



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BROOKLYN BRIDGE ACADEMY

**DBN (i.e. 01M001):** 18K578

**Principal:** DR. MAX R. JEAN-PAUL

**Principal Email:** MJEANPA@SCHOOLS.NYC.GOV

**Superintendent:** MS. AIMIE HOROWITZ

**Network Leader:** MS. ALEXIS PENZEL

**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
Dr. Max R. Jean-Paul	*Principal or Designee	
Shivika Rajkisore	*UFT Chapter Leader or Designee	
Kady Celestine	*PA/PTA President or Designated Co-President	
Hilda Charles	DC 37 Representative, if applicable	
Keon Dobson Kenya Gonzalez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Ayesha George	CBO Representative, if applicable	
Patricia Grimaldi	Member/ staff	
Erika Bogdany	Member/ Teacher/SPED	
Ty McMillan	Member/ Parent PA/PTA Treasurer	
Miriam Martinez	Member/ Parent PA/PTA Secretary	
Elaine Smith	Member/ Parent	
Michelle Worrell	Member/ Parent	
Sandra Cross	Member/ Parent	
Amadella Clarke	Member/ staff	
	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- 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.
- 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 CEP 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 CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

To increase the number of students passing the ELA Regents examination by 5-10% in the 2013-2014 school year.  
70% of all eligible graduates as indicated by their Individual Graduation Plans (IGPs) will pass the ELA Regents with a 65% or above by June 2014

### **Comprehensive Needs Assessment**

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

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

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

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

1. Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common planning time where they met in departments 3 times a week; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs and/or consultants: Legacy Pathways, New Visions, Dr. Spielman, Dr. Jenkins, Fordham, RH Consultants, Dr. Gregory, Lucie Harris, Fordham, Redemption (teachers/students).Scholastic, Westjam Enterprise, Educhange

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

1. , Preliminary assessment in the month of December & January Regents

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

1. Full school year

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

1. Monday, Friday and Saturday SAT & Regent Prep Classes

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Monthly SLT & PTA meetings, in conjunction, with F.EG.S . We will host workshops to increase parental involvement by having curriculum nights, and community gatherings

### **Budget and Resource Alignment**

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

x	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below (customize):							

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

### **Goal and Action Plan #2**

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

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

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

To increase the number of students passing the Math Regents examination by 5-10% in the 2013-2014 school year.  
70% of all eligible graduates as indicated by their Individual Graduation Plan (IGPs) will pass the Math Regents with a 65% or above by June 2014.

#### **Comprehensive Needs Assessment**

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

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

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

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

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

1. Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common planning time where they met in departments 3 times a week; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs and/or consultants: Legacy Pathways, New Visions, Dr. Spielman, Dr. Jenkins, Fordham, Dr. Gregory, RH Consultants, The Common Core Institute, Scholastic, Redemption, Ms. L. Harris, Fordham (teachers/students).
2. We have implemented several activities to maintain current staff and attract new Highly Qualified Teachers. New teachers have mentors. Legacy Pathways coaches social studies, science & math. Westjam Enterprise, Educhange

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

1. Preliminary assessment of December & January Regents

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

1. Full school year

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

1. Individualized programming for students that have passed ME3, then we recommend taking the regents

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Monthly SLT & PTA meetings, in conjunction, with F.E.G.S . We will host workshops to increase parental involvement by having curriculum nights, and community gatherings

**Budget and Resource Alignment**

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

x	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

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

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below (customize):

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

TITLE 1

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

OTPS:

- 1) Approximately \$70,000 is set aside for Teachers professional activities to sharpen their skills and improve student achievement. They are: Common planning time where they met in departments 3 times a week; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs and/or consultants: Legacy Pathways, New Visions, Dr. Spielman, Dr. Jenkins, Fordham, RH Consultants, Dr. Gregory, Lucie Harris, Fordham, Redemption (teachers/students).Scholastic, Westjam Enterprise, Educhange

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

Improve Teacher Effectiveness

*During the 2013-2014 school year, BBA was able to strengthen several areas which have been part of our overall goals. We continued to develop and transformed our school culture into one that is focused on student learning and success, staff development and growth and family engagement. Through whole group and individual professional development, we focused on developing teachers' ability to build student critical thinking skills through an intense focus on reading comprehension and writing. The staff participated in long-term staff development over the summer and on a weekly basis. These teaching and learning opportunities have a strong emphasis on the Common Core Learning Standards and the New York State Standards, high impact differentiated and academic language development strategies, including Learner-centered/Literacy strategies, Bloom's Taxonomy and higher-order thinking skills. The strategies informed teachers of the importance of creating a classroom learning experience and environment with high levels of student engagement. Teachers held all students to high expectations and recognized incremental progress as success.*

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

### **Comprehensive Needs Assessment**

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

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students' strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identify goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans. Regular Meetings with individual teachers to discuss: their expectations and goals for each cycle and for the year, scholarship reports, evidence of student learning, and MOSL assessments and activities. Initial Conference for teacher to select option for observations as well as option for using video as an observational tool.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

We have implemented several activities to maintain current staff and attract new Highly Qualified Teachers. New teachers have mentors. Consultants are working with each department.

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

1. Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common planning time where they met in departments 3 times a week; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs and/or consultants: Legacy Pathways, New Visions, Dr. Spielman, Dr. Jenkins, Fordham, RH Consultants, Dr. Gregory, Lucie Harris, Fordham, Redemption (teachers/students).Scholastic, Westjam Enterprise, Educhange
- 2.

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

1. Every 4 weeks, teachers' conference with the Principal to evaluate the progress and effectiveness of teacher practice. We review goals and strategies in order to push for meaningful instruction

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

Full school year

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

1. Teachers have Common planning time where they met in departments 3 times a week; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs and/or consultants: Legacy Pathways, New Visions, Dr. Spielman, Dr. Jenkins, Fordham, RH Consultants, Dr. Gregory, Lucie Harris, Fordham, Redemption (teachers/students).Scholastic, Westjam Enterprise, Educhange

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Monthly SLT & PTA meetings, in conjunction, with F.E.G.S . We will host workshops to increase parental involvement by having curriculum nights, and community gatherings

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

- providing materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Community Associate, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Community Associate to serve as a liaison between the school and families. The Community Associate will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Community Associate will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning, evening or weekend, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

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

#### **I. School Responsibilities**

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

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

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

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

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

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

**Provide general support to parents by:**

- **creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;**
- **assisting parents in understanding academic achievement standards and assessments**

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
TITLE 1										
2) Funding for 1 per session ELA teacher, Iva Gjoni, to reduce class size \$39,004										
3) Absence coverage for teachers attending professional development - \$6,818										
4) Per Session, guidance counselor, for parent involvement - \$2,690										
5) Saturday Academy Program, credit recovery - \$14,760										
OTPS:										
Approximately \$70,000 is set aside for Teachers professional activities to sharpen their skills and improve student achievement. They are: Common planning time where they met in departments 3 times a week; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs and/or consultants: Legacy Pathways, New Visions, Dr. Spielman, Dr. Jenkins, Fordham, RH Consultants, Dr. Gregory, Lucie Harris, Fordham, Redemption (teachers/students).Scholastic, Westjam Enterprise, Educhange										
1) SLT Stipend - \$1,200										
2) Association Membership - \$2,050										
3) Admissions - \$3,000										

4) Instructional materials/textbooks - \$20,449 - - laptops, regents prep books, computer lab, iPad, sets of class text books and paperbacks

### **Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

#### **Comprehensive Needs Assessment**

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

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

1.

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

1.

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

1.

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

1.

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

1.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

#### **Budget and Resource Alignment**

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

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

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

### **Goal and Action Plan #5**

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

#### **Annual Goal #5**

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

#### **Comprehensive Needs Assessment**

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

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<b>Regents Prep Class                      ILearn                      Book End (schoolwide)                      Advisories                      Saturday Academy                      Regents Prep weekend                      English Coach</b>	<b>Small group and individual tutoring                      Double-period classes each day.                      On-line review for students failing the English Regents exam                      Regents review classes are available to all students who previously failed a Regents with less than a grade of 65                      Intensive Regents Prep                      End of Day Book End Class which is 20 minutes of reading                      10 Minutes of independent reading in each class every day at the beginning of each period</b>	Period 4 Lunch, after school, Regents prep 1 week before regents Saturday & Sunday Regents Prep classes End of each day (Book-End) Saturday School
<b>Mathematics</b>	<b>Regents Prep Class                      ILearn                      Advisories                      Saturday Academy                      Regents prep weekend                      Mock Regents exam                      Mathematics Coach</b>	<b>Small group and individual tutoring                      On-line review for students failing the Mathematics Regents exam                      Regents review classes are available to all students who previously failed the Regents with less than a grade of 65.                      Intensive Regents Prep</b>	Period 4 Lunch, after school, Regents prep 1 week before regents Saturday & Sunday Regents Prep classes Saturday School
<b>Science</b>	<b>Regents Prep Class                      ILearn                      Advisories                      Saturday Academy                      Mock Regents exam                      Regents prep weekend                      Make-up Labs                      Science Coach</b>	<b>Small group and individual tutoring                      On-line review for students failing the Living Environment Regents exam                      Regents review classes are available to all students who previously failed the Regents with less than a grade of 65.                      Intensive Regents Prep                      Make-up Lab classes</b>	Period 4 Lunch, after school, Regents prep 1 week before regents Saturday & Sunday Regents Prep classes Saturday School

<b>Social Studies</b>	<b>Regents Prep Class</b> <b>ILearn</b> <b>Advisories</b> <b>Saturday Academy</b>  <b>Regents Review</b> <b>Mock Regents exam</b> <b>Regents prep weekend</b> <b>Social Studies Coach</b>	<b>Small group and individual tutoring</b> <b>On-line review for students failing the Living Environment Regents exam</b> <b>Regents review classes are available to all students who previously failed the Regents with less than a grade of 65.</b> <b>Intensive Regents Prep</b> <b>Make-up Lab classes</b>	Period 4 Lunch, after school, Regents prep 1 week before regents Saturday & Sunday Regents Prep classes Saturday School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<b>College and Career Counseling,</b> <b>Individual and small group counseling</b> <b>Academic and social emotional counseling</b> <b>SAPIS</b> <b>LIFE SKILLS</b>	College & Career 1x per week Group & Individual every day Every day as needed Classes 1x per week	Period 4 After school During Advisory As needed

**Title I Information Page (TIP)  
For Schools 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 *TAS 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Teachers have Common planning time where they met in departments 3 times a week; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs and/or consultants: Legacy Pathways, New Visions, Dr. Spielman, Dr. Jenkins, Fordham, RH Consultants, Dr. Gregory, Lucie Harris, Fordham, Redemption (teachers/students).Scholastic, Westjam Enterprise, Educhange

**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).
Coaches/consultants come in to work with departments and individual teachers on a weekly basis. Each department meets 3 times a week for common planning. Informal observations & feedback also take place.

**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 use observations & regents data analysis to measure effectiveness.

**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.).
NA

**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.
Expectation is that when the workshops are done, teachers are implementing strategies in the classroom

**TA Schools Only**

**Use of Program Resources**

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

**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).
NA

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**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.

#### **IV. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

#### **VI. Student Responsibilities:**

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

**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 <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>578</b>
School Name <b>18-K-578</b>		

### 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 <b>Dr. Max Jean-Paul</b>	Assistant Principal <b>Ms. Kimberly Laboy</b>
Coach <b>Mike Tobin</b>	Coach
ESL Teacher <b>Iva Gjoni</b>	Guidance Counselor <b>Ms. Amelica Content</b>
Teacher/Subject Area <b>Shivika Rajkisore/Science</b>	Parent <b>Kady Celestine</b>
Teacher/Subject Area <b>Shani Zmora/Social Studies</b>	Parent Coordinator <b>Hilda Charles</b>
Related Service Provider <b>Iva Gjoni/ELA Teacher</b>	Other
Network Leader(Only if working with the LAP team) <b>Alexis Penzell</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>200</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>4.50%</b>
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## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In											2	2	5	9
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	2	2	5	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	3			5			2			10
Total	3	0	0	5	0	0	2	0	0	10

Number of ELLs who have an alternate placement paraprofessional:

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## 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)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.

We use the data to see how students perform and what we need to do in order to help ELLs succeed. Our main objective is to graduate as many of our students as possible. ELLs get additional time to work with teacher/teachers in order to improve their language skills so that they can pass the exams. they participate in Saturday school (Regents Prep). BBA is a transfer school. After we admit the students, we check their transcripts and information about their language skills. Teachers, advisors and administration work closely together to see where the students should be placed, what courses the student must take, and what ESL needs the student has. Based on the previous data and information that we receive from teachers, we provide the student with the needed extra/ESL help.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
all students receive a reading, writing and math assessment as part of the intake process to assess their reading levels of English Proficiency. In addition, we coordinate a Parent Orientation at the beginning of the school year. Teachers, advisors and administration work closely together to view the ESL data – LAB-R and NYSESLAT. We view the data in order to have a better understanding of how the ELLs have improved from previous years. When we see improvement, we continue enhancing our lessons so that all our ELLs benefit and enhance their language skills. Data demonstrates where the students are, what we should do as a school to provide students with the necessary help from all teachers, not only from their ESL teachers. We compare students LAB-R scores with the NYSESLAT scores and see their improvements, in what areas they need help, we try to understand their language deficiencies and weaknesses in order to create lessons that will be beneficial to them in the future.
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](#))

Brooklyn Bridge Academy is a Transfer High School in its sixth year of operation. Our major objective is to graduate all our students according to their Individual Graduation Plan. Our ELL students are mainstreamed in their classes. Some of our ELA classes are taught by a licensed ELL teacher as we believe ELL strategies are good teaching strategies for all students. The ELL teacher also works with students during tutoring time. Moreover, our instructional delivery model is the workshop model emphasizing small class size, modeling, guided and independent practice, which provides ample opportunities for students to speak, read and write English.

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?

The school leadership and teachers discuss students' test result in weekly meetings during Common Planning Time. What the data reveals, help us understand what our ELLs need in order to improve their language skills. Therefore, we create programmes and lesson plans that are rigorous and differentiated. We have extended students' Independent Reading time. This have allowed for students to learn more vocabulary, read more and practice book disussions and test taking strategies. Teachers and administration (as well as advisors) meet and discuss the students' scores, needs and what we should do to help our ELLs improve their language skills. We meet three times a week in our departments and the ESL teacher works collaboratively with all teachers to make sure that ELLs are getting the necessary help. Our ESL Program in a pull out program. The ESL teacher works with the ELLs individually and also in the classroom, where she teaches English/ESL. Working collaboratively with other teachers, has helped us improve our lessons as a school and our ELLs have benefited and have, as a result, achieved higher grades.

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?  
All content area teachers teach in such a way that they are building the students' English language skills. We all make use of dictionaries daily, we give practice tests and we all review vocabulary words and content daily. We use technology in our school. Students benefit from this because they are able to not only read from texts but they are able to understand the teacher better when there are visuals in front of them. We use powerpoint presentations in all of our classrooms, we do have computer labs, students are given computers/laptops to do research and/or view/read individually and in groups. Teachers share their experiences with the ESL

teacher and administration.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our Community Gatherings at the end of every Cycle serve as a culminating event for each trimester/cycle and provides students with a more demanding opportunity to speak, write, read and listen to English. Each course is designed in such a way that it corresponds with students' grade level. We offer Foundations courses and more advanced courses, such as Regents Prep and Post Regents. All of our ELL students receive individualized assistance in the least restrictive environment through mini-conferencing and increased levels of student-to-student interaction. We offer Saturday school to all of our students, including ELLs. They have the chance to practice ELA and Math. For the upcoming year we will continue with our ESL program and will work on improving it and offering more resources and help. Computers are available in school and during teaching. Teachers use power point presentations, smart boards, different level books, etc. Our students, especially our ESL students, are given many opportunities to succeed. All the resources and services correspond to our ELLs grade levels.

## 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](#).)

Some of our school's activities to assist newly enrolled ESL students are: community gathering with parents taking part as well, an orientation conducted by the Principal, Advisors, Guidance Counselors, Teachers, etc. There are members of the staff/teachers in our school that speak several languages, as well as our Principal and Guidance Counselor, who help students by approaching them in the native language/approaching their parents in the native language. There are also parent school night, open school night, Regents Prep, and Community Get Togethers. (Native Language/Native Language materials are not used in intervention programs). Test accommodations for ELLs are: ELLs receive time and a half. Brooklyn Bridge Academy is a transfer school. We receive transcripts from other schools – therefore, we do not conduct LAB-R tests. However, we do interview our students before admitting them to our school, we conduct meetings with parents, advisors and principal; the students do take an entrance test and we also communicate with parents and send letters home to let them know about the ESL program their child will be attending at our school.
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.

Some of our school's activities to assist newly enrolled ESL students are: community gathering with parents taking part as well, an orientation conducted by the Principal, Advisors, Guidance Counselors, Teachers, etc. There are members of the staff/teachers in our school that speak several languages, as well as our Principal and Guidance Counselor, who help students by approaching them in the native language/approaching their parents in the native language. There are also parent school night, open school night, Regents Prep, and Community Get Togethers. (Native Language/Native Language materials are not used in intervention programs). Test accommodations for ELLs are: ELLs receive time and a half. Parents are notified regularly about their child's ELL program, test result, etc. Letters are sent home by the teacher/guidance counselor in English and parent's/student's native language. We meet with parents at the beginning of the school year, we hold parent teacher conferences, we send letters home, conduct phone calls and/or invite parents to our school for open nights. We provide parents with many opportunities to share and discuss our ESL/school plan for their child.

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](#)].)  
Letters are distributed to parents regularly. Responses/surveys are secured/stored in our school. ATS reports are received with students' transcripts when they are admitted at Brooklyn Bridge Academy. Parents are notified about their childrens' NYSESLAT scores. The school sends letters (in English and native language) to parents to notify them about their children's NYSESLAT scores.
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.  
ATS reports are received with students' transcripts when they are admitted at Brooklyn Bridge Academy. Parents are notified about their child's NYSESLAT scores. The school sends letters (in English and native language) to parents to notify them about their children's NYSESLAT scores.
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.  
ATS reports are received with students' transcripts when they are admitted at Brooklyn Bridge Academy. Parents are notified about their child's NYSESLAT scores. The school sends letters (in English and native language) to parents to notify them about their children's NYSESLAT scores.
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, the trend in program choices have mostly been similar to the ones previously requested/offered. In our school, we have a Push In ESL 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])?
 

The ESL/ELA teachers works with the students regularly. ELLs are programmed to take the same classes/courses that other students take but the teachers are aware of the lack of language skills for our ELLs. Therefore, teachers differentiate, use technology in their classrooms, students use computers and are given Independent Reading time daily and after school. The ESL teacher works closely with other teachers to ensure that ELLs are received the best service. Also the ESL teacher meets regularly with the ELL students during regular class hours and after school/extra time.
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)?
 

Pull out/Push In and After School hours. The ESL teacher teaches all our ELLs. The ESL teacher is also present in other classes for extra help. ESL teacher and student meet individually several times a week during lunch. Students are provided with extra help at any time during their classes
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.
 

Teachers differentiate and use the English Language/English Standards ensuring that all students are receiving rigorous and meaningful instruction. Our program is ESL. Students are pulled out by the ESL teacher, who helps them with their English Language skills. English is delivered by the ESL teacher and differentiation is used constantly. Native language support is provided by our advisor(s) who speak the students' native language (when needed). Delivery of lesson is done in English and texts used are at different levels of difficulty.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Practice Tests, work closely with the ESL/ELA teacher as well as other teachers. ESL students are assessed biweekly. The teacher gives writing/reading/listening/speaking tests to see where the students are and what they need to improve their language skills. We also give practice tests to our students. ELLs are also assessed daily through discussions, classwork, homework and quizzes.
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).

Using technology, different level text, Independent Reading, test taking strategies, Regents Prep, extra time, teacher-student conferencing, etc. Newcomers start with our Intro courses. Teachers and students work together to see what the ELL needs are and how they can move to the next level. ELLs receiving service 4 to 6 years, move to higher courses, such as College Prep or Culture and Identity, where the level of reading/language is at the highest. Long term ELLs also take high level courses and electives. ELLs who tested proficient are moved on to either graduating high school or taking College courses.
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?
 

We use the workshop model, Power Point presentations, use of computer labs and technology in the classrooms. Various level texts. Frequent use of libraries/ESL library. All teachers at BBA create lessons that are easily accessible to all students and especially to ELLs. The use of handouts/charts, power point presentations, pictures, modeling, scaffolding are some of the strategies that all our teachers at BBA use, so that all students learn at different levels of difficulty. Book End is another strategy that has helped our students with reading comprehension. Students read independently daily for 20 minutes. Also our school/ESL libraries are very rich with books not only in English, but also in other foreign languages. Students/ELLs have access to glossaries, dictionaries, various level texts, etc.

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?  
 Common Planning Time meeting, teacher discussions and collaboration, staff meetings, feedback from administration, use of data to enhance and improve instruction.

**Courses Taught in Languages Other than English **

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

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

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

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

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

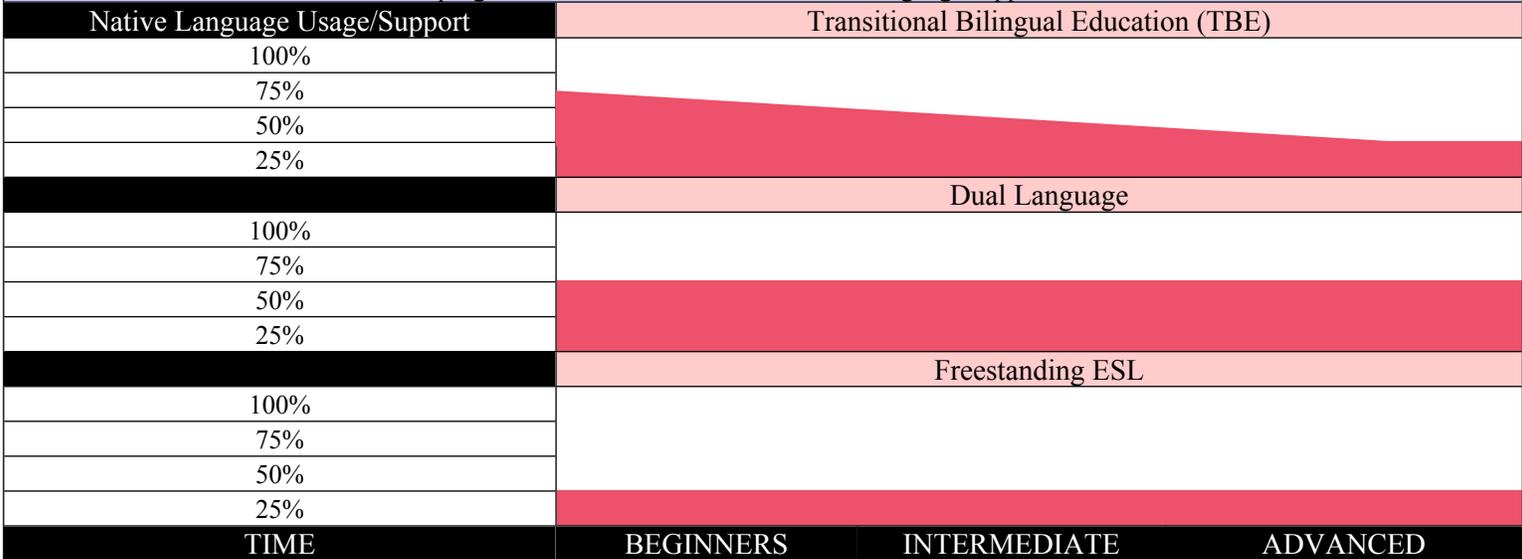
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.
- Saturday school, Regents Prep, Independent Reading/Book End (students read independently daily - school wide initiative), student teacher conferences, meet with ESL/ELA teacher after class. The ESL teacher co-teaches with the Social Studies Teacher. The ESL teacher also co-taught with the Math teachers. At BBA, we are infusing literacy and social studies and we are helping our students (ELLs) write and read more. Teachers collaborate and plan together so that ELLs get the needed help and the necessary instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELL students are reading more, practicing their language skills in their classes and all subject, practicing test taking strategies and passing their classes and the Regents exam.
11. What new programs or improvements will be considered for the upcoming school year?
- ESL/ELA classes that incorporate the Common Core Standards and rigorous instruction and differentiated that help students with their language comprehension. Test practicing, Independent Reading and Book End. Meeting with students.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL students receive the same instruction that all other students receive. We ensure that all students in our school receive a high level, rigorous and meaningful instruction. All students receive same services from teachers and other staff members. ELLs participate in all our school's activities. We provide trips to museums/shows, sports, celebration, open night, college trips, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- School libraries, ESL libraries (books in English and Native Languages), Power Point presentations, pictures, computers/laptops, computer labs, etc. Smart boards are used throughout our school. Students can use and are provided with laptops/ipads. Students can use our computer lab to conduct research or learn. I-learn and Castle Learning are available online for all our students, including ELLs. Textbooks/books/beginners texts/medium level texts/high level texts are also available to all ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL libraries, communication with students and parents in Native Language. The ESL library contains texts in foreign language (Spanish, French, Haitian Creole) and English. We also provide students with dictionaries in their native language and English. Glossaries are also available to the ELL students. .
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Choice of texts/books, technology, lesson plans are differentiated
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.
- We receive the student's test score from his/her previous school (since we are a Transfer school). Parents and students meet with our Guidance Counselor/Advisors/Principal/Teachers. The discussions may be conducted in the parent's Native Language, if necessary. All ELLs participate in a Push-In/Pull-out ESL program based on parental choice when they first enrolled at Brooklyn Bridge Academy.
18. What language electives are offered to ELLs?
- Spanish courses
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### **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.

Our ESL teacher and staff that service our ELL participate in professional development training that is offered throughout the borough through the Office of English Language learners and our CFN network on staff development days. ESL personal attends several ELL workshops per year. We have Staff PD every other Wednesday, when all our staff gets together and we discuss our students, needs and progress.

### **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?

Advisors, teachers, and guidance councilors communicate with the parents often. Parents take part in our community gathering, open nights, etc. Our bilingual Guidance Councilor and advisors do daily outreach to all of our students, including our Spanish and Haitian speaking parents. Our principal, advisors, and administration work closely with teachers to receive information about ELLs and to also provide teachers with needed information so that our ELL students can move on and improve their language skills. ESL teacher and principal meet often to discuss achievements and next steps. Administration works closely with the ESL teacher providing data, tests scores, etc. Every other Wednesday, we have staff PD where we discuss achievements, progress and next steps. Teachers are also provided with help on how to improve their teaching, questioning strategies, etc. Every other Wednesday, we have staff PD where we discuss achievements, progress and next steps. Teachers are also provided with help on how to improve their teaching, questioning strategies. Parents and school administration/advisors meet at the beginning of the school year. Parents are often contacted by the school or invited to our school to participate in introduction of programs. We try to accommodate all our students' needs, especially ELLs.

### **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.

All students receive a reading, writing and math assessment as part of the intake process to assess their reading levels of English Proficiency. In addition, we coordinate a Parent Orientation at the beginning of the school year. Ensure all LAP team members have signed; send copy of assurance page to your senior ELL compliance and performance specialist. Bi weekly meetings are held during each Cycle where students progress reports are discussed. We use the CBO, F.E.G.S. and also the NYC Dept. of Education Translation Department. We hold 3 workshops throughout the year at the beginning of each Cycle.

## **Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: \_\_\_\_\_ School Name: **18-K-578**

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

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

**Part A: Needs Assessment Findings**

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

Parents and students meet with our guidance counselor/advisor/principal/teacher. The discussion may be conducted in the parent's native language, if necessary. As of September 2013, Brooklyn Bridge Academy is a Transfer High School in its seventh year.

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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