



*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** BROOKLYN BRIDGE ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 18K578

**PRINCIPAL:** MAX R. JEAN PAUL      **EMAIL:** MJEANPA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** AIMEE HOROWITZ

07-10-2013

**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
Max R. Jean Paul	*Principal	
Shivika Rajkisore	*UFT Chapter Leader	
Fahign Ali-Bey	*PA/PTA President	
Hilda Charles	DC 37 Representative	
Patricia Grimaldi	Staff	
Erika Bogdeny	<i>Teacher/SPED</i>	
Ayesha George	CBO Representative	
Nancy Austin	Parent	
Khalil Saif	Parent	
Irvin Heslop	Parent	
Diane Smith	Parent	
Adrian Carter	Student Representative	
Sha-dazjha Jones	Student Representative	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

To increase the number of students passing the ELA Regents examination by 5-10% in the 2012-2013 school year.  
70% of all eligible graduates as indicated by their Individual Graduation Plans (IGPs) will pass the ELA Regents with a 65% or above by June 2012

### **Comprehensive needs assessment**

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students' strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identified goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

### **Instructional strategies/activities**

Staff will use Periodic Assessments to gauge students' ELA skills and abilities, which will inform programming and curriculum design; Map BAR, gauge content and learning objectives to include explicit scaffolding in short- and long-term plan. By the end of the first Cycle, each department will have created specific curricula aligned with Regents standards. Lunch-time, after-school and weekend tutoring will be conducted to accommodate as many students as possible. Prior to the June Regents, students will have the opportunity sit for the Mock Regents exam. Highlight skills and opportunities for Regents practice to familiarize students with the format and language of the exam.

Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common planning time where they met in departments weekly; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs: Educhange, Teaching Matters, Talent Management, RH Consultants (teachers/students).

### **Budget and resources alignment**

- Allocate funding for the purchase and distribution of guides for the five Regents examinations, Periodic Assessment design, Summer professional development, and lunchtime, after-school and weekend tutoring sessions.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below (customize):

- Supervisor per session (2 days per week) - \$3000
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

In conjunction, with FECS , we will host workshops to increase parental involvement by having curriculum nights, and community gatherings.

Summer conferences and professional development - \$12,000 – 3 day PD at Glen Cove, LI for 15 staff members– funded by Title 1 Corrective Action - SINI  
Tutoring – lunch time and after school – 409 hours/15 teachers at 27 hours per teacher – Funds \$16,771

### **ANNUAL GOAL #2 AND ACTION PLAN**

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

#### **Annual Goal #2**

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

To increase the number of students passing the Math Regents examination by 5-10% in the 2012-2013 school year.  
70% of all eligible graduates as indicated by their Individual Graduation Plan (IGPs) will pass the Math Regents with a 65% or above by June 2012.

#### **Comprehensive needs assessment**

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

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students' strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identified goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

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

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

d) timeline for implementation.

Staff will use Periodic Assessments to gauge students' Math skills and abilities, which will inform programming and curriculum design; Map BAR, gauge content and learning objectives to include explicit scaffolding in short- and long-term plan. By the end of the first cycle, each department will have created specific curricula aligned with Regents standards. Lunch-time, after-school and weekend tutoring will be conducted to accommodate as many students as possible. Prior to the June Regents, students will have the opportunity sit for the Mock Regents exam. Highlight skills and opportunities for Regents practice to familiarize students with the format and language of the exam. Assessment design, Summer professional development, and lunchtime, after-school and weekend tutoring sessions.

Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common planning time where they met in departments weekly; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs: Educhange, Teaching Matters, Talent Management, RH Consultants (teachers/students).

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

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

We have implemented several activities to maintain current staff and attract new Highly Qualified Teachers. New teachers have mentors. A science and mathematics coach works with mathematics and science teachers. Teaching Matters coach works with social studies and English teachers.

**Service and program coordination**

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

Teachers that have been working with the Math Coaches will now alter their instructional practice to serve and increase student achievement.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'13 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Allocate funding for the purchase and distribution of guides for the five Regents examinations, Periodic Assessment design, Summer professional development, and lunchtime, after-school and weekend tutoring sessions.

FEGS will allocate funds for monthly incentives for attendance and achievement. AIDP funds will be allocated.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below (customize):

- Supervisor per session (2 days per week) - \$3000
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

In conjunction, with FEGS , we will host workshops to increase parental involvement by having curriculum nights, and community gatherings.

TITLE 1

- 1) Funding for 1 per session ELA teacher, Iva Gjoni, to reduce class size \$39,004
- 2) Absence coverage for teachers attending professional development - \$6,818
- 3) Per Session, guidance counselor, for parent involvement - \$2,690
- 4) Saturday Academy Program, credit recovery - \$14,760

OTPS:

- 1) Leadership Coaching - \$5,415 – Principal Coach (36 hours) – Robert Lubetsky

- 2) Teachers professional development and conferences - \$47,450 (Teaching Matters , Dr. Spielman, and Dr. Jenkins) (Fordham University coaches demonstrate lessons, team teaching, workshops - \$9,000) (Scholastic \$7,098 – workshops) (Leadership Academy
- 3) Educational Consultants - \$10,675 – Brooklyn Empowerment Neighborhood Initiative BENI – youth development services one-day a week for 25 men and their families, academic achievement/lifeskills)
- 4) SLT Stipend - \$1,200
- 5) Association Membership - \$2,050
- 6) Admissions - \$3,000
- 7) Instructional materials/textbooks - \$20,449 – laptops, regents prep books, computer lab, ipads, sets of class text books and paperbacks

**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.

**To Improve Teacher Effectiveness**

*During the 2012-2013 school year, BBA was able to strengthen several areas which have been part of our overall goals. We continued to develop and transformed our school culture into one that is focused on student learning and success, staff development and growth and family engagement. Through whole group and individual professional development, we focused on developing teachers' ability to build student critical thinking skills through an intense focus on reading comprehension and writing. The staff participated in long-term staff development over the summer and on a weekly basis. These teaching and learning opportunities have a strong emphasis on the Common Core Learning Standards and the New York State Standards, high impact differentiated and academic language development strategies, including Learner-centered/Literacy strategies, Bloom's Taxonomy and higher-order thinking skills. The strategies informed teachers of the importance of creating a classroom learning experience and environment with high levels of student engagement. Teachers held all students to high expectations and recognized incremental progress as success.*

*The school administration shared data on the students and encouraged teachers to learn about students' literacy levels, build on prior knowledge, teach to different learning styles and reflect on how they can teach the oral, visual, auditory, and kinesthetic learners. Teachers received the following support to develop their individual professional capacity: weekly participation in grade level team meetings; inter-visitations and demonstration lessons; peer mentoring; formal and informal observation feedback teachers. In collaboration between teacher and administrator, an action plan will be created to support the teacher's progression to the next level. Teachers met individually with the administrator every two months to review and monitor progress towards outcomes. Modifications were made as necessary. Teachers met in departments and in inter-disciplinary teams to continue learning and to monitor progress of all students at the school.*

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

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

We have implemented several activities to maintain current staff and attract new Highly Qualified Teachers. New teachers have mentors. A science and mathematics coach works with mathematics and science teachers. Teaching Matters coach works with social studies and English teachers.

**Service and program coordination**

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

Heavy involved in the Teacher Effectiveness Program which leads in the assistance and development of teacher classroom and instructional skills. Teachers participate in bi-weekly professional development sessions.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'13 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FEGS will allocate funds for monthly incentives for attendance and achievement. AIDP funds will be allocated.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below (customize):

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- Professional instructional materials to support curriculum development during the regular school day.
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- Teacher per session (2 days per week) for after school programs and differentiated professional development.

**TITLE 1**

- 5) Funding for 1 per session ELA teacher, Iva Gjoni, to reduce class size \$39,004
- 6) Absence coverage for teachers attending professional development - \$6,818
- 7) Per Session, guidance counselor, for parent involvement - \$2,690
- 8) Saturday Academy Program, credit recovery - \$14,760

**OTPS:**

- 8) Leadership Coaching - \$5,415 – Principal Coach (36 hours) – Robert Lubetsky
- 9) Teachers professional development and conferences - \$47,450 (Teaching Matters 25 days of workshops and one-on-one with teachers to integrate technology into instruction \$25,000) (Fordham University coaches demonstrate lessons, team teaching, workshops - \$9,000) (Scholastic \$7,098 – workshops) (Leadership Academy
- 10) Educational Consultants - \$10,675 – Brooklyn Empowerment Neighborhood Initiative BENI – youth development services one-day a week for 25 men and their families, academic achievement/lifeskills)
- 11) SLT Stipend - \$1,200
- 12) Association Membership - \$2,050
- 13) Admissions - \$3,000
- 14) Instructional materials/textbooks - \$20,449 - – laptops, regents prep books, computer lab, ipads, sets of class text books and paperbacks

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

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

### **the Parent Involvement Policy (PIP)**

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**Our school will support parents and families of Title I students in conferences and during our Community Engagement monthly meetings:**

- **providing materials and training to help parents work with their children to improve their achievement level in 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 Community Associate, 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 Community Associate to serve as a liaison between the school and families. The Community Associate 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 Community Associate will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- 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;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning, evening or weekend, 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;

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

- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### School-Parent Compact

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

## **I. School Responsibilities**

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

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

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

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

**Provide parents reasonable access to staff by:**

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer;
- 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

- 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;
- 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;
- 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-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.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	1	2	0	3	1	0	0	0
<b>10</b>	0	0	1	2	1	1	1	0
<b>11</b>	1	3	2	5	2	0	0	0
<b>12</b>	0	1	0	1	1	0	0	0

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA:</b> <b>Regents Prep Class</b> <b>Castle Learning</b>  <b>Advisories</b> <b>Saturday Academy</b>	<b>Small group and individual tutoring during 4<sup>th</sup> period lunchtime and after-school</b> <b>Double-period classes offered during the day.</b> <b>On-line review for students failing the English Regents exam</b> <b>Regents review classes are available to all students who previously failed a Regents with less than a grade of 65</b> <b>Intensive Regents Prep the week before the Regents including Saturday and Sunday</b>
<b>Mathematics:</b> <b>Regents Prep Class</b> <b>Castle Learning</b> <b>Advisories</b> <b>Saturday Academy</b> <b>Mock Regents exam</b> <b>Mathematics Coach</b>	<b>Small group and individual tutoring during 4<sup>th</sup> period lunchtime and after-school</b> <b>On-line review for students failing the Mathematics Regents exam</b> <b>Regents review classes are available to all students who previously failed a Regents with less than a grade of 65.</b> <b>Intensive Regents Prep the week before the Regents including Saturday and Sunday</b>
<b>Science:</b> <b>Regents Prep Class</b> <b>Castle Learning</b> <b>Advisories</b> <b>Saturday Academy</b> <b>Mock Regents exam</b> <b>Make-up Labs</b> <b>Science Coach</b>	<b>Small group and individual tutoring during 4<sup>th</sup> period lunchtime and after-school</b> <b>On-line review for students failing the Learning Environment Regents exam</b> <b>Regents review classes are available to all students who previously failed a Regents with less than a grade of 65.</b> <b>Intensive Regents Prep the week before the Regents including Saturday and Sunday</b> <b>After-school and Saturday Make-up Lab classes</b>
<b>Social Studies:</b> <b>Regents Prep Class</b> <b>Castle Learning</b> <b>Advisories</b> <b>Saturday Academy</b> <b>Regents Review</b> <b>Mock Regents exam</b>	<b>Small group and individual tutoring during 4<sup>th</sup> period lunchtime and after-school</b> <b>On-line review for students failing the Social Studies Regents exams</b> <b>Regents review classes are available to all students who previously failed a Regents with less than a grade of 65.</b> <b>Intensive Regents Prep the week before the Regents including Saturday and Sunday</b>

<b>At-risk Services provided by the Guidance Counselor</b>	<b>College and Career Counseling, Individual and small group counseling Academic and social emotional counseling offered to students and parents during post suspension meetings during the day.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>Small group counseling, evaluations</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Small group counseling, evaluations</b>
<b>At-risk Health-related Services</b>	<b>n/a</b>



**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>N563</b>	District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>922</b>
School Name <b>18-K-922</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Max Jean-Paul</b>	Assistant Principal <b>Dawn Harris</b>
Coach <b>Robert Lubetsky</b>	Coach <b>type here</b>
ESL Teacher <b>Iva Gjoni</b>	Guidance Counselor <b>Celina Acham</b>
Teacher/Subject Area <b>Karen Khan/Science</b>	Parent
Teacher/Subject Area <b>Sonia Pinnock/Social Studies</b>	Parent Coordinator
Related Service Provider <b>Valerie Wauchope/ELA Teacher</b>	Other <b>Keisha Jones, Community Assist</b>
Network Leader <b>Alexis Penzell</b>	Other

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>213</b>	Total Number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>5.16%</b>
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## Part II: ELL Identification Process

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

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

We receive the student's test score from his/her previous school (since we are a Transfer school). Parents and students meet with our Guidance Counselor/Advisors/Principal/Teacher. The discussion may be conducted in the parent's native language, if necessary. As of this September 2010, Brooklyn Bridge Academy is a Transfer High School in its fourth year. All ELLs participate in a Push-In ESL program based on parental choice when they first enrolled at Brooklyn Bridge Academy.

## 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Self-Contained														0
Push-In														0
<b>Total</b>	<b>0</b>													

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

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

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. [i](#)

	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	0									0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

We support students by approaching them in their native language if/when necessary, practicing test taking strategies, differentiating lessons, different books; ELLs participate in our school's activities, community meetings, etc.  
See below.

### 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:

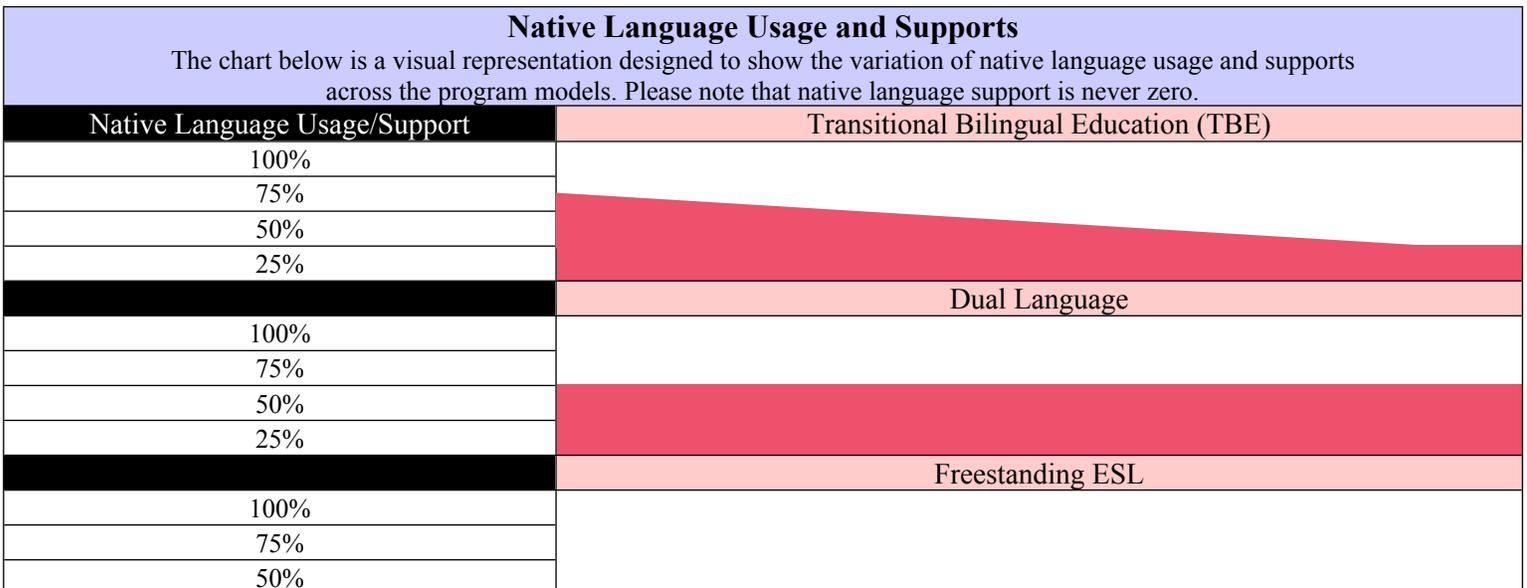
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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?

Our major objective is to graduate all our students according to their Individual Graduation Plan. Our ELL students are mainstreamed in their classes. Our instructional delivery model is the workshop model emphasizing small class size, modeling, guided and independent practice, which provides ample opportunities for students to speak, read and write in English. Our Community Gatherings serve as a culminating event and provide students with a more demanding opportunity to speak, write, read and listen to English. All of our ELL students receive individualized assistance in the least restrictive environment through mini-conferencing and increased levels of student-to-student interaction. We offer Saturday school to all of our students, including ELLs. They have the chance to practice ELA and Math. For the upcoming year we will continue with our ESL program and will work on improving it and offering more resources and help to our ELL students. Computers are available in school and during teaching. Teachers use power point presentations, smart boards, different level books, etc. Our students, especially our ESL students, are given many opportunities to succeed. All the resources and services correspond to our ELLs grade levels. Some of our school's activities to assist newly enrolled ESL students are: community gathering with parents taking part as well, an orientation conducted by the Principal, advisors, guidance counselor, teachers, etc. There are members of the staff/teachers in our school that speak several languages, as well as our Principal and Guidance Counselor, who help students by approaching them in the native language/approaching their parents in the native language.

### 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.

Our ESL teacher and staff that service our ELLs participate in professional development training that is offered throughout the borough through the Office of English Language Learners and our CFN network on staff development days.

### 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?

Advisors, teachers, and guidance councilors communicate with the parents often. Parents take part in our community gatherings, open nights, etc. Our bilingual Guidance Councilor and advisors do daily outreach to all of our students, including our Spanish and Haitian speaking parents.

## 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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

We use the data to see how students perform and what we need to do in order to help ELLs succeed. Our main objective is to graduate as many of our students as possible.

**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.

All students receive a reading, writing and math assessment as part of the intake process to assess their reading levels of English Proficiency. In addition, we coordinate a Parent Orientation at the beginning of the school year.

## Part VI: LAP Assurances

School Name: <u>18K922</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Max Jean Paul	Principal		
Dawn Harris	Assistant Principal		
	Parent Coordinator		
Iva Gjoni	ESL Teacher		
	Parent		
Karen Khan	Teacher/Subject Area		
Sonia Pinnock	Teacher/Subject Area		
	Coach		
	Coach		
Celina Acham	Guidance Counselor		
Alexis Penzell	Network Leader		
Valerie Wauchope	Other <u>ELA Teacher</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: \_\_\_\_\_ School Name: **18-K-578**

Cluster: **Debra Maldonado** Network: **Alexis Penzell**

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

**Part A: Needs Assessment Findings**

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

Parents and students meet with our guidance counselor/advisor/principal/teacher. The discussion may be conducted in the parent's native language, if necessary. As of September 2011, Brooklyn Bridge Academy is a Transfer High School in its fifth year.

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.

All ELLs participate in a Push In ESL program based on parental choice when they first enrolled at Brooklyn Bridge Academy. Since Brooklyn Bridge Academy is a transfer school, guidance counselors and the principal review students' record to see what the students' needs are. Based on their records, guidance counselors and advisors as well as the principal contact the parents and conduct conversations that are in the parents' native language or English. Since our guidance counselor and principal speak various languages, they communicate with parents (and students) in the language that the parents understand best. If there is a need to translate written documents into the parent's native language, our guidance counselor/principal do/will do so. Also, during meetings with parents, students, the principal and/or advisors a translator provided if the parents speak another language other than English. So far, the school communicates with the parents in English; however, if the need to translate oral and written documents arises, the school will provide the parents with translators/translations. The findings will be documented by the schools staff (ESL teacher, guidance counselor and/or principal). The findings are shared with the ESL teacher and other teachers by meetings with teachers individually and/or during common planning time.

## Part B: Strategies and Activities

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

Advisors will communicate with parents by telephone or by sending letters to parents written in the parent's native language. Parents and advisors will meet to discuss a student's progress and the conversation may be conducted in the parent's native language. Our guidance counselors speak several languages and they will translate. If there is a need to translate written documents into the parents' native language, the school will do so. Our guidance counselor and principal will be able to translate written documents; otherwise, translation agencies will be found and put to use.

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.

Advisors will communicate with parents by telephone or by sending letters to parents written in the parent's native language. Parents and advisors will meet to discuss a student's progress and the conversation may be conducted in the parent's native language. Our guidance counselors speak several languages and they will translate.

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

The school determines the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, the parent may be assisted by an interpreter in order to communicate freely and effectively. The school will maintain record of the primary language of each parent. The school, consistent with the regulation, will provide translation and interpretation services to all parents who require language assistance. Parents may choose to rely on an adult friend or relative for language and interpretation. If necessary, the school will use other Translation and Interpretation Units. All interpretation and translation needs will be provided in a timely fashion. Teacher, guidance counselors, advisors will interpret oral and written documents whenever necessary (and possible) in order for parents to communicate effectively with teachers, guidance counselors, school nurse and other school staff regarding information about their child's education. The school shall provide interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents who request such services in order to communicate with school staff and school officials regarding critical information about their child's education. Such interpretation services may be provided in school or by telephone. The school will provide the parent whose primary language is a covered language and who require language assistance services with a copy of The Bill of Parent Rights and Responsibilities.