



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BOYS AND GIRLS HIGH SCHOOL
DBN (i.e. 01M001): 16K455
Principal: BERNARD GASSAWAY
Principal Email: BGASSAWAY@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Bernard Gassaway	*Principal or Designee	
Dominique Borgella	*UFT Chapter Leader or Designee	
Caster Hall	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Christina Alexander Johnson Calvin Brown	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alison Best Adams	Member/ Teacher	
Stacey Carter	Member/ Parent	
Maureen Lewis	Member/ Parent	
Nia Johnson	Member/ Assistant Principal	
Natasha Jackson	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
----------	---

School Information Sheet for 16K455

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	940	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	59	# SETSS	5	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2013-14)					
# Visual Arts	30	# Music	16	# Drama	N/A
# Foreign Language	59	# Dance	N/A	# CTE	10
School Composition (2012-13)					
% Title I Population	61.4%	% Attendance Rate		70.2%	
% Free Lunch	71.4%	% Reduced Lunch		2.7%	
% Limited English Proficient	2.9%	% Students with Disabilities		19.3%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American		88.9%	
% Hispanic or Latino	8.8%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
% White	0.8%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.25	# of Assistant Principals		7	
# of Deans	N/A	# of Counselors/Social Workers		10	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		16.9%	
% Teaching with Fewer Than 3 Years of Experience	7.5%	Average Teacher Absences		6.8	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	57.6%	Mathematics Performance at levels 3 & 4		39.1%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		43.9%	
6 Year Graduation Rate	53.4%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

BGHS 2012-2013 SCEP gave clear and concise goals that were implemented in the school. The outline of how these goals would be carried out and accomplished aided in the development and fulfillment of our mission. Many of our outlined goals from 12-13 SCEP have been met and others are in the process of being accomplished.

Annual Goal #1 tenet 2

By June 2013, 75% of staff will receive professional development to implement the schools' mission and vision to improve the O cohort graduation rate to 50%, from Cohort N 38.6%. Over 80% of the staff received professional development by June 2013. We increased our June 2013 graduation rate to 44%.

According to our May 2013 SQR report draft:

BGHS "has developed a vision and a school culture designed to increase student achievement."

Annual Goal #2 tenet 3

By June 2013, 100% of teachers will receive professional development in curriculum mapping, unit and lesson planning, analyzing student data, aligned to the Common Core Learning Standards (CCLS). This goal was met.

According to our May 2013 SRQ report draft:

"The school is developing and implementing Common Core Learning Standards aligned curriculum to meet the needs of all students, including students with disabilities and English language learners, in order to improve instructional practices and increase student achievement. The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core learning standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes."

Annual Goal #3 tenet 4

By June 2013, BGHS's Instructional Leadership Team will create a schedule of lesson observations; discuss meaningful feedback and next steps for teacher improvement at all cabinet meetings. This goal was met.

According to our May 2013 SQR report draft:

"Teachers have access to assessment data that help to inform the grouping of students."

Annual Goal #4 tenet 5

By June 2013, increase collaboration among support services staff to reduce school-wide incidents by 10%. This goal was met.

According to our May 2013 SQR report draft:

"The school has developed a safe and respectful environment aimed at meeting the social and emotional developmental needs of most students. As a result students feel safe and supported."

Annual Goal #5 tenet 6

By June 2013 comprehensive support services are provided to assist the school community in achieving its vision and mission. This goal was met.

According to our May 2013 SQR report draft:

“The school has developed a welcoming environment and an open-door policy of access to teachers and school leaders. As a result, families, community based organizations and school staff share in the responsibility for students social and emotional developmental health.”

Describe the areas for improvement in your school’s 12-13 SCEP.

The areas of improvement in the 2012-2013 SCEP were in our Academic Intervention Services (AIS). The areas that were in need of AIS are ELA, MATH, SCIENCE, SOCIAL STUDIES & At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

SQR tenet 2- The school has developed a vision and a school culture designed to increase student achievement. However, continuous and sustainable academic improvement has not yet been realized.

SQR tenet 3- The school is developing and implementing Common Core Learning Standards aligned curriculum to meet the needs of all the students with disabilities and English Language learners, in order to improve instructional practices and increase student achievement. However, the instructional shifts that are the basis for the CCLS were not apparent in most classrooms visited.

SQR tenet 4-Teachers have access to data that help to inform the grouping of students. However, visits to classrooms reveal that teachers are not consistently using this data to inform instruction. As a result, instructional practices do not include rigor and higher order thinking skills that meet the specific needs of all the students.

Describe the barriers and challenges encountered while developing and implementing your school’s 12-13 SCEP.

Recruiting, retaining, and training a highly effective teaching staff continues to be a major challenge.

Describe the degree to which your school’s 12-13 SCEP was successfully implemented.

Overall we achieved some measure of success in all of the tenets.

BGHS 2012-2013 SCEP gave clear and concise goals that were implemented in the school. The outline of how these goals would be carried out and accomplished aided in the development and fulfillment of our mission. Many of our outlined goals from 12-13 SCEP have been met and others are in the process of being accomplished.

Annual Goal #1 tenet 2

By June 2013, 75% of staff will receive professional development to implement the schools’ mission and vision to improve the O cohort graduation rate to 50%, from Cohort N 38.6%. Over 80% of the staff received professional development by June 2013. We increased our June 2013 graduation rate to 44%.

According to our May 2013 SQR report draft:

BGHS “has developed a vision and a school culture designed to increase student achievement.”

Annual Goal #2 tenet 3

By June 2013, 100% of teachers will receive professional development in curriculum mapping, unit and lesson planning, analyzing student data, aligned to the Common Core Learning Standards (CCLS). This goal was met.

According to our May 2013 SRQ report draft:

“The school is developing and implementing Common Core Learning Standards aligned curriculum to meet the needs of all students, including students with disabilities and English language learners, in order to improve instructional practices and increase student achievement. The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core learning standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.”

Annual Goal #3 tenet 4

By June 2013, BGHS’s Instructional Leadership Team will create a schedule of lesson observations; discuss meaningful

feedback and next steps for teacher improvement at all cabinet meetings. This goal was met.

According to our May 2013 SQR report draft:

“Teachers have access to assessment data that help to inform the grouping of students.”

Annual Goal #4 tenet 5

By June 2013, increase collaboration among support services staff to reduce school-wide incidents by 10%. This goal was met.

According to our May 2013 SQR report draft:

“The school has developed a safe and respectful environment aimed at meeting the social and emotional developmental needs of most students. As a result students feel safe and supported.”

Annual Goal #5 tenet 6

By June 2013 comprehensive support services are provided to assist the school community in achieving its vision and mission. This goal was met.

According to our May 2013 SQR report draft:

“The school has developed a welcoming environment and an open-door policy of access to teachers and school leaders. As a result, families, community based organizations and school staff share in the responsibility for students social and emotional developmental health.”

Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X	No
---	--	------------	---	-----------

If all the goals were not accomplished, provide an explanation.

SQR tenet 2: School leader Practices and Decisions- - The school has developed a vision and a school culture designed to increase student achievement. However, continuous and sustainable academic improvement has not yet been realized.

SQR tenet 3: Curriculum Development and Support- - The school is developing and implementing Common Core Learning Standards aligned curriculum to meet the needs of all the students with disabilities and English Language learners, in order to improve instructional practices and increase student achievement. However, the instructional shifts that are the basis for the CCLS were not apparent in most classrooms visited.

SQR tenet 4: Teacher Practices and Decisions- -Teachers have access to data that help to inform the grouping of students. However, visits to classrooms reveal that teachers are not consistently using this data to inform instruction. As a result, instructional practices do not include rigor and higher order thinking skills that meet the specific needs of all the students.

Did the identified activities receive the funding necessary to achieve the corresponding goals?		Yes	X	No
--	--	------------	---	-----------

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

Recruiting, retaining, and training a highly effective teaching staff continues to be a major challenge.

List the 13-14 student academic achievement targets for the identified sub-groups.

We want our ELLs, SWDs, and students in the bottom third to earn 10 or more credits. We want them to pass at least one regents examination.

Describe how the school leader(s) will communicate with school staff and the community.

Our school leaders will communicate with school staff and the community by utilizing our resources ranging from our school partners, recruitment team, student government and having routine meetings. We have various means that we utilize to communicate with one another and diverse events that we coordinate to raise awareness in the community.

Describe your theory of action at the core of your school's SCEP.

Our theory of action at the core of the school's SCEP is rigor, engagement, and differentiation. This is the theory of action at the core of our school's SCEP. We believe that students achieve success when they feel safe and are supported by caring and competent adults. We believe our goals can only be met when we are able to recruit, retain, and train a highly qualified and effective teaching staff.

Describe the strategy for executing your theory of action in your school's SCEP.

Our primary strategy is to target limited resources to support programs to address identified needs of students and staff. We also recognize the need to support parents in their efforts to support their children.

List the key elements and other unique characteristics of your school's SCEP.

We attempt to leverage our community, business, and university partnership to fill the resource gap to meet the plethora of needs of our students.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We have an effective leadership team who are highly qualified to manage the improvement plan.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

The school has developed a vision and a school culture designed to increase student achievement. However, continuous and sustainable academic improvement has not yet been realized.

Review Type:	ITT	Year:	2012-13	Page Number:	1	HEDI Rating:	D
---------------------	-----	--------------	---------	---------------------	---	---------------------	---

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader’s vision	x	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, each assistant principal and principal will have attended a minimum of four professional development activities to improve leadership practice.

Tenet 2- School Leader Practices and Decisions: (Big Ideas: 2.2 School leaders vision, 2.3 Systems and structures for school development, 2.4 School leader’s use of resources, 2.5 Use of data and teacher and mid-management effectiveness.)

SQR- Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy- Create leadership capacity to improve teacher and leadership practices to improve student outcomes.

1. Principal will continue to participate in professional learning. He is currently a student at Columbia University’s Teachers College
2. All assistant principals will attend self-selected and targeted professional development activities
3. All assistant principals will complete workshop evaluations and turn-key for the leadership team and for the instructional staff

B. Key personnel and other resources used to implement each strategy/activity

1. CFN 402 Support Team
2. ELI – CSA
3. ASCD Conference
4. Teachers College
5. Assistant Principals and teacher (Academy Coordinators and Teacher Leaders)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-14 school year, instructional leaders will be able to provide evidence of their professional learning.
2. Assistant Principals, academy coordinators, and lead teachers will share best practices throughout the year
3. Assistant Principals will collaborate daily and formally once a week with each other to focus on monitoring BGHS’s instructional plan

4. Principal will conduct cabinet meetings once a month from September 2013 through June 2014
 5. Principal will convene and participate in School Leadership Team meetings once a month from September 2013 through June 2014
- D. Timeline for implementation and completion including start and end dates**
1. This timeline will occur between September 2013-14
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. One principal, six assistant principals, four academy coordinators, and four lead teachers will attend a minimum of four professional development activities, including conferences and workshops. There may be various cost associated with these conference. For example, three assistant principals and two lead teachers will attend the ASDC Conference in March 2014. In addition, five assistant principals will meet once a week for two hours for 24 weeks after school for leadership development.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	X	Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Refine the development of curricula to strengthen alignment to the CCLS across content areas and provide all students with task that lead to increasingly higher levels of engagement in learning (QR 1.1)

Review Type:	QR	Year:	2012-13	Page Number:	4	HEDI Rating:	D
---------------------	----	--------------	---------	---------------------	---	---------------------	---

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of teachers will receive professional development in curriculum mapping, unit and lesson planning, analyzing student data, aligned to the Common Core Learning Standards (CCLS)

Tenet 3: Big ideas : 3.2 Enacted curriculum, 3.3 units & Lesson plans, 3.4 Teacher collaboration, 3.5 Use of Data and action-planning)

SQR-Curriculum Development and Support- The school has rigorous and coherent curricula and assessment as that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modify for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy- All teachers will partake in specified meetings, trainings and observations aligned to the Common Core Learning Standards (CCLS)

1. Activity-All teachers will participate in Common Planning
2. Activity-All subject area teachers will participate in grade level meetings
3. Activity-Assistant Principals will exceed minimum observations required by ADVANCE
4. Activity-All teachers will be taught at least five strategies to increase reading/writing in all disciplines by June 2014
5. Activity-All teachers will receiving training on Danielson 3E (Questioning Technique/Rigor) by June 2014
6. Activity-Teacher teams will engage in routine inquiry to analyze data to modify instructional practices where needed
7. Activity-BGHS instructional leadership team will participate in walkthroughs to calibrate understanding of Danielson rubrics

B. Key personnel and other resources used to implement each strategy/activity

1. CFN 402
2. Principal
3. Assistant Principals
4. Teacher Lead PD
5. External Providers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6. By the end of the 2013-14 school year, instructional leaders will be able to provide evidence of their professional learning.
7. Assistant Principals will share best practices throughout the year
8. Assistant Principals will collaborate daily and formally once a week with each other to focus on monitoring BGHS's instructional plan
9. Principal will conduct cabinet meetings once a month from September 2013 through June 2014
10. Principal will convene and participate in School Leadership Team meetings once a month from September 2013 through June 2014 All activities will be monitored periodically (weekly, monthly to evaluate progress, effectiveness, and impact of each strategy/activity

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per Session for 5 administrators and 30 teachers, 4 hours per day, twice a month, for six months. In addition, five to ten teachers 2 hours per day, three times per month, for six months per session for curriculum planning and development.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teacher pedagogy to incorporate effective questioning and challenging tasks that foster deep thinking and active participation in order to accelerate student learning across grades and content areas QR 1.2)

Enhance the use of common assessments to adjust curriculum and instruction in order to accelerate improvement in student outcomes (QR 2.2)

Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	D
---------------------	----	--------------	---------	---------------------	---	---------------------	---

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, BGHS's Instructional Leadership Team will visit each teacher a minimum of six times using the Danielson Framework for Teaching.

Tenet 4- Teacher Practices and decisions- (Big Ideas: 4:2 Instructional practices and strategies, 4.3 Comprehensive plans for teaching, 4.4 Classroom environment & culture, 4.5 Use of data, instructional practices and student learning)

SQR-Teacher practices and decisions- Teachers engage in strategic practices and decisions-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement. Teachers have access to assessment data that help to inform the grouping of students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy- Strengthen teacher practice to foster higher order thinking and active participation.

B. Key personnel and other resources used to implement each strategy/activity

1. CFN 402
2. Assistant Principals
3. Principal
4. Teachers
5. External Providers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-14 school year, instructional leaders will be able to provide evidence of their professional learning.
2. Assistant Principals will share best practices throughout the year
3. Assistant Principals will collaborate daily and formally once a week with each other to focus on monitoring BGHS's instructional plan
4. Principal will conduct cabinet meetings once a month from September 2013 through June 2014
5. Principal will convene and participate in School Leadership Team meetings once a month from September 2013 through June 2014 All activities will be monitored periodically (weekly, monthly to evaluate progress, effectiveness, and impact of each strategy/activity. All activities will be monitored periodically (weekly, monthly to evaluate progress, effectiveness, and impact of each strategy/activity

D. Timeline for implementation and completion including start and end dates

1. The timeline for implementation and completion to increase student engagement by 25% through the use of instructional technology is June 2014
2. Teachers will receive training on blended learning at least 20 times by June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Planning sessions involving 20 teachers, 1 supervisor, 4 hours per day, once a month, for two months to focus on Danielson Framework implementation.
2. Grade Level Meetings
3. AP Lead Meetings
4. Principal Lead PD
5. CFN Lead PD

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.						
	PF AIS		PF CTE	X	PF College & Career Readiness	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school community has established a culture for learning that communicates high expectations and provides supports that help prepare students for the next level (QR 3.4)

Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	P
---------------------	----	--------------	---------	---------------------	---	---------------------	---

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, each student will have met with a Guidance Counselor a minimum of four times to discuss and implement college and career plans.

Tenet 5 SQR- Student Social and Emotional Developmental Health: (Big Ideas: 5.2 systems and partnerships, 5.3 Vision for Social, emotional developmental health, 5.4 Safety, 5.5 Use of data and student needs.)

SQR-The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents. The school has developed a safe and respectful environment aimed at meeting the social and emotional developmental needs of most students. As a result, students feel safe and supported.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy- Create individualized plans to prepare students for success in life after high school.

B. Key personnel and other resources used to implement each strategy/activity

1. CFN 402
2. Principal
3. Assistant Principals
4. Guidance Counselor/Teachers
5. External Providers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-14 school year, Guidance Counselors will be able to provide evidence of their meeting this goal.
2. Guidance Counselor activities will be monitored by the Assistant Principal of Pupil Personnel Services.

3. Weekly meetings will be conducted to monitor student progress in related areas, academic, attendance, youth development, etc.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 2 administrators, 5 guidance counselors, 3 teachers, 2 hours per day, 2 times per week, for 25 weeks. In addition we will contract with a local service provider to provide job training and youth development activities for students. In addition 5 days a week for 5 five hours to support student services – school aides, for twenty weeks.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Review Type:	ITT	Year:	2012-13	Page Number:	1	HEDI Rating:	H
---------------------	-----	--------------	---------	---------------------	---	---------------------	---

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 70% of students and parents/guardians will have registered and activated their account for the on-line student information system (Pupil Path) with a minimum of four parent/guardian interactions with the system to monitor student progress.

Tenet 6- Big Ideas: 6.2 Welcoming environment, 6.3 Reciprocal communication, 6.4 Partnership and responsibility, 6.5 Use of data and families

SQR - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

Strategy- To provide resources that will improve communication and parental involvement at Boys and Girls high school.

1. Activity- The school provides parental workshops as a form of community outreach and will continue to offer such services.
2. Activity-Improve Communications with families and community through the operation of various means of contact such as house visits, telephoning, email and mailing, inviting parents and community members to our events thus increasing awareness of our programs and partners.
3. Activity-Enlist Parents to Volunteer in School
4. Actively engage students in taking ownership of their own learning and enable parents/guardians to more easily monitor their child's progress.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers (expound in correlation with part A how will teachers assist)
2. Administrators (expound in correlation with Part A how will administrators assist)
3. Community Organizations (expound in correlation with Part A how will community organizations assist- ex restoration, parent workshops, child care programs, etc...

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of 2013-2014 the school will measure parent attendance at school events.
2. By the end of 13-14 proper measures will be taken to ensure and improve parent's attendance in workshops.
3. By 2013-2014 diverse departments such as the recruiting team, guidance, and PTA will conduct outreach to parents and communities, this process is inclusive of house visits, utilizing diverse means of communication such as emails, telephone, and/or mail etc...Assisting with the help of our partners to meet the needs of some of the community by providing workshops, helping our seniors etc. and other opportunities which will help increase and measure parents engagement in volunteer initiatives

D. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. One administrator, 1 teacher, 1 parent coordinator will plan for 2 hours a day, 3 time per week, for 25 weeks.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
---	--------------	---	----------	----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, we expect 75% of our active students to accumulate 10 or more credits

By June 2014, we expect 75% of our active students to pass their Regents examinations

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Blended Learning
2. Cooperative Learning
3. Project-based Learning

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Assistant Principals
2. Teachers
3. Community-based organizations

C. Identify the target population to be served by the ELT program.

1. All BGHS students

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Good Shepherd Services
Bedford Stuyvesant Corporation
Community Mediation Services

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

All partners meet and identify distinct cohorts of students to serve. This practice minimizes duplicate services.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Direct student services are provided before, during, after, and Saturday s. This includes enrichment, tutoring, and blended and online course offerings.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Blended learning
Project-based learning
Tutoring

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Each student is provided with additional support to address their learning needs.

D. Are the additional hours mandatory or voluntary?		Mandatory	X	Voluntary
--	--	------------------	----------	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Admin and Guidance will monitor the students' attendance for the ELT program and contact parents/guardians using Pupil Path, phone calls, and home visits if necessary.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

We have increased the number of minutes per period. We provide additional academic services before, during, after, and Saturdays.

G. Are you using an ELT provider procured using the MTAC process?

Yes

X

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We monitor students' credit accumulation and periodic assessments.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Blended Learning and Direction Instruction	Tutoring, small group, and one-to-one	Before, During, After, and Saturdays
Mathematics	Blended Learning and Direction Instruction	Tutoring, small group, and one-to-one	Before, During, After, and Saturdays
Science	Blended Learning and Direction Instruction	Tutoring, small group, and one-to-one	Before, During, After, and Saturdays
Social Studies	Blended Learning and Direction Instruction	Tutoring, small group, and one-to-one	Before, During, After, and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ISS, ELL, Attendance Support	Individual and Group Counseling	During, After, and Saturdays

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We have faced continual challenges in this area, particularly in teacher recruit. NYC DOE personnel practices and contractual agreements handicap this process. Teachers receive on-going self-selected and assigned professional learning opportunities.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Common Planning Grade Level Meetings Department Meetings Self-selected professional learning opportunities (internal and external)

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We work with our CFN to meet the Federal, State, and Local mandates. Allocation of funds for specific programs is monitored to ensure all students are receiving adequate services

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are on grade level, academy, and school-wide teams; teachers participate in the decision making process on all levels, including directly with school leadership. Teachers are members of the School Leadership Team.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 16	Borough Brooklyn	School Number 455
School Name Boys and Girls High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Bernard Gassaway	Assistant Principal Jeffrey Harris
Coach Aethea Leo	Coach type here
ESL Teacher Marshalla Ramos	Guidance Counselor Lynda Allred
Teacher/Subject Area Thomas Paisley/Speech	Parent Caster Hall
Teacher/Subject Area Kisha Muir	Parent Coordinator Elmer Anderson
Related Service Provider Marie Eilien	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	985	Total number of ELLs	34	ELLs as share of total student population (%)	3.45%
--	------------	----------------------	-----------	---	--------------

Part II: 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 (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
self-contained														0
Discrete ESL class										4	5	5	4	18
Total	0	0	0	0	0	0	0	0	0	4	5	5	4	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	10
SIFE	3	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	13

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15	3	0	6	0	0	13	0	10	34
Total	15	3	0	6	0	0	13	0	10	34

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	4	6	5	18
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										2	0	0	1	3
Urdu										0	0	0	0	0
Arabic										0	0	0	1	1
Haitian										1	0	2	2	5
French										1	2	2	0	5
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	1	1	2
TOTAL	0	0	0	0	0	0	0	0	0	7	6	11	10	34

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										2	0	0	0	2

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)										1	1	3	2	7
Advanced (A)										2	0	3	2	7
Total	0	0	0	0	0	0	0	0	0	5	1	6	4	16

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	1	0	1
	A										4	0	3	0
	P										2	4	5	0
READING/ WRITING	B										2	0	0	0
	I										1	0	3	2
	A										2	4	4	2
	P										0	1	1	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18	0	13	0
Integrated Algebra	29	0	16	0
Geometry	6	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	4	0	2	0
Living Environment	24	0	14	0
Physics	0	0	0	0
Global History and Geography	20	0	8	0
US History and Government	28	0	0	0
Foreign Language	4	0	0	0
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Boys and Girls Highschool uses the following assessments to assess the early literacy skills of ELLs:

* Achieve 3000's Reading Level Lexile Level Set administered by the E.S.L teacher

*English Language Arts Performance Series administered by English teachers

The insights that Achieve 3000's Reading Level Lexile Level Set provides is what reading level students are on based on their Lexile Level and it provides an in depth analysis whether students are college ready and provides predictors whether students are ready for New York State Regents examinations. The Achieve 3000's reading Level Lexile Level Set provides the E.S.L teacher with recommended strategies to focus on and allows for the Achieve3000 software to provide reading language support and language enrichment. The language support offered to students using the Achieve3000 program are Spanish and Haitain Kreyol.

-The following is a report from the www.achieve3000.com program that outlines how likely E.S.L students are to be on track for College and Career when Regents are administered:

Date: October 23, 2013

The data below reveals projected student readiness for College and Career in time for Regent and other college readiness exams such as the ACT and SAT. These results are based on using Lexile® grade-specific bands from the Common Core State Standards.

Boys And Girls High School (K455)

Forecasted Readiness

		Total Students			Current Readiness	Falls
Far Below	Approaches	Meets	Exceeds	Lexile Goal		
Grade: 9	User Name	Grade	Lexile	Lexile		
Date	Current Readiness	Not On-Track	On-Track	Lexile		
Goal	Falls Far Below	Approaches	Meets	Exceeds		
1	9	640L	10/02/2013			
Falls far below	70%	30%	0%	0%	1050 - 1262L	
Grade: 9	1					
Grade: 10						
#	User Name	Grade	Lexile	Lexile		
Updated	Current Readiness	Not On-Track	On-Track	Lexile		
Date						
Goal	Falls Far Below	Approaches	Meets	Exceeds		
1	10	-100L	09/25/2013		Falls far below	
100%	0%	0%	1080 - 1337L			
2	10	260L	09/25/2013			
Falls far below	100%	0%	0%	0%	1080 - 1337L	

3		10		305L	09/25/2013	
Falls far below	100%		0%	0%	0%	1080 - 1337L
4			10	-80L	09/30/2013	
Falls far below	100%		0%	0%	0%	1080 - 1337L
Grade: 10	4					
Grade: 11						
#	User Name	Grade		Lexile	Lexile	
Updated						
Date	Current Readiness			Not On-Track	On-Track	Lexile
Goal						Falls
Far Below	Approaches	Meets		Exceeds		
1		11		115L	09/30/2013	
Falls far below	100%	0%		0%	0%	1185 - 1387L
Grade 12			11	700L	09/25/2013	Falls far below
94%	6%	0%		0%	1185 - 1387L	
3		11		295L	09/30/2013	
Falls far below	100%		0%	0%	0%	1185 - 1387L
4		11		695L	09/30/2013	
Falls far below	93%	7%		0%	0%	1185 - 1387L
5		11		425L	10/23/2013	
Falls far below	100%		0%	0%	0%	1185 - 1387L
6		11		485L	09/30/2013	
Falls far below	100%		0%	0%	0%	1185 - 1387L
7		11		745L	09/30/2013	
Falls far below	87%	13%		0%	0%	1185 - 1387L
8		11		400L	09/30/2013	
Falls far below	100%		0%	0	0%	1185 - 1387L
9		11		760L	09/25/2013	
Falls far below	86%	14%		0%	0%	1185 - 1387L
10		11		655L	09/25/2013	
Falls far below	96%	4%		0%	0%	1185 - 1387L
11		11		830L	10/23/2013	

Falls far below	73%	26%	1%	0%	1185 - 1387L
12				315L	09/30/2013
Falls far below	100%	0%	0%	0%	1185 - 1387L
13		11		640L	9/26/2013
Falls far below			1%	0%	0% 1185 - 1387L
14		10		545L	10/02/2013
Falls far below	99%	1%	0%	0%	1185 - 1387L
15		11		515L	9/30/2013
Falls far below	100%	0%	0%	0%	1185 - 1387L
16		11		645L	09/25/2013
Falls far below	97%	3%	0%	0%	1185 - 1387L
17		11		455L	09/30/2013
Falls far below	100%	0%	0%	0%	1185 - 1387L

The insight that the English Language Arts Performance Series provides to the English Language Arts teachers is one that is qualitative. It allows for English Language Arts teachers to gauge what skills the students need to gain in relation to the Common Core and New York State high school graduation requirements and allows the E.L.A. teachers an insight on how to support the needs of our new and long-term ELLs during school and after school hours.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The state did not release the spring 2013 NYSESLAT scores in combined modalities

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Patterns across NYSESLAT modalities---reading/writing and listening/speaking-affect the instructional decisions of the E.S.L teacher's instructional decisions in a variety of ways. Multiple modes of instruction are integrated in classroom instruction. These include but are not limited to incorporation of home language glossaries, visual aids, English and home language digital learning websites, Heinle picture Intermediate listening and interactive learning texts and workbooks. It also includes All About the U.S.A listening and leaning texts, facilitated conversation with students, oral presentations, peer feedback, practice of English phonemes through call and response techniques, the use of a word wall, and peer and group work.

The NYSESLAT data reveals that newcomer E.S.L students exit out of the self-contained E.S.L program more quickly than long-term E.S.L students. It also reveals that students whom have special needs or are students with interrupted formal instruction (SIFE) are or have a greater risk of becoming long-term ELLs.

*As of now the Annual Measurable Achievement Objective program is not used in our school due to necessary implementation of staff development.

4. For each program, answer the following:

- a. 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?
 - a. The patterns across proficiencies and grades reveal that ELLs who have had 0-3 years of E.S.L support are becoming proficient and are graduating in the top 20th percentile. ELLs whom take Foreign Language classes and are recommended to take the Foreign Language Regents score between 80-95.
 - b. The school leadership teams and teachers use the ELL Periodic Assessments to gauge success and to determine what types of support and differentiation need to take place during day and after school instruction.
 - c. Some things that Boys and Girls High School is learning about ELLs from the Periodic Assessments are that when ELLs are provided with classroom support and are given opportunities to participate and are active in after school instructional support; their English language proficiency scores rise. Additionally, as a result of participating in afterschool programs ELLs achieve success in general education classes. Native language support is provided by student peers or staff who speak the native language of the ELL students in various ways. These include but are not limited to being programmed with ELLs who speak the same native language. Also, staff provide students with opportunities to use online translating tools when Internet service is available.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Some of the ways that a student's second language development is considered in instructional decisions are through grade level meetings between teachers in the same department, and one-to-one guidance counselor/E.S.L teacher meetings. Discussions are based on which classes to program students, what glossaries are available for ELL students and teachers to use as a resource and prior skills and knowledge students have. Additionally, the E.S.L teacher leads departmental meetings that discuss the language resources and means by which teachers may access them in their classroom to support their ELL students.
7. 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?
 Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ways in which the discrete E.S.L program for ELLs is evaluated is through ELL student Regent's examination scores, NYSESLAT scores, attendance rate, credit accumulation, and successful graduation rate of senior ELLs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The Assistant Principal of Guidance and/or the counselors of guidance/registration reviews all the permanent records of incoming students who are ELLs or whose parents indicate on the Home Language Survey that they speak another language at home other than English. Students who are 'over the counter' registrants and new to the NYC public school system are interviewed along with their parents. When the Assistant Principal of Guidance and/or the counselors of guidance/registration determine that the parents speak a language at home other than English, then the English as a Second Language teacher; Ms. Ramos is called and comes to the office to provide the Home Language Identification Survey in the parent's home language if available by the Office of English Language Learners. If the Home Language Identification Survey is not available in the parent's

home language then it is provided in English with the assistance of a translator who speaks the parent's home language or the Translation and Interpretation unit is called to translate the Home Language Identification Survey. Once the parent completes the Home Language Identification Survey they are provided with the opportunity to view the New York City Department of Education's Parent Orientation video in their home language; if available. If the Parent Orientation video is not available in their home language, an in school translator is provided or the Translation and Interpretation Unit is called so an over the phone translator may explain the three educational options parents have after their child has been administered the Language Assessment Battery-Revised (LAB-R) exam and it has been determined based on the cut-off score that their child is eligible for English as a Second Language services. The English and Spanish LAB-R tests are administered when applicable.

*The NYSESLAT is administered on an annual basis for all students until they have successfully tested out. The licensed ESL teacher administers the tests.

The program options that are explained to the parents in English by the E.S.L teacher or by a translator are:

- Transitional Bilingual Education
- Dual Language Education
- Self-Contained English as a Second Language Education(which is the current model at Boys and Girls High School).

Within ten business days from the date of entry to Boys and Girls High School; parents/guardians are informed of their child's eligibility for E.S.L services and are sent by mail a Program Selection Choice form in their home language when available. If the Program Selection Choice form is not available in their home language; parents/guardians are invited for a meeting with a translator and the E.S.L teacher to review the program choices and to sign the Program Selection Choice(English) form based on their decision for their child to either transfer to a Transitional Bilingual or Dual Language Educational program within the five boroughs. Boys and Girls High School currently offers a self-contained English as a Second Language program to service its ELL population. The orientation is offered by a licensed teacher, an agenda and sign in attendance sheet is available for parents to sign.

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.
 - The Parent Orientation video is provided for viewing in the parent's/guardian/s home language during the first day of registration when they meet with the E.S.L teacher or within ten business days of a newcomer student being enrolled at the school.
 - If it should happen that the Parent Orientation videos are not available in the parent's/guardian's home language then a translator from the school is called to have a face-to-face discussion with the parent and the E.S.L teacher about the three program services available for their child.
 - If a school translator is not available then the Translation and Interpretation Unit is called to translate the information related to the three program choices.
 - If the Translation and Interpretation Unit is unavailable then the E.S.L teacher will use online translation services such as www.googletranslator.com to translate the information related to the three program choices.
 - If it should happen that the above mentioned are not successful then the E.S.L teacher will reschedule an appointment with the parent and have them meet with a translator on a future date.
 - The parent outreach method used by the Boys and Girls High School E.S.L teacher to notify parents of parent orientations is made through phone calls.
 - In the past two years the current E.S.L teacher, Ms. Ramos has not had any parents request that their newly arriving child be placed in the TBE/DL program after being tested and scoring below the English proficiency level that entitles their child to be placed in either a discrete E.S.L, Transitional Bilingual or Dual Language classroom. Even after viewing the Parent Orientation video for a second time in their home language and providing them with an explanation for the benefits of the TBE/DL programs the parents of newly arriving students specifically and emphatically request the discrete E.S.L model that Boys and Girls High School offers. When the newly parents are provided with an explanation of the benefits of having their child in a school that offers native language instructional support they still request the discrete E.S.L model at Boys and Girls High School.
 - However, if it were to occur that a parent of a newcomer student requested a TBE/DL program model for their child then the head of registration; Mr. Philpotts would provide them with information in regards to those TBE/DL schools and assist with the transfer within ten days.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

- Entitlement letters will be distributed through mail. Copies are filed with the E.S.L teacher.
- Parent surveys are done when the parent registers the child and has an intake with the E.S.L teacher.
- Program selection forms will be sent by mail. Copies are filed with the E.S.L teacher.

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.
 - The criteria used to identify ELL students at Boys and Girls High School and place them in the self-contained E.S.L classes at the school include parent/guardian intake, parent/guardian orientation, parent/guardian program choice letters sent home in parent/guardian's preferred language. The LAB-R administration by the E.S.L teacher. The LAB-R tests are delivered to the Brooklyn Testing Center and once scanned indicate the newly admitted student's English proficiency level. Communication with parents will proceed as follows:
 - Based on the parent/guardian's Home Language Survey; the preferred language of communication (i.e oral and written is indicated) is recorded in ATS by the Pupil Accounting Secretary; Mrs. Ragland. Letters and school notices will be translated by Principal Gassaway's Chief of Staff and Secretary.
 - Parents and guardians of ELLs will be invited to three parent meetings throughout the year to discuss and learn about available opportunities and resources in their home language provided by the Office of English Language Learners and the Translation and Interpretation Unit. To record these meetings parents will sign an attendance sheet.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 - The steps taken to administer all sections of the New York State English as a Second Language Achievement Test at Boys and Girls High School are as follows:
 - Testing materials are ordered by the Supervisor of E.S.L; Assistant Principal Jeffrey Harris.
 - Testing materials are delivered to Assistant Principal Jeffrey Harris.
 - Assistant Principal Jeffrey Harris reviews the order sheet of materials listed and checks to see if the order listed is the same as the order delivered.
 - The delivered NYSESLAT exams are given to Ms. Ramos and counted and signed for,
 - Ms. Ramos administers the NYSESLAT exams based on the Office of English Language Learners NYSESLAT testing schedule.
 - Exams are locked in the E.S.L cabinet in room 451.
 - A testing team scores the exam sections indicated to be scored and returns documents at the end of the day to room 451 to be locked away and secured.
 - Students with Individual Educational Plans are tested separately and are given extended time where indicated on the NYSESLAT instructions and based on student's I.E.P's.
 - A testing team scores the exam sections indicated to be scored and returns documents at the end of the day to room 451 to be locked away and secured.
 - Testing documents and materials are returned to Assistant Principal Jeffrey Harris and accounted for.
 - All testing documents and materials are stored in room 430 until the NYSESLAT documents are to be returned for scanning.
6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms for the past few years; 2011-2013, the trend in program choices made by parent and guardians has been to have students remain in the self-contained E.S.L program at Boys and Girls High School. Parents indicate in face-to-face interviews that they don't want their child to travel to other schools for language support or feel being fully immersed in English is the surest way for their child to be successful as a high school student. Since parents indicate that full immersion is the best option for their children then Boys and Girls High School will maintain the self-contained E.S.L program. However, if trends change and there are a high percentage of parents who would like to have their child in a Transitional or Dual language ELL program and there are enough home languages from the same language group; then it may well be considered for Boys and Girls High School to obtain support from the Office of English Language Learners and the New York

City Department of Education to develop a grant to open either a Transitional or Dual language ELL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

Boys and Girls High School currently has a discrete E.S.L model. The discrete E.S.L model is hetorgenous and students are scheduled for either 3 out of five periods a day if beginner, 2 out of five periods a day if intermediate, and/or 1 out of five periods a day if advanced level of proficiency of English. Students come to class on their own as indicated on their program schedule.
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)?

-Once newcomer ELLs and current ELLs have taken the LAB-R and/or NYSESLAT they are programmed for the Discrete class based on their English proficiciency. If it is a newcomer students and the parent/guardian has chosen for their child to be apart of the Discrete E.S.L program at Boys and Girls High School then that child is provided with ELL services based on their English language proficiency cut score. If a child is a current Ell then their NYSESLAT scores determine the number of periods/minutes they will be programmed for. However, in June the program coordinator and the E.S.L teacher meet to discuss possible projections of next fall's student outcomes and programming.

All elligible E.S.L students are programmed as follows:

 - 1 period a day X five days a week(180 minutes per week) = Advanced level
 - 2 periods a day X five days a week (360 minutes per week) = Intermediate level
 - 3 periods a day X five days a week (540 minutes per week)= Beginner level

*It is important to note that students with IEP's may have additional services that at times conflict with mandated ELL instructional services. For example; the E.S.L student with a paraprofessional also has speech, occupational therapy and physical therapy needs.
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 foster language development and meet the demands of the Common Core Learning Standards.
 - In the discrete self-contained E.S.L classes at Boys and Girls High School all content is taught using the sheltered English model.
 - The instructional approaches are based on the English as a Second Language Standards of New York State and the ELA Common Core Learning Standards are utilized in the areas of writing, reading, listening and speaking skill development.
 - In order to incorporate the Common Core English Language Arts standards the E.S.L teacher; Ms. Ramos uses the following to make content comprehensible and to foster English language acquisition skills:

all E.S.L students are provided with:

 - Merriam-Webster dictionaries in English
 - Glossaries in their home language
 - a classroom library that includes books in the students' home languages as well as English fiction and non-ficiton texts
 - The Monthly Easy English Newspaper
 - The Heinle Picture Dictionary and visual learning c.d.s
 - The All About the U.S.A Audio Text in levels 1-4
 - the www.achieve3000.com online non-ficiton learning program with language intervention and skill enrichment
 - the multi-lingual native language support online earning tool; www.a4esl.org
 - www.esllab.com practice
 - after school Tittle III enrichment/instruction
 - school community based organizational support with programs such as Restoration, and other partnerships.
 - partner and group work opportunities
 - Weekly college office visits
 - Independent reading choice time
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

-The LAB-R is the only assessment offered in the discrete program at Boys and Girls high school that ELL students of Spanish language background may take in their home language.

-Some Regents exams are available in various languages. Guidance counselors and the ELL student make a shared decision for the student to be administered the Regents Exams in their home language when applicable.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs are appropriately evaluated in the four modalities through quarterly assessments from the www.achieve3000.com online learning system. In addition to speaking acquisition in the ELL student's second or third language; in some cases the E.S.L teacher uses an oral rubric to test for reading fluency.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

-Instruction for ELL subgroups is differentiated in various ways. Some of them include but are not limited to:

al Ell students are provided with Merriam-Webster dictionaries in English

- Glossaries in their home language

-a classroom library that includes books in the students' home languages as well as English fiction and non-fiction texts

-The Easy English Newspaper

- The Heinle Picture Dictionary and visual learning c.d.s

-The All About the U.S.A Audio Text in levels 1-4

-the www.achieve3000.com online non-fiction learning program with language

- intervention and skill enrichment, www.a4esl.org practice

=www.esllab.com practice

-www.starfall.com practice for early emergent and students with learning disabilities

-after school enrichment programs and partner and group work opportunities

-College office visits

-Independent reading choice time

a. The instructional plan for SIFE is to provide them with opportunities to attend after school and language enrichment activities connected to English language skill development. These include joining clubs, sports teams, after school tutoring and field trips.

b. For ELLs that have been in US schools less than three years opportunities are provided to join clubs, after school tutoring sessions, sports and field trips that expose them to the culture of the U.S. and allow them to learn about various immigrant groups so they may make self-to-world connections based on success stories.

c. For ELLs who have been receiving E.S.L language support services for 4-6 years the following opportunities are provided to them by the school and the E.S.L teacher: after school enrichment and tutoring sessions, field trip opportunities, one-to-one conferences and holistic parent outreach.

d. For ELLs who have been receiving E.S.L language support services for 6 or more years the following opportunities are provided to them by the school and the E.S.L teacher: after school enrichment and tutoring sessions, field trip opportunities, one-to-one conferences and holistic parent outreach.

e. For Former ELLs they are provided with the following opportunities; extended time for test taking, use of glossaries in their home languages for all content area classes, invitations to attend E.S.L afterschool tutoring sessions, and invitations to attend fieldtrips with current ELLs.

7. 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?

The instructional strategies and grade-level materials that teachers provide ELL-SWDs are;

-team teaching

-extended time to complete assignments

-use of home language glossaries

-pair and partner group work

-visual aids

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Boys and Girls High School uses curricular, instructional and scheduling flexibility to enable divers ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrive environment by allowing students to be pushed into general education classes and take electives that they are interested in .

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	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

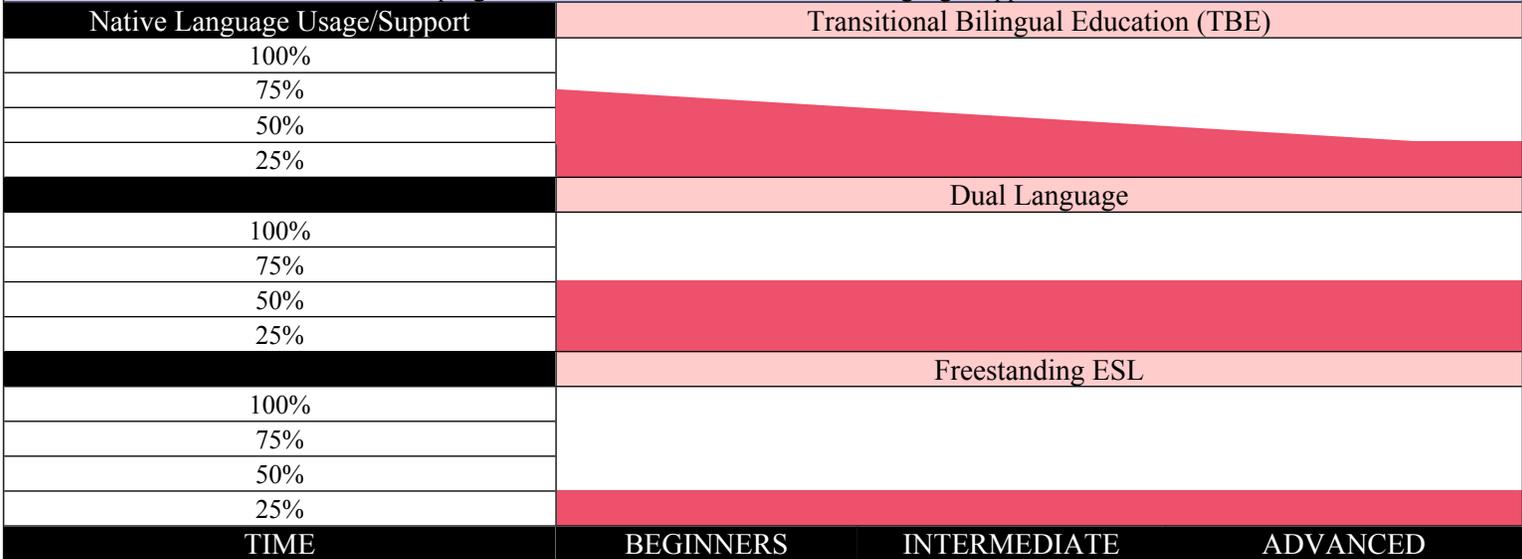
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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.



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

9. 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.
- After school and during school tutoring
 - iLearn/iCourse learning and credit recovery
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the discrete E.S.L model at Boys and Girls High School is meeting the needs of ELLs in both content and language development through incorporating the www.Achieve3000.com online learning tool that offers language enrichment and support in English, Spanish, and Haitian Kreyol.
- Additionally, invited educational consultants have supported students in creating a documentary in English about being a newcomer. The educational consultants have been Ji Li Jiang; author of Red Scarf Girl and Pro-DCTV who facilitated ELLs in learning how to create a documentary.
- This year and in future years Boys and Girls will continue to create relationships with community organizations such as the Tenement Museum, the News Literacy Project and providing students with opportunities to explore content learned in school to field exploration.
11. What new programs or improvements will be considered for the upcoming school year?
- The News Literacy Project . The expansion of vendors to differentiate online services that specifically meet ELL students' needs.
NBC iLearn
Long-term field exploration
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued for ELLs at Boys and Girls High School. Why? ELLs enjoy the current programs offered and demonstrate higher level thinking skills when exposed to programs such as the www.Achieve3000.com and when they participate in field exploration.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- School posting of notices at high student traffic areas which include, but are not limited to the cafeteria, hallways, and the entrance of schools. These school postings are being revised to include various languages. Additionally, verbal announcements are made through the public address during 3rd period homeroom time that announce the following
 - School assemblies
 - Invitations to field exploration
 - Tutoring
 - Credit recovery classes
 - Social events
 - Incentive programs
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Lenova laptops
 - Dell desktop computers
 - Glossaries in home languages
 - English Dictionaries
 - Word Walls
 - www.Achieve3000.com
 - headphones
 - flashdrives
 - www.iLearn.com
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided through class grouping and pair work to provide students with the opportunity to speak in their home language. In addition online translators are made available on the Internet and search engines when students use the Lenovo laptops.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 - ELLs are provided with grade level counselors that correspond to the level of credits earned and age level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
 - I-Course/I-Learn classes
 - Freshman Summer Programs
 - Boys to Men mentoring program
 - School Orientations
 - Parent Orientations
 - Workshops for Parents
 - Field Trips
18. What language electives are offered to ELLs?
 - Spanish
 - French
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Boys and Girls High School has an ongoing Professional Development Plan that includes teachers of ELL attend relevant workshops offered at the Office of English Language Learners. In addition, the ESL teacher is offered opportunities for offsite conferences such as ASCD, school intervisitations, and intervisitations. The school has also a contracted service with School Improvement Network, which maintains an archive of best practices in all classroom genres for teachers self-direct their professional development.

2. Again, this is consistent with understanding the Common Core Standards, which is provided in-house and from the CFN partner. The office of OELL also offer workshops in this area.

3. The school assures that the staff has a clear plan of action in place to immediately service transitioning students as they arrive. This plan of action is to include personnel organization that references personnel specific responsibilities of ELLs whether its crisis intervention, or social support, or instructional support. This has been very helpful to our ELL teacher. In addition, the school has a bridge program that includes the ELL population.

4. This can include training in administering the NYSLATE, or training the highly qualified staff to use the integrated-skills approach where language abilities are combined with the vocabulary, grammar and American culture. Critical thinking and improvisation is encouraged through genuine interaction and authentic communication. Time updating and analyzing Individual Educational Plans are also administered during these hours of training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Unfortunately, we are still developing our parent involvement. The ESL teacher whose passion for parental support has been scheduling monthly meetings with parents, using mediums such as emails, school website, PupilPath, the DOE's translation service and guidance counselors to keep parents actively involved. Paste response to questions here: The school also has its parent coordinator work with ELL student parents.

E. 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.

2. Currently, the school has Good Shepherd Services, Queens Mediation Services, and Bedford Stuyvesant Restoration services as partners to the schoolwide community. These agencies also will provide needed support to our ELL population, their parents and the ELL teacher.

3. We have conducted surveys, informal and formal discussions with parents, and student feedback.

4. We disseminate information whether through print or audio translated version in their native languages. We provide relevant news that addresses their social, academic and personal needs.

Part VI: LAP Assurances

School Name: Boys and Girls High School

School DBN: 16K455

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernard Gassaway	Principal		11/15/13
Jeffrey Harris	Assistant Principal		11/15/13
Elmer Anderson	Parent Coordinator		11/15/13
Marshalla Ramos	ESL Teacher		11/15/13
Mahamadou Labo	Parent		11/15/13
	Teacher/Subject Area		11/15/13
Kisha Muir/English	Teacher/Subject Area		11/15/13
Alethea Leo	Coach		11/15/13
	Coach		11/15/13
Marie Eilien	Guidance Counselor		11/15/13
Cristina Jimenez	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 455 **School Name: Boys and Girls High School**

Cluster: 4 **Network: 402**

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.

In order to determine the translation and oral interpretation needs to ensure parents are provided with appropriate and timely information in a language they can understand the Principal's Chief of Staff and School Secretary will translate documents and notices that are sent out to all parents. In addition, the P.T.A will translate their posters and notices in the languages indicated on the current and former ELL parent's/guardian's home language with the support of the New York State Department of Education's website, and the Parent Coordinator Mr. E. Anderson. In our subsequent parent/teacher conferences parents will be provided with a survey to complete based on their language preferences. This will be created by the E.S.L teacher/acting coordinator M. Ramos.

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

The major findings in regards to the translation and oral interpretation needs are that we have staff that can translate conversations from English to Spanish and Spanish to English, English to French and French to English, English to Haitain Kreyol and Haitain Kreyol to English.

Currently Boys and Girls High School's written translation and oral interpretation needs are as follows:

-Computer Translation software to send out Phone Master calls to parents so they may hear the announcements in their home language or English.

-A list of vendors that can provide translation services.

-Software that can translate the following languages; French, Spanish, Dutch, Bengali, Haitain Kreyol, Arabic and Bambara.

These findings will be discussed during the quarterly ESL team meetings held with Principal B. Gassaway, E.S.L Subject supervisor, Mr. J. Harris, Assistant Principal of IEP services C. Whittingham, Assistant Principal of Guidance Ms. N. Johnson, guidance counselor L. Allred, Parent Coordinator; E. Anderson and the E.S.L teacher/acting coordinator M. Ramos.

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.

The written translation services the school will provide to parents who identified that their Home Language is other than English is to utilize the Chief of Staff, Principal's secretary and the Parent Coordinator with the support of the PTA president to use online New York State Department of Education tools as a resource as well as the Translation and Interpretation Unit's services to translate documents.

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.

The oral interpretation services that Boys and Girls will provide are as follows:

-Use in house staff to translate during parent-teacher conferences, meetings, orientations and other school events.

-If it should happen that a parent speaks a language other than the in house school's staff speaks, then the Translation and Interpretation Unit will be called and translation will be provided through a conference call.

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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we don't have enough staff members to accommodate our translation needs. We will place signs in the lobby of our school advertising such services.

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Boys and Girls High School	DBN: 16K455
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Ms. Ramos, the E.S.L. teacher at Boys and Girls High School, will work collaboratively after school with a second E.S.L or ELA teacher to instruct ELL students whom are at the beginner through advanced proficiency levels of English; these students will attend an afterschool program twice a week on Mondays and Thursdays afternoons. All 32 ESL students from beginner to advanced levels are strongly encouraged to participate through parental and personal outreach in the form of invitation letters and one-to-one contact. During the Fall semester 2012, the ESL coordinator had sent a phone blast reminder to the ESL students in September. In December of the same semester, a Title III afterschool reminder letter was sent to each ESL students' home. This outreach will continue at the beginning of February 2013 and throughout the Spring semester to ensure maximum participation.

-Frequency of Services

Boys and Girls High School Title III program afterschool dates and time will be as follows:

2012 Dates	Time	Weeks 1-5
Thursday, November 15th	3:15-4:30 p.m	
Thursday, November 29th	3:15-4:30 p.m.	
Thursday, December 6th	3:15-4:30 p.m.	
Thursday, December 13th	3:15-4:30 p.m.	
Thursday, December 20th	3:15-4:30 p.m.	

January 2013 Dates	Time	Weeks 6-9
Thursday, January 3rd	3:15-4:30 p.m.	
Wednesday, January 9th	3:15-5:15 p.m.	
Thursday, January 10th	3:15-5:15 p.m.	

Part B: Direct Instruction Supplemental Program Information

Monday, January 14th	3:15-5:15 p.m.
Thursday, January 17th	3:15-5:15 p.m.
Tuesday, January 29th	3:15-5:15 p.m.

February 2013 Dates	Time	Weeks 10-12
Thursday, February 7th	3:15-5:15 p.m.	
Monday, February 11th	3:15-5:15 p.m.	
Thursday, February 14th	3:15-5:15 p.m.	
Wednesday, February 20th	3:15-5:15 p.m.	
Thursday, February 28th	3:15-5:15 p.m.	

March 2013 Dates		
Dates	Time	Weeks 13-15
Monday, March 4th	3:15-5:15 p.m.	
Thursday, March 7th	3:15-5:15 p.m.	
Monday, March 11th	3:15-5:15 p.m.	
Thursday, March 14th	3:15-5:15 p.m.	
Friday, March 15th	3:15-5:15 p.m.	
Monday, March 18th	3:15-5:15 p.m.	
Thursday, March 21st	3:15-5:15 p.m.	

April 2013 Dates		
Dates	Time	Weeks 16-18
Tuesday, April 16th	3:15-5:15 p.m.	
Thursday, April 18th	3:15-5:15 p.m.	
Friday, April 19th	3:15-4:15 p.m.	

Part B: Direct Instruction Supplemental Program Information

Monday, April 22nd	3:15-5:15 p.m.
Thursday, April 25th	3:15-5:15 p.m.
Friday, April 26th	3:15-4:15 p.m.
Monday, April 29th	3:15-5:15 p.m.

May 2013 Dates

Dates	Times	Weeks 19-22
Thursday, May 2nd	3:15-5:15 p.m.	
Monday, May 6th	3:15-5:15 p.m.	
Thursday, May 9th	3:15-5:15 p.m.	
Friday, May 3rd	3:15-4:15 p.m.	
Friday, May 10th	3:15-4:15 p.m.	
Monday, May 13th	3:15-5:15 p.m.	
Tuesday, May 14th	3:15-5:15 p.m.	
Monday, May 20th	3:15-5:15 p.m.	
Monday, June 3rd	3:15-5:15 p.m.	
Tuesday, June 4th	3:15-5:15 p.m.	
Thursday, June 6th	3:15-5:15 p.m.	
Friday, June 7th	3:15-4:15 p.m.	
Monday, June 10th	3:15-5:15 p.m.	
Tuesday, June 11th	3:15-5:15 p.m.	
Thursday, June 13th	3:15-5:15 p.m.	
Friday, June 14th	3:15-4:15 p.m.	

Instructional components:

The instructional components of the program include building phonemic awareness, vocabulary

Part B: Direct Instruction Supplemental Program Information

building, shared reading, highlighting main ideas in a text, public speaking skills, analyzing text critically and incorporating the online Achieve 3000 and Brainpop program to develop students reading and writing readiness for life in and after high school .

The ELL teacher team will review the following data sources to provide the appropriate support in Boys and Girls ESL extended day Title III program:

-middle and high school ELA , Lab-R and the NYSESLAT exam scores for each student.

The ESL teacher team plans are to provide literacy support to all ESL students through practice of

-reading and writing comprehension skill exercises

-through the use of online and actual newspaper and magazine realia

-interactive websites include www.brainpop.com, www.achieve3000.com and other supplementary websites.

The following software and supplies have been purchased to support the extended day program:

-Achieve3000.com

-Brainpop.com

-Multi-cultural Classroom library

-Glossaries and dictionaries in their native language

Book: The Focus on Grammar/A Basic Course for Reference and Practice text and the Composition Practice: Third Edition text by Linda Lonon Blanton

Glossaries and dictionaries in native language

Ipads, laptops, netbooks or the computer lab

School related supplies such as the Promethean board, c.d. players, paper, pen, chalk, chalkboard and art supplies will be in the classroom.

Students will have a one day guidelines and expectations orientation of the ESL Extended day Title III program which will include a completion of a survey by students.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here:

Boys and Girls High School will provide professional development to its ELL teacher. As of now, that teacher is Ms. Ramos. We will work closely with the Office of English Language Learners and CFN ? to develop and implement a comprehensive plan to support the ELL teacher team.

The ESL teacher team will turn-key professional developments for teachers in all four academies during scheduled common plannings when needed. Professional developments will be aligned to the New York State ESL Learning Standards and the ELL teacher will attend professional development activities provided by the Office of English Language Learners. Professional development will include, but not limited to, online tools such as www.colorincolorado.com, and www.engageny.com to expose the ESL teacher team to the latest research and methodologies needed to enhance and differentiate instruction for ELLs. The ESL teacher team will keep a log of all professional development hours as evidence.

The ESL teacher will attend 6-8 professional development sessions with the duration time of one hour to a full work day.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: -Boys and Girls High School will provide four sessions of the ESL Family Night at Boys and Girls High School. The rationale for the ESL Family Night is to provide parents of English Language Learners with opportunities to ask questions and to engage in discussions related to services provided by the ESL teacher team and Boys and Girls High School. Parents of ELLs and the ESL teacher team will learn and discuss the needs of their children in relation to the goals of the school, NYS Common Core goal and graduation expectations in regards of how they relate to ESL standards. In addition, parents of ELLs will be provided with information on literacy and translation services available in their home community. The provider/facilitator of each event will be certified ESL teacher and the Boys and Girls ESL supervisor; Mr. Jeffrey Harris.

Schedule: - January 2013, February 2013, and April 2013 (23 weeks)

Part D: Parental Engagement Activities

Time/Duration: Monday and Wednesdays 3:45-5:15 p.m.

Topics to be covered:

Online resources to support your child's English language development

Supporting your child with homework

Is your child college ready? : Options for your child beyond high school

Communicating with your child and the issues connected to having two cultures

Parents will be notified by the schools phone master system, PTCA meeting, www.pupilpath.com, flier and a school mailing. The parent coordinator will spearhead outreach to parents.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		