credit accumulation.

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

The NYSESLAT will be administered using state timelines. The results of the test will be used for long term planning and to increase language proficiency of our ELLs.

### Additional Information

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

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

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

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

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

## Part VI: LAP Assurances

**School Name:** Brownsville Academy

**School DBN:** 17K568

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LaShawn Robinson	Principal		12/19/11

**School Name: Brownsville Academy****School DBN: 17K568****Signatures of LAP team members certify that the information provided is accurate.**

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



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

LaShawn Robinson, Principal

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

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

**APPENDIX 7: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

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

**Part B: Strategies and Activities**

---

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

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

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

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

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

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

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

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

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

**We Are The Best!**