



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN DEMOCRACY ACADEMY

DBN (23K643):

PRINCIPAL: ANDREW BROWN

EMAIL: ABROWN192@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

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
Andrew Brown	*Principal or Designee	
Jeanette Torres-Alicea	*UFT Chapter Leader or Designee	
Joan Ford	*PA/PTA President or Designated Co-President	
Khadijah Allen	DC 37 Representative, if applicable	
Kavita Sooknanan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Cherise LittleJohn Ross	CBO Representative, if applicable	
Tyrone Weeks	Member/Student	
Stephanie Weeks	Member/Parent	
Jennifer Ashton	Member/Parent	
Ralph Germaine	Member/CBO	
	Member/	
	Member/	
	Member/	

** 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

- Increase Integrated Algebra scores on the regents exam by 10% for students with attendance rates at or above 70% as compared with SY 2011-2012.

Comprehensive needs assessment

- In school year 2011-2012 20.9% of students with 70% or higher attendance for the semester in which they sat for the exam earned a 65 or higher on the integrated algebra exam. Our overall Integrated Algebra performance is in the 29th percentile for the city. Just above 1 in 5 students who had 70% attendance the semester that they sat for the exam passed with a 65 or better.

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) All math teachers will receive support from the principal, assistant principal, and staff developer to analyze data from prior regents exams and plan for all learners to be successful on the upcoming exams.
 - b) The math department members will work together in order to analyze data from the last integrated algebra administration and identify skill areas where students, both individually and as a whole, need to make improvements. Teachers will then work with the principal, assistant principal and the staff developer to create curriculum maps that are designed around these skill areas.
 - c) Teachers will present curriculum maps to one another for feedback during bi-monthly meetings and will have the opportunity to adjust them as they see fit following the administration of the regents exams in January.
 - d) Professional development using regents data will begin in October and work to develop curriculum maps will continue after school until December. After school work will then be focused on preparing students for regents exams until the January administration. Teachers will then use the results from the regents examinations, including the item analysis available on ARIS, in order to continue planning based on student need as uncovered in the data. Curriculum maps will continue to drive instruction through June and will target skills that students will need in order to be successful on the Integrated Algebra exam.

Strategies to increase parental involvement

- All families will be contacted via mail prior to the regents exams in order to provide them with a regents schedule, the expectations for the exam days, and what they can do to prepare. Regents will also be the topic of a parent meeting prior to the exams in both December and May. All scored from the exam will be made available to 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:

Service and program coordination

- In order for us to utilize our staff developer, CEOptions, we will be using funds from our TITLE I targeted assistance. This money will be used so that CEOptions can design and execute professional development that focuses on providing support to the students who need it most. Their work will consist of conducting classroom observations, inquiry work, and facilitating individual activity planning for students struggling in math. We will also use TL funds (FSF) in order to offer teachers compensation for their work on curriculum mapping and professional development that takes place before and after school hours. We will also use FSF in order to fund after-school regents prep so that students have multiple opportunities during the day to work with a teacher on their math skills.

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

- Teachers will work both in and outside of subject area teams in order to design curriculum maps that include common core instructional shifts and at least two rigorous CCLS aligned tasks in each core subject area.

Comprehensive needs assessment

- With the introduction of the Common Core Learning Standards it is important that students at BDA are being exposed to curriculum that has CCLS deeply embedded and that they are preparing for a world in which CCLS is shaping assessments, what they will be learning in college, and what they will be asked to do in the workplace. It is a tremendous need of students at BDA that they be engaged in CCLS aligned work for their experience at BDA and their life beyond it.

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) The team of teachers will receive explicit instructions through professional development and bi-weekly meetings where they are assigned work tasks to complete the curriculum maps and activity planning for each subject area. All teachers will participate in structured curriculum planning during their professional periods and will work to design lessons that are based on CCLS and the individual needs of students.
 - b) The principal and staff developer will review curriculum design for alignment to common core instructional shifts and pay special attention to the inclusion of planning for all students. All staff PD will be presented to the staff in September. Support and follow-up will be provided by the Network and CEOptions.
 - c) Teachers will produce bi-weekly reports for the curricular meetings with which they present and provide each other with feedback that is specific to CCLS alignment and individualized instruction.
 - d) Planning will take place throughout the Fall and Spring semester.

Strategies to increase parental involvement

- At a parent meeting in February, parents will have the opportunity to look through a sample curriculum map and will be presented with a rigorous CCLS aligned task. Parents will be given the opportunity to ask questions, provide feedback, and follow-up at future 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 Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- For work done before and after school hours teachers will be compensated using fair student funding. For two months during the fall and two months during the spring they will have the opportunity to utilize up to four hours of per-session per week in order to work in subject area teams and to present to colleagues. CEOptions will also contribute to the professional learning of the staff and will help to facilitate groups, design curriculum and activities with teachers, and provide feedback to every teacher in regards to their planning and delivery of instruction.

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

- Students arriving at BDA in SY 2012-2013 with 0-11 credits will average earning 6 credits in school year 2012-2013.

Comprehensive needs assessment

- In school year 2011-2012, students entering BDA with 0-11 credits only gained an average of 4.65 credits during the school year, which puts BDA at the 34.8 percentile for schools in our peer group. In the city overall, BDA fell into the 27.5 percentile. Students need to be achieving at a higher level when they enter BDA with 11 credits or less.

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) Teachers will design engaging curriculum in introductory classes. Curriculum maps will be designed around big ideas and essential questions that are meaningful to our student population and that encourage them to make connections to their schoolwork.
 - b) The principal, assistant principal, and staff developer will work with teachers in order to design curriculum maps that have meaningful big ideas and essential questions. Also, advocate counselors will receive data regularly on the progress of these new students and have regular conversations with their teachers in order to keep track of their progress. BDA will also work to provide high interest after school activities that encourage students coming to school. These will include but are not limited to, Chess Club, Step Team, and Intermural basketball. LTW opportunities will also go to students as an incentive to maintain high levels of achievement.
 - c) Teachers will receive scholarship reports following each benchmark so that they are able to follow up with individual students, work with the students counselors if they have a likelihood of failing, and analyze why these students might be failing.
 - d) This practice will be implemented following the first marking period and will follow the benchmark schedule. Teachers will get this report from every 12-15 instructional days, depending on how the benchmark falls.

Strategies to increase parental involvement

- Students entering BDA with 0-11 credits will be flagged as they enter to their teachers and counselors. Communication with families will include the current performance of students as well as goals for the year.

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: We are provided advocate counselors through the Jewish Child Care Association. These counselors help us to maintain student attendance and monitor student achievement/ progress.

Service and program coordination

- Fair student funding will be made available in order to fund after school programs that engage students in school.

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

- 30% of students taking the Comprehensive English Regents and 5% of students taking the Integrated Algebra Regents will attain scores high enough for them to avoid remedial classes in the CUNY system.

Comprehensive needs assessment

- As we prepare students for college and the workforce it is important that we are giving them the tools necessary to be successful. In SY 2011-2012, 25.3% of students who sat for the January or June Comprehensive English exam scored 75 or above, allowing them not to take remedial courses at a CUNY school. In SY 2011-2012 1.5% of students who sat for the January or June Integrated Algebra exam scored an 80 or above, which would allow them not to take remedial courses at CUNY. Many of our students come to BDA having struggled on their regents exams, many of them never having passed one. Not only getting students to pass the exams, but getting them to achieve high scores, will be a key to their success in college and in the workforce.

Instructional strategies/activities

- a) Instruction in these areas will be informed by the data available to us from past regents available on ARIS. Teachers will use item analyses from previous regents exams in order to identify problematic skill areas, as well as those areas in which students showed strength, in order to design instruction that helps all students be successful.
- b) Teachers and counselors will communicate student progress throughout the term, identifying students who need more support during, before, and after the school day and also to communicate high expectations to the students.
- c) Professional development using regents data will begin in October and work to develop curriculum maps will continue after school until December. After school work will then be focused on preparing students for regents exams until the January administration. Teachers will then use the results from the regents examinations, including the item analysis available on ARIS, in order to continue planning based on student need as uncovered in the data. Curriculum maps will continue to drive instruction through June and will target skills that students will need in order to be successful on the Integrated Algebra exam.
- d) Curriculum planning will begin in October and continue through December until we begin regents prep. Curriculum planning will resume in February.

Strategies to increase parental involvement

- A workshop will be designed for families that outlines the CUNY entry process and the implications of “testing out” of remedial courses. Families will have the opportunity to connect with teachers about their individual student concerns and progress.

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:

Service and program coordination

- For work done before and after school hours teachers will be compensated using fair student funding. For two months during the fall and two months during the spring they will have the opportunity to utilize up to four hours of per-session per week in order to work in subject area teams and to present to colleagues. CEOptions will also contribute to the professional learning of the staff and will help to facilitate groups, design curriculum and activities with teachers, and provide feedback to every teacher in regards to their planning and delivery of instruction.

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	Reading intervention available during the day from special education teacher as well as literacy licensed teacher. After school ELA tutoring that includes strategies developed from regents item analysis, intake assessment, and teacher made assessments. Push –in special education services available.	Small group and one to one.	During the day and after school.
Mathematics	Math intervention is available during the day including in a SETSS environment for students with disabilities and also after school. Teacher designed activities include small, manageable tasks for students who are struggling. Push –in special education services	Small group and one to one.	During the day and after school.

	available.		
Science	Science lessons and labs broken into small manageable tasks and students who are struggling are offered after school science intervention and individual lab assistance. Push –in special education services available.	Small group and one to one.	During the day and after school.
Social Studies	Dual licensed special education/ secondary Social Studies teachers assigned to all core classes. Assignments are broken into small, manageable tasks.	Small group and one to one.	During the day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students have an advocate counselor provided to them. We also have a school guidance counselor.	All students receive one to one counseling as well as group twice a week.	Before, during, and after the school day.

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.

- Teachers are identified through NYC Teacher Finder, which enable administration to locate highly qualified teachers with experience that will make them successful at BDA.
- All teachers receive frequent classroom observations and written feedback with resources connected to the Common Core Learning Standards as well as the Danielson Framework.
- Each teacher receives individualized professional development from the principal, assistant principal, and from CEOptions, an independent consulting group with 40 years of experience in education and a deep knowledge of Common Core as well as Danielson.
- Multiple before and after-school opportunities available for teachers to develop curriculum both in and outside of curriculum teams.
- Bi-weekly meetings in which teachers and administrators analyze student work, testing data, and present common core aligned tasks for one another's review.

**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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

BDA PARENT INVOLVEMENT POLICY

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

BDA SCHOOL PARENT COMPACT

Dear Parents and Families,

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

Brooklyn Democracy Academy High School will:

1. Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Small class size; with a limit of 25 students per class (Average class size is 18)
 - A focus on integrating the development of critical thinking skills across all subject areas
 - Teaching students learning and reading strategies to support learning in all subjects
 - Formal assessments every two weeks which evaluate both content and skills
2. Hold parent-teacher conferences during which this agreement will be discussed in relation to your child's achievement.
 - Parent teacher conferences are held 3 times a year. (October, February, May)
3. Provide parents with frequent reports on their children's progress.
 - Students receive biweekly progress reports; these outline grades in all classes and areas in need of improvement
 - Parents are contacted when students are late or absent. Home visits are completed when contact has not been made for 2 school days.
4. Provide parents reasonable access to staff.

Every student has an Advocate Counselor who is responsible for maintaining consistent communication with the family. Families can contact the counselor at any point or set up an appointment.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents are active in the Parent Association, Events honoring students, as well as being a consistent partner to the school in relation to students.

Parents and families are invited to classroom exhibitions at the end of the cycle where students demonstrate what they've learned in various courses.

Brooklyn Democracy Academy Parents & Families commit to:

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

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

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School Parent(s) Student

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 Alexis Penzell- New Visions	District 23	Borough Brooklyn	School Number 643
School Name Brooklyn Democracy Academy			

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

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

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

D. School Demographics

Total number of students in school	211	Total Number of ELLs	5	ELLs as share of total student population (%)	2.37%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In												2	3	5
Total	0	0	0	0	0	0	0	0	0	0	0	2	3	5

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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				3	1	2	2			5
Total	0	0	0	3	1	2	2	0	0	5

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
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	3	5										

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

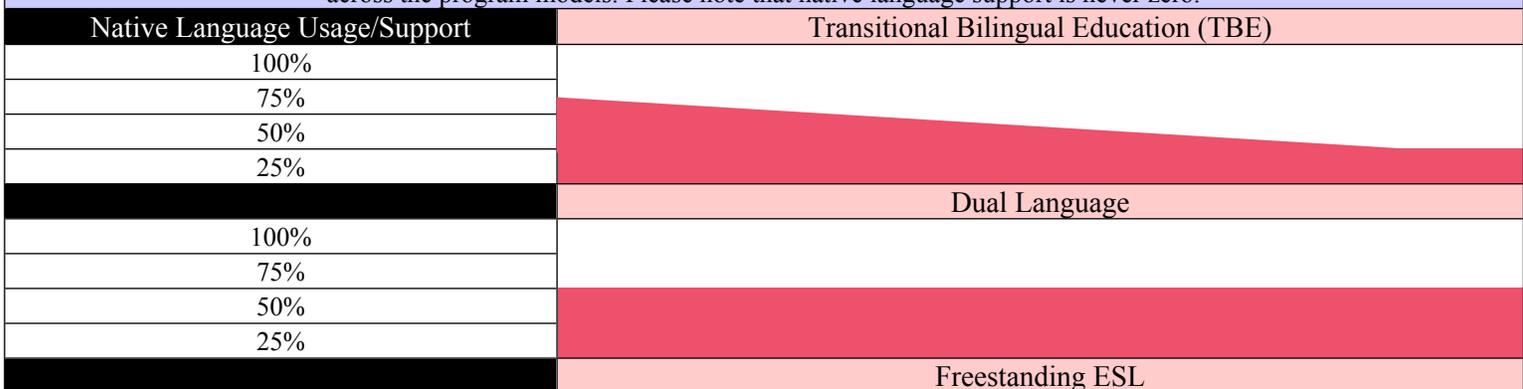
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

All instruction in our school is in English.

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

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

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

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

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

13. (see #8 above)

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

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

Most of our students have skill levels in math and reading many years below grade level. It is not uncommon for our 19 and 20 year old students to have math and reading skills at a 7th grade level.

16. Because we have so few ELLs, and we are not a placement for newly arrived immigrant students, we do not offer programs to newly enrolled ELLs before the start of the school year. If our demographics shift in the future, we will consider offering such a program.

17. The requirements for a high school diploma in NY include one year of foreign language study. BDA students have been offered Spanish and American Sign Language as a foreign 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)?

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

2. N/A

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
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	3		2	
Integrated Algebra	2		0	
Geometry				
Algebra 2/Trigonometry				
Math <u>RCT</u>	3		2	
Biology				
Chemistry				
Earth Science				
Living Environment	4		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	2		0	
US History and Government	1		1	
Foreign Language				
Other RCT Global	3		1	
Other RCT US	2		0	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

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

Paste response to questions 1-6 here

1. For all new admits to our transfer high school, we look at their test history, using information on their transcripts, on ARIS and on ATS. When an ELL student is admitted, our ESL specialist runs ATS reports (RLAT, RNMR, RLER) to learn their test history, their ELL status, their proficiency levels according to NYSESLAT modalities, years of service, and SIFE status. This information informs us about students' tested English proficiency, and about which skill areas ought to be prioritized, and guides ESL instruction in our school. We have learned through experience that test scores, including Regents results, and HS transcripts showing accumulated credits, do not necessarily provide an accurate picture of students' academic skill levels. We administer our own intake test to gain a more reliable current picture. This test provides grade-level equivalents in reading, writing, and math skills.

2&3. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing; often this correlates with ELL SIFE status. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, essay writing organization, and Regents test preparation. Students are also supported in speaking skills, in preparation for internship job interviews, and classroom oral presentations.

Based on their most recent NYSESLAT scores, we currently have two intermediate level ELLs, two advanced level ELLs, and one long-term ELL who scored at a beginning level, based on very low reading and writing scores, despite his scoring at a proficient level in speaking and listening. This is not unusual for many transfer high school students, ELLs and non-ELLs, to demonstrate mastery in oral skills, and weakness in literacy.

4. We used the ESL Periodic assessments during our first year, (three years ago). We discontinued their use, for three reasons: 1, we did not want our ELLs to lose classroom instructional time -- transfer high school students are trying hard to "catch up" on their credits; 2, often, attendance and motivation are challenges for transfer high school students and we realized it is more important to ensure their attendance at Regents exams and the NYSESLAT; and 3, the results on the Acuity Predictive Assessments are consistent with NYSESLAT results (ie, our ELL students show literacy (and, often, math) skills below grade level, and need support in reading and writing skills.)

A closer look at our ELLs' Regents results history show a consistent pattern. It is harder for ELLs to achieve passing scores on the Regents exams that require considerable reading and writing -- the English, Global, and US History -- than on the math and science exams.

6. We evaluate the results of our ESL program in a number of ways. We look at students' overall transcripts, their classroom work, their abilities to follow oral and written directions and to complete tasks appropriate to their level of language proficiency. We work with them on discrete skills, related to comprehension and writing strategies. We work with our ELLs on reviewing content material, particularly in history classes, because those classes require textbook work, to help them succeed on Regents tests. Our ESL specialist has a good rapport with our ELLs, with their teachers, counselors, and families, and this contributes positively to our ELLs' successful integration into school life.

Additional Information

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

Paste additional information here

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

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

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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