



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN ACADEMY OF GLOBAL FINANCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K688

PRINCIPAL: DANNIELLE DARBEE

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SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dannielle Darbee	*Principal or Designee	
Fagan Kuhnmuensch	*UFT Chapter Leader or Designee	
Julia Thompson	*PA/PTA President or Designated Co-President	
Kim Warren	DC 37 Representative, if applicable	
LaShawn Sylvester	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sidney Mowatt	Member/Parent	
Twan Craig	Member/Parent	
Karen Bollers	Member/Parent	
Eric Hancock	Member/Teacher/Chair	
Shaquille Foster	Member/Student	
Davonna Johnson	Member/Student	

** 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

Annual Goal #1

- By August of 2013, we will improve the percentage of students earning a 65 or better on the Integrated Algebra Regents exam from 41% to 60%

Comprehensive needs assessment

- Passing rates on the Integrated Algebra Regents have been historically low (20% - 30% range). Based on the Progress Report data, 41% of the students successfully completed the IA Regents in 2011-2012.
- Students need to develop numeracy skills to succeed in the area of Finance, which is the focus of our school.

Instructional strategies/activities

- Item analysis of Regents exam data for repeaters will be completed to identify target areas where students need further instruction and support. Mock Regents exam data will be used to prepare first-time test takers
- Marking period, interim progress report, and classroom formative assessment data will be used to identify students who may require intervention services.
- Struggling students will be identified prior to the end of first marking period and targeted for additional support including Saturday school, after school tutoring, and small group instruction during the school day
- Attendance data for Integrated Algebra classes will be monitored to identify students who are at risk of not meeting the established performance goals because of low attendance
- Seniors who are not successful on the Integrated Algebra Regents in January 2013 will participate in intensive Regents Prep during the Spring Semester to take the exam again in June 2013. Students who are not successful on the Integrated Algebra Regents by June 2013 will take an intensive Regents Prep course during Summer School and take the exam over in August.
- Teachers will be trained to use ARIS and Datacat to access and analyze student data
- Teachers will develop goals for all students and monitor progress towards those goals.
- Integrated Algebra teacher will work with Co-Teacher and ESL teacher to monitor progress of SWDs and ELLs and modify instruction and interventions where appropriate
- Math teachers will have common planning time to share best practices, develop lesson and unit plans, and develop assessments around state and Common Core standards, and analyze student work
- Teachers will work collaboratively with principal to develop Professional Growth Plans with instructional goals and student progress goals
- Integrated Algebra teacher will meet with principal on a weekly basis to discuss student progress, intervention strategies, receive feedback, reflect on instructional practice, and plan new strategies for implementation
- Teachers will engage in inquiry work one day per week during common planning time to identify areas of deficiency in an effort to provide interventions and inform instruction
- Principal, Talent Coach, and Teacher Leaders will provide professional development for teachers in the Danielson Framework for Teachers
- A Math Coach from New Visions will work with Math Teachers on a weekly basis to provide instructional support, support in planning Common Core-aligned lessons and performance tasks
- Integrated Algebra teacher will attend professional development in the Common Core standards provided by New Visions
- Teachers will participate in professional development on Understanding by Design facilitated by an ASCD Consultant and plan Common Core-aligned units of instruction using the UbD model.

Strategies to increase parental involvement

We will support parents and families of our students by:

- conducting parent-teacher conferences each semester during which the child's progress will be discussed and curriculum will be shared
- scheduling additional parent meetings during teachers' professional periods as necessary
- Monthly parent newsletter will be sent to all parents (Spring Semester)
- PupilPath.com will be used to communicate with parents
- Teachers will maintain electronic anecdotal and outreach logs in Skedula.com. These logs will be shared with parents through PupilPath.com
- Teachers will send interim progress reports to parents. Report Cards will be mailed home.

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

- Math Coach and Common Core professional development will be provided through New Visions. Covered through CFN Allocation to network
- Understanding by Design consultant will be paid through Tax Levy funding
- Materials for STH students will be funded through STH Title 1 allocation. Materials for all other students will be funded through Tax Levy
- Tutoring and academic and social-emotional interventions will be covered using Tax Levy funding

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By August of 2013, we will improve the percentage of students earning a 65 or better on the Global Regents exam from 48% to 60%.

Comprehensive needs assessment

- Passing rates on the Global Regents have been historically low (30% range). Based on the Progress Report data, 48% of the students successfully completed the Global Regents in 2011-2012.
- Students need to develop literacy skills to succeed in all content areas.

Instructional strategies/activities

- Item analysis of Regents exam data for repeaters will be completed to identify target areas where students need further instruction and support. Mock Regents exam data will be used to prepare first-time test takers
- Marking period, interim progress report, and classroom formative assessment data will be used to identify students who may require intervention services.
- Struggling students will be identified prior to the end of first marking period and targeted for additional support including Saturday school, after school tutoring, and small group instruction during the school day
- Attendance data for Global classes will be monitored to identify students who are at risk of not meeting the established performance goals because of low attendance
- Seniors who are not successful on the Global Regents in January 2013 will participate in intensive Regents Prep during the Spring Semester to take the exam again in June 2013. Students who are not successful on the Global Regents by June 2013 will take an intensive Regents Prep course during Summer School and take the exam over in August.
- Teachers will be trained to use ARIS and Datacator to access and analyze student data
- Teachers will develop goals for all students and monitor progress towards those goals.
- Global teacher will work with Co-Teacher and ESL teacher to monitor progress of SWDs and ELLs and modify instruction and interventions where appropriate
- Social Studies teachers will have common planning time to share best practices, develop lesson and unit plans, and develop assessments around state and Common Core standards, and analyze student work
- Teachers will work collaboratively with principal to develop Professional Growth Plans with instructional goals and student progress goals
- Global teacher will meet with principal on a weekly basis to discuss student progress, intervention strategies, receive feedback, reflect on instructional practice, and plan new strategies for implementation
- Teachers will engage in inquiry work one day per week during common planning time to identify areas of deficiency in an effort to provide interventions and inform instruction
- Principal, Talent Coach, and Teacher Leaders will provide professional development for teachers in the Danielson Framework for Teachers
- A Literacy Coach from New Visions will work with Social Studies Teachers on a weekly basis to provide instructional support, support in planning Common Core-aligned lessons and performance tasks
- ELA teachers will support writing. Freshman writing class will include practice on thematic essays and DBQs to supplement content instruction and better prepare students for exam
- Teachers will participate in professional development on Understanding by Design facilitated by an ASCD Consultant and plan Common Core-aligned units of instruction using the UbD model.

Strategies to increase parental involvement

- conducting parent-teacher conferences each semester during which the child's progress will be discussed and curriculum will be shared
- scheduling additional parent meetings during teachers' professional periods as necessary
- Monthly parent newsletter will be sent to all parents (Spring Semester)
- PupilPath.com will be used to communicate with parents
- Teachers will maintain electronic anecdotal and outreach logs in Skedula.com. These logs will be shared with parents through PupilPath.com
- Teachers will send interim progress reports to parents. Report Cards will be mailed home.

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

- Literacy Coach will be provided through New Visions. Covered through CFN Allocation to network
- Understanding by Design consultant will be paid through Tax Levy funding
- Materials for STH students will be funded through STH Title 1 allocation. Materials for all other students will be funded through Tax Levy
- Tutoring and academic and social-emotional interventions will be covered using Tax Levy funding

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June of 2013, we will increase the daily attendance from 73.3% to 80%.

Comprehensive needs assessment

Attendance is a focus area for improvement:

- Progress Report data from 2009-2010 through 2011-2012 shows a severe decrease in attendance from 86.8% to 73.3%
- This school has historically had an increasing number of LTA students since it opened in 2009
- Improved attendance will result in a greater number of students making academic progress, which will lead to increased credit accumulation and passing rates on Regents exams.

Instructional strategies/activities

- Create an attendance team consisting of attendance teacher, assistant principal, community coordinator, guidance counselor, and teacher liaison.
- Attendance team will monitor daily attendance rate, identify students who are frequently absent (2-3 times per week, analyze patterns of low attendance and 407s. Team will meet twice per month to create action plans based on data and implement, monitor progress, and adjust those plans as necessary.
- Students who are frequently absent will be targeted for attendance improvement plans and weekly attendance progress reports. Guidance Counselor will monitor students' progress.
- Recognition awards will be given at monthly town hall grade meetings and awards ceremonies for perfect attendance and improved attendance.
- WakeUp NYC service will be utilized for all students who had more than 20 absences during the 2011-2012 school year.
- Daily phone calls will be made by attendance team members and teachers. Call logs will be kept on file, and attendance team will follow up.
- Home visits will be conducted for all frequently absent and LTA students.

Strategies to increase parental involvement

- conducting parent-teacher conferences each semester during which the child's progress will be discussed and curriculum will be shared
- scheduling additional parent meetings during teachers' professional periods as necessary
- Monthly parent newsletter will be sent to all parents (Spring Semester)
- PupilPath.com will be used to communicate with parents
- Teachers will maintain electronic anecdotal and outreach logs in Skedula.com. These logs will be shared with parents through PupilPath.com
- Teachers will send interim progress reports to parents. Report Cards will be mailed home.
- Parents will be invited for recognition ceremonies

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Improve school culture by improving communication and collaboration amongst students, parents, and faculty

Comprehensive needs assessment

- The school has had a high rate of turmoil and turnover since it opened in 2009. We have a new principal and 10 out of 14 teachers are new to the school this year, with seven of those teachers brand-new to the profession. Building a school culture of collaboration and communication is a priority.
- The 2011-2012 Learning Environment Survey results were very low, with communication being one of the lowest categories, especially from the teachers' responses.
- Both students and parents expressed a lack of engagement in school community. Parents feel that there is a lack of communication between teachers and parents. Students feel that there are not enough activities/events/extracurricular activities to connect them to school.

Instructional strategies/activities

- Principal sends a Weekly Calendar to all staff every Monday to inform them of all events/meetings/etc. happening each week. The Weekly Calendar also includes messages to the staff.
- Monthly Cohort Town Hall meetings will be held with students to discuss progress, recognize progress/achievement/attendance, and inform students of upcoming events/activities
- Student Executive Board was created. A Coordinator of Student Activities was selected to work with students to plan activities.
- Principal meets with teachers at least once a week for inquiry and one other day during common planning to discuss school culture and concerns
- Meet & Greet for parents and faculty was held in October. Purpose was to provide an opportunity for parents to come to the school to meet new principal and teachers and discuss goals for the school year.
- Calendar of activities for senior class was created, including Prom, Senior Trip, ice-skating trip, school spirit week
- Teachers plan after-school activities for students
- Off-site team-building activities for staff are planned every other month

Strategies to increase parental involvement

- conducting parent-teacher conferences each semester during which the child's progress will be discussed and curriculum will be shared
- scheduling additional parent meetings during teachers' professional periods as necessary
- Monthly parent newsletter will be sent to all parents (Spring Semester)
- PupilPath.com will be used to communicate with parents
- Teachers will maintain electronic anecdotal and outreach logs in Skedula.com. These logs will be shared with parents through PupilPath.com
- Teachers will send interim progress reports to parents. Report Cards will be mailed home.
- Parents plan fundraising activities during the school day and events
- Creation of a new PTA and SLT team. Meetings are scheduled for the entire year and information has been sent to parents and posted on PupilPath.com in response to parent feedback that they did not receive notice of PTA 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

- Tax Levy funding will be used for materials for outreach (mailings, postage)
- PTA is conducting fundraising to reduce costs for Senior Activities (Trip, Prom, Dues)

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		Small group instruction and tutoring	During the school day, after school, Saturday* (*Spring semester)
Mathematics		Small group instruction and tutoring	During the school day, after school, Saturday* (*Spring semester)
Science		Small group instruction and tutoring	During the school day, after school, Saturday* (*Spring semester)
Social Studies		Small group instruction and tutoring	During the school day, after school, Saturday* (*Spring semester)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling with School Psychologist	One-to-one	During 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.

Recruitment is done through the DOE Hiring Fairs and Open Market. DOE New Teacher Finder is also used to identify potential candidates. Retention strategies include creation of a collegial professional learning community, development of leadership capacity through opportunities to facilitate professional development and engage in distributed leadership roles to grow and advance within the structure of the school. Teachers may also have opportunities to create elective courses and design Common Core based curricula for those courses. Professional development on the Danielson Framework for Teaching is differentiated based on identified areas of need across school and individual Professional Growth Plans created by each teacher. Teachers will engage in small group Competency studies based on their instructional goals. Professional development in Understanding by Design for teachers to plan Common Core-aligned units will be provided by an ASCD consultant, Dr. Donnell Gregory. Math, Literacy, and Special Education Coaches are provided by New Visions, our support organization. Teachers are also provided with opportunities for off-site professional development through New Visions and the Danielson Group. Teachers are encouraged to seek opportunities to attend conferences and workshops in their content area. Teachers receive frequent formative and evaluative feedback on their instructional practice and goals.

**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)

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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Community Coordinator to serve as a liaison between the school and families. The Community 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 Community 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, specifically on PupilPath.com so they can review their child's attendance, grades, transcript and communicate with the teachers;
- 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:

- sending representatives from the PTA to the Parent Academy
- co-planning fundraising activities
- holding an annual Title I Parent Curriculum Conference during Parent-Teacher Conferences;
- 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 designed to keep parents informed about school activities and student progress;
- posting events on the calendar on PupilPath.com
- 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 and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 Debra Maldonado/Alexis Penzell	District 16	Borough Brooklyn	School Number 688
School Name Brooklyn Academy of Global Finance			

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

Principal Kavita Gupta	Assistant Principal Edwin Hankerson
Coach Len Kassin	Coach None
ESL Teacher Lin Rao	Guidance Counselor Beverly Lawrence
Teacher/Subject Area Dawn Shum/Special Education	Parent None
Teacher/Subject Area Eric Siu/Living Environment	Parent Coordinator Kim Warren
Related Service Provider Beverly Lawrence	Other None
Network Leader Alexis Penzell	Other None

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	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	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	1		

D. School Demographics

Total number of students in school	162	Total Number of ELLs	10	ELLs as share of total student population (%)	6.17%
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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

1. Students new to the NYC school system are first administered the Home Language Identification Survey at intake/registration. If another language besides English is spoken in the home when the form is complete, an informal oral interview will take place by our ESL teacher (Lin Rao-ESL NYS certification (Mandarin/Spanish) and the parent coordinator (Kim Warren- MSW). The NYSELAT eligibility students are identified through the ATS program-RNMR. The Language Assessment Battery will be administered within the first 10 days of enrollment by the ESL teacher (Lin Rao-ESL certification.) or Assistant Principal (Edwin Hankerson-SBL). The Spanish LAB-R will be administered by the Spanish teacher (Pauline Brown-NYS Spanish certification) and Assistant Principal (Edwin Hankerson-SBL) within the first 10 days of the Spanish speaking students enrollment. Based on this score, a student may be placed in ESL classes. Prior to school's commencement, the ESL teacher and guidance counselor and the Assistant Principal will review students' scores on the NYSELAT and program students for the appropriate number of ESL courses. Students who have been designated "Beginner" receive three ESL classes; those who score "Intermediate" receive two classes; and those who score "Advanced" are programmed for one ESL class. Students who score "Proficient" may be given a support class, designed to help them to improve their reading and writing skills in preparation for college. If parents do not choose an ELL program, the default is a bilingual program. NYSELAT are administered every May of the current school year. The ESL teacher (Lin Rao) and guidance counselor (Beverly Lawrence) will make phone calls informing the parents of their child's eligibility for the NYSELAT before the May exam. The ESL teacher will ensure that all four parts are completed by each student during the exam period by monitoring the testing and ensuring English and directions are applied in the native language when applicable.
2. Upon intake, parents are invited to the Parent Orientation which happens every Friday with our parent coordinator (Kim Warren). The parents are advised of the ELL programs available at our school by the ESL teacher (Lin Rao- ESL-NYS)) and of the programs available at other schools in our district. Parents who do not respond to invitations to our ELL Parent Orientation are contacted in their native language by phone (through DOE translation services) by the Parent Coordinator within 7 days of intake. Parents are advised that BAGF currently only offers a Freestanding ESL program, and of the additional schools that offer alternative programs within the first 10 days of school by the ESL teacher (Lin Rao)if they choose that program when it becomes available. The parents are given pamphlets in their native language (from the EPIC toolkit) that describe the different program choices within the first 10 days of school.
3. Entitlement letters, in both English and in students' home language, are distributed through ESL classes by the ESL teacher (Lin Rao) for students who are entitled, and through the Assistant Principal (Edwin Hankerson)and Parent Coordinator (Kim Warren)for students who are not. The same process is done for the Parent Survey and Program Selection Forms. Copies of the placement letters are maintained in the student's file in the main office. Parent survey and program selection forms are distributed at intake and during Parent Orientation. Parents who do not attend are contacted by the Parent Coordinator or ESL teacher. All forms are collected by the ESL teacher (Lin Rao) and Assistant Principal (Edwin Hankerson). If parents do not choose an ELL program, the default is bilingual education in another setting.
4. Students are placed in our ESL program based on NYSELAT scores and in consultation with the ESL teacher, ESL guidance counselor and parents.

- 5. All 10 ESL students' parents choose Freestanding ESL .
- 6. The program models are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	3
SIFE	4	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	6	3	0				4	1	3	10
Total	6	3	0	0	0	0	4	1	3	10

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																		
Spanish																			0	0
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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. Self-contained.

1b. Heterogeneous groupings

2. Data programmer programs students for mainstream ESL classes, and two guidance counselors serve ESL students with IEPs. Each year, counselors are given the most recent results for the NYSESLAT exam, and program students accordingly. Beginner ESL students receive 3 ESL classes per day; Intermediate students receive two classes per day, advanced and transitional students receive one ESL class per day. Sophomores and juniors are programmed for a college writing/ELA prep course.

3. Content areas are delivered in English. Teachers confer with ESL teacher and bilingual grade advisor to discuss student progress. Content teachers regularly meet with ESL teacher to discuss lesson modifications and strategies to make content comprehensible to ELLs.

5a. SIFE students are given a reading and writing assessment upon intake. If students are in need, they may be programmed for a literacy class in addition to their ESL classes. SIFE students are also referred to their guidance counselor to assess their individual needs, to determine if support services are warranted.

5b. ELLs in school for less than three years receive three ESL classes per day designed to accelerate their academic reading, writing, listening, and speaking skills. Beginner students meet regularly with ESL teacher for targeted tutoring in content-areas.

5c. ELLs receiving service for 4-6 years receive the mandated number of ESL classes based on their proficiency level. Instruction focuses on development of academic reading and writing skills. Students routinely conference with bilingual grade advisor and attend scheduled tutoring/conferences with ESL teacher.

5d. Long-term ELLs receive the mandated number of ESL classes based on their proficiency level. Students regularly meet with ESL teacher during lunch periods for targeted tutoring. ESL classes are designed to further develop literacy and writing skills.

6. ELLs with special needs receive the mandated number of ESL classes in beginner, intermediate, and advanced.

7. Tutoring in all content areas is available for ELLs four times per week. In addition, ELLs attend targeted tutoring session run by our ESL teacher in collaboration with content teachers for one hour four times per week.

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

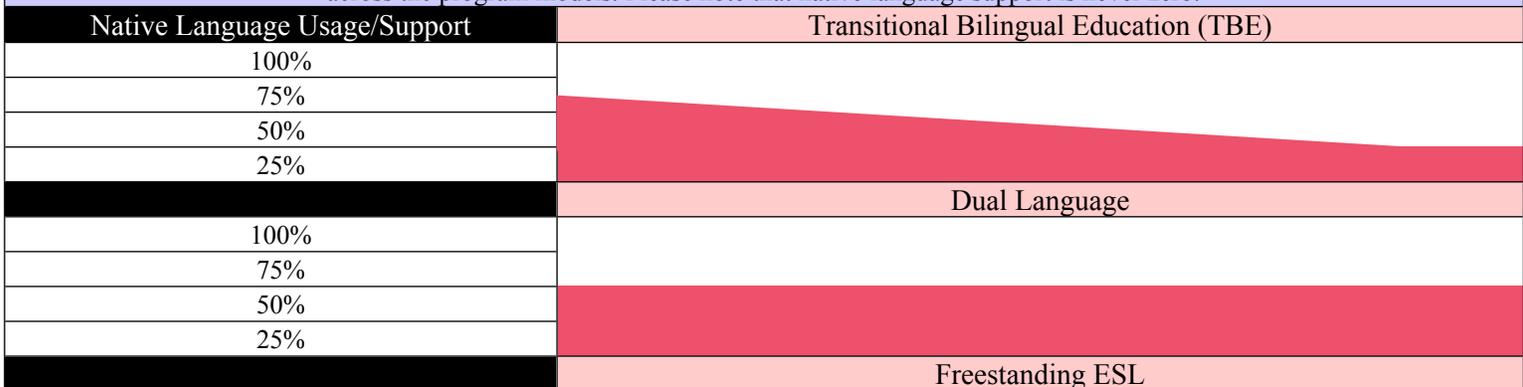
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

8. Our targeted intervention plan for ELLs in the content areas is to designate specific teachers in each grade level as the teacher for social studies, ELA and science for which ELLs will be programmed. These teachers will receive professional development training through our ESL teacher and through outside workshops, such as QTEL.
9. Our plan for continuing transitional support is to program students for an ESL college writing/ELA prep class for one year. Students also attend after-school tutoring with ESL teacher and content teachers.
10. We plan to expand our Title III tutoring program and plan to send content and ESL teacher to professional development sessions on delivering content to ELLs. We are also working with our programming office on a proposed plan to block 9th and 10th grade ELLs in content classes.
11. No services will be discontinued.
12. Tutoring in all content areas is available for ELLs four times per week. In addition, ELLs attend targeted tutoring session run by our ESL teacher in collaboration with content teachers for one hour four times per week.
13. A variety of instructional materials are used including: novels, plays, poems, short stories, anthologies, grammar text books at the beginning, intermediate and advanced levels, learner's dictionaries, writing handbooks, current magazines and periodicals, dvds, songs
14. Spanish speaking students are programmed for Spanish language classes based on their level of proficiency.
15. Required services support and correspond to ELL's ages and grade levels.
16. Newly enrolled ELLs attend an orientation run by our ESL teacher and bilingual grade advisor in the spring before their admittance in the fall. During this orientation, students are interviewed and a writing sample is obtained to assist in programming for the fall semester. All students attend orientation on the first day of the semester.
17. Spanish and Mandarin language electives are offered to ELLs.

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)?

Paste response to questions 1-5 here

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.

1. Our ESL teacher attends professional development sessions through Ne Visions G2G program.
 2. All 9th grade students are provided support through the 9th Grade Team Meetings. In this program, teachers collaborate to design units and lessons in the beginning of the school year that focus on the different expectations that teachers have for high school students.
 3. Teachers receive professional development on the three designated days in the school year. These days focus on looking at student work and differentiating instruction to meet students' needs. Particular attention is paid to ELL students and students with other special needs. This year, we hope to expand professional development by sending teachers to QTEL workshops, and "turn-keying" the strategies they learn to the rest of the staff.

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?

1. All parents are invited to a Parent Orientation at the beginning of their child's career at BAGF. BAGF also does outreach through PupilPath, our online grading system. Our Parent Coordinator routinely extends invitations to all parents to attend Parent Teacher Association meetings. Parents of 9th grade ELL students are also invited to a Parent Orientation meeting at the beginning of the school year.
 2. We do not have partnerships with outside agencies or CBOs to provide workshops for ELL parents.
 3. Parents communicate their needs through our Parent Orientation meetings, through regular PTA meetings, and by contacting our guidance counselors and Parent Coordinator.
 4. PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements.

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)										5				5

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										5			
	I										2	3		
	A													
	P													
READING/ WRITING	B										5			
	I										2	3		
	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	2		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government	1		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. Our school uses a self-designed literacy exam for all students. This exam reveals the reading level of each student, and the specific literacy skills that students need to develop to reach an appropriate grade level.
2. The data patterns across NYSESLAT modalities reveal that most of our Beginner students need specific development in Listening and Speaking, while Intermediate and Advanced students need support in reading and writing.
3. Patterns suggest that Beginner classes focus on speaking, listening, vocabulary development and grammar. Intermediate and Advanced classes focus on reading and writing that will prepare students for college
4. Students are having the most difficulty in Global Studies and Living Environment exams. Although we give students a choice to take the exam in English or their native language, none of our students chose to take the exam in a language other than English.
6. We evaluate the success of instructional programs by looking at scholarship and assessment data

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kavita Gupta	Principal		12/1/11
Edwin Hankerson	Assistant Principal		12/1/11
Kim Warren	Parent Coordinator		12/1/11

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lin Rao	ESL Teacher		12/1/11
Julia Thompson	Parent		12/1/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Beverly Lawrence	Guidance Counselor		12/1/11
Alexis Penzell	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 16K688 **School Name:** Brooklyn Academy of Global Finance

Cluster: 5 **Network:** New Visions- CFN 563

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.

We survey our parents on a yearly basis using the Home Language Surveys, Face to Face interviews with guidance counselors and administrators, teachers' and students' input. Since we have several staff members that are proficient in Spanish and Arabic, our families have the ability to state their concerns through a translator.

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.

Currently we have approximately thirty families that required translated materials, primarily in Spanish and Arabic. The school community receives information concerning needed translations through the guidance and administrative staff

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.

Written translations of all mailed materials are mailed to the appropriate families. Translated letters provided by the DOE are sent as required. All other school written materials are translated by Brooklyn Academy of Global Finance's staff or an approved vendor from the DOE

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.

Oral interpretation services are provided to parents as needed regarding attendance, academic progress, school events, key dates and the like by bilingual school staff if available. Messages sent by the school messenger will be sent in Spanish and Arabic since these are the primary languages outside of English. For languages for which there are no bilingual staff available, the school will contact a DOE approved vendor

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>.

Brooklyn Academy of Global Finance students' parents receive written notification of their rights regarding translation and interpretation services along with instructions on how to obtain the services. A sign is posted conspicuously in the general office that indicates the covered languages and the room where copies of the written materials can be obtained. BAGF will provide appropriate translated materials to parents in need of such services as provided to the general population of the school. Parents will also be provided with oral translations of school information to be disseminated to the general population via phone contact in the native language