



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROOKLYN INSTITUTE FOR LIBERAL ARTS
DBN (i.e. 01M001): 17k745
Principal: ANN-MARIE HENRY-STEPHENS
Principal Email: AHENRYSTEPHENS@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: MALIKA BIBBS

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
ANN-MARIE HENRY-STEPHENS	*Principal or Designee	
GRACE-ANN CHARLES	*UFT Chapter Leader or Designee	
LARRY WHYTE	*PA/PTA President or Designated Co-President	
CASSANDRA DREW	DC 37 Representative, if applicable	
ZENOBIA BHOLAI MACARTHUR MENTOR	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
CICILY HUMES-JAMES	Member/ CSA Representative	
JULIE ADAMS	Member/ Parent	
GWENDOLYN WILLIAMS	Member/ Parent	
JACQUELINE BOWEN	Member/ Parent	
	Member/	

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

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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

By June 2014, all teachers will receive a minimum of 4 observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching 2013; 75% of teachers will show at least one level of growth in 4 component areas.

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.

According to our 2012-2013, New School Quality Review Report, an area identified for improvement was “the need for targeted feedback to teachers in order to more consistently support teacher development and elevate school-wide instructional practices.” In addition, New York State’s new teacher development and evaluation system demands that teachers be given adequate professional development to gain an effective understanding of the expectations of the new system.

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

Strategy: All teachers will be observed informally and formally (as per their choice according to the new teacher development and evaluation system), a minimum of four times a year, and will engage in diagnostic, mid-year and end of the year self-reflection and assessments

1. Activity—All teachers will participate in monthly professional development sessions and individualized sessions on the Danielson Framework.
2. Activity—All teachers will complete 3 self-assessments regarding their practice within the Danielson rubric
3. Activity—All teachers will participate in feedback sessions with school administrators
4. Activity—All teachers will participate in instructional strategy workshops facilitated by BILA’s ISA school and content area coaches

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

Key Personnel/Resources for Strategy:

Principal and assistant principal with conduct formal and informal observations

NYCDOE Talent Coach will work with administrators on implementation and evaluation using the Danielson rubric

Key Personnel/Resources for Activities

1. All teachers and administrators; ARIS Learn
2. Using the Danielson rubric, all teachers will complete a self-assessment at their Initial Planning Conference(IPC) in the fall, at the start of the spring semester, and at the end of the school year
3. All teachers and administrators
4. All teachers, content area coaches and ISA school coach

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

Strategy: After every feedback session, administrators will observe teacher instruction to evaluate progress made on areas identified

1. After professional development sessions, administrators
2. Self-assessments will be used both prior to and post each observation to measure the alignment between self-assessment and observed practice.
3. Teachers will be evaluated using Danielson rubric and be given both verbal and written feedback about their practice; teacher movement along that rubric will be used to assess progress.
4. Teachers’ use of strategies in classroom practice will be noted and evaluated.

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

1. Every month beginning in September 2013 and ending in June 2014.
2. At the beginning of the school year, mid-year and at the end of the 2013-2014 school year
3. After every formal/informal observation during the 2013-2014 school year
4. Monthly during the 2013-2014 school year

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

1. Weekly professional development sessions are scheduled from 3:00-5:00 pm every Wednesday; at least one of those sessions is focused on the new teacher evaluation system. Teachers receive additional support on specific instructional from content area coaches provided by our partner organization, Institute for Student Achievement (ISA). New teachers are also mentored by experienced colleagues.
2. Administrators meet with teachers monthly to discuss their growth and self-diagnosed areas of need.
3. As needed during the 2013-2014 school year
4. The ISA school coach and content area coaches visit the school weekly and coordinates activities with small groups of teachers during respective common planning time periods.

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).

NA

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	x	Grants
----------	-----------------	----------	-----------------	------------------	------------------	------------------	----------	---------------

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

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.

By June 2014, 85% of BILA's student population will be reading at least one grade level higher, as per Achieve 3000's lexile and grade level rubrics, than they did when they entered their respective grades.

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.

BILA serves a diverse student body, including English Language Learner, students with disabilities and many newly arrived immigrant students. The vast majority of BILA's students enter the school with low level literacy skills; and thus, without a strong literacy foundation most struggling students will not be to handle the rigorous coursework or academic requirements expected of them in subsequent grades and in the college level courses students are expected to take during their junior and senior years at BILA. Ultimately, if these students lack the necessary skills to decode, comprehend, and write, we will not be able to meet BILA's overall vision, which is to send 100% of our students to college and give them the skills necessary to succeed in college, will be significantly diminished.

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.

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

Strategy 1: Literacy Across the Curriculum
 All teachers across all content areas will be engaged in literacy instruction. We will develop a Writing Across the Curriculum (WAC) Program and a Reading Across the

Curriculum (RAC) Program. Teachers will receive to help them develop stronger pedagogical skills around literacy. Teachers will receive additional professional development around addressing students' literacy needs from our lead partner, Institute for Student Achievement (ISA).

Strategy 2: 60-minute blocks of ELA and Literacy instruction 3 times per week

In addition to their 60-minute blocks of English instruction 3 times per week, every student at BILA receives an additional 180 minutes of literacy instruction. Students, particularly those with lower level skills in literacy, will benefit from the additional focus on reading and writing skills. Teachers will identify the lowest third of students with literacy deficiencies and provide support afterschool between 3:00 – 5:00pm.

1. Activity-- Use of a Blended-Learning Model to Provide Students with Differentiated Instruction. Students will have the opportunity to utilize online programs, which offers real-time, individualized differentiated instruction. Teachers will incorporate programs such as Achieve 3000 into their daily classroom instruction.
2. Activity-- Students will take a series of diagnostic and interim assessments modeled after the New York City ELA Performance Assessments to gauge their progress throughout the year. Teachers and staff will provide students with feedback on progress of literacy levels with individualized instructional packets to strengthen areas of improvement.
3. Activity--After-school tutoring and Saturday Academy will be used to give students extra support to build their individual skills. Saturday academies will offer online and teacher support to strengthen reading, writing, and comprehension skills across content areas
4. Activity--Teacher teams will meet weekly during scheduled content area common planning time sessions and during grade team meetings to analyze data to identify gaps in students' skills and to adjust instruction.
5. Activity—Teachers and administrations will develop and implement intervention plans for all students in BILA's lowest third.

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

Key Personnel/Resources for Strategy 1: All teachers and administrators

Key Personnel/Resources for Strategy 2: All teachers and Administrators

Key Personnel/Resources for Activities:

1. Activity—All teachers; iZone Learning Platforms; Achieve 3000 Empower Reading Program
2. Activity—All teachers and administrators; ISA will provide testing materials in Writing and Math. Empower 3000 will be used to assess reading skills.
3. Activity—All teachers and administrators. 9 teachers total will tutor after school 4 times a week for 2 hour sessions from September 2013 to June 2014
4. Activity—All teachers and administrators. Teams comprised of 7 teachers each meet weekly from October 2013 to June 2014 for 2 hour session at person rate.
5. Activity—All teachers will meet during grade team meetings to develop intervention plans for all at-risk students.

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

Strategy 1: Administrators will analyze performance and assessment reports every six weeks to determine the effectiveness of implemented programs

Strategy 2: Administrators will analyze performance and assessment reports every six weeks to determine the effectiveness of implemented programs

1. Students will take a baseline test in the fall of 2013 and a benchmark test in June 2014. From September to June, in grade teams and content area teams, teachers will analyze student performance reports and adjust instruction to fill gaps in skill levels.
2. Data from assessment tests will be analyzed and used to modify instruction as needed
3. Student results on reading assessment tests will be analyzed every marking period
4. Data from assessment tests will be analyzed and used to modify instruction as needed
5. Student results on reading assessment tests will be analyzed every marking period

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

1. Baseline tests --September 2013
2. Interim Tests every six weeks from October to May

3. Benchmark test --June 2014
4. October 2013—June 2014
5. October 2013 to May 2014

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

1. Teachers and administrators will receive training in the use of Achieve 3000 platform in late August and start using the program with students in September
2. Teachers and administrators will attend ISA Summer Institute and Winter Institute Sessions to learn instructional strategies to support literacy instruction
3. Teachers will be scheduled to tutor small groups of students who need extra support
4. Content area teams will meet twice a week for 60 minutes per session to look at student work, create unit and lesson plans to address students' instructional needs
5. Grade teams comprised of 7 teachers will meet weekly from October 2013 to June 2013

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).

- Progress reports indicating student academic and social behavior sent to parents every 6 weeks.
- Daily phone calls and messages indicating any student attendance, lateness or behavioral issues that may negatively impact student performance
- The school uses the online grading system, Jupiter Grades, to ensure parents have continuous access to their child's academic grades and discipline issues.
- Monthly PTA meetings
- Monthly SLT meetings
- Parent-Teacher conferences
- Parent volunteers to assist in school and extracurricular activities.

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

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.

Students will increase proficiency in using evidence to support arguments (Common Core Learning Standard) and 80% of students will effectively use evidence to support arguments across subject areas and grades by moving up at least one level in the "evidence" area of the rubric developed by BILA teachers.

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.

Students will be engaging in rigorous coursework and must be able to support their ideas and opinions critically. Teachers and students will need a strong understanding of the Common Core State Standards (CCLS) in order to help students meet these standards. Coursework in all subjects particularly in math and English will be cognitively demanding in preparation for career and college readiness. Students will need to be able to critically examine issues, determine claims and counterclaims, and use and cite evidence to support arguments. Our instructional focus for the 2013-2014 school year is "Evidence in Argument." Students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.

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. Activity—In September, teachers will meet to develop a rubric to assess the use of evidence to support a claim.
2. Activity--Teachers will develop Common Core-aligned units of study that incorporates opportunities for students to conduct research and use supporting evidence.
3. Activity--Teachers will develop collaborative units and lessons that incorporate oral and written skills needed for providing evidence to support arguments.
4. Activity--Teachers meet weekly in grade teams to assess student work and plan lessons that demand evidence to support a claim.

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

1. Administrators, teacher leaders, coaches
2. Assistant principal, teachers
3. Grade teams and content area teams
4. All teachers

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

1. Teachers will evaluate students' progress towards reaching proficiency after every unit of study.
2. Units will be evaluated based on rubric created by our teachers and administrators
3. Students' work will be evaluated using a rubric created by our teachers and administrators
4. Students' work will be evaluated using a rubric created by our teachers and administrators

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

1. Weekly from August 2013 to June 2014
2. Weekly for August 2013 to June 2014
3. Weekly for August 2013 to June 2014
4. Weekly for August 2013 to June 2014

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

1. Teachers will meet twice a week in common planning time sessions to develop rubrics and other artifacts around teaching argument
2. Teachers will meet twice a week in common planning time sessions to develop units and lesson plans
3. Teachers will meet twice a week in common planning time sessions to develop rubrics and other artifacts around teaching argument
4. Teachers will meet weekly in grade team meetings assess student work and feedback given to students as they develop skills around the use of evidence to support argument.

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).

Parent workshops to introduce and review Common Core State Standards to parents.
 Information and study packets providing strategies to help students build arguments and support claims using evidence.
 Workshops for parents to learn strategies to support their children in supporting arguments with evidence.

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	x	Grants
---	----------	---	----------	-----------	-----------	-----------	---	--------

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

--

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4. Timeline for implementation and completion including start and end dates**
 - 1.
- 5. 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.

- Strategies/activities that encompass the needs of identified subgroups**

6.

<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity
1.
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
1.
<ul style="list-style-type: none"> • 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.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tutoring with use of instructional packets, Achieve 3000 (Interactive online reading programs	Small group and one-to-one tutoring	During, after school and on Saturdays
Mathematics	Tutoring with use of instructional packets, and interactive online Algebra programs IXL and Fluidity Math	Small group and one-to-one tutoring	During, after school and on Saturdays
Science	Tutoring with instructional packets	Small group and one-to-one tutoring	During, after school and on Saturdays
Social Studies	Tutoring with use of instructional packets and audio-visual materials.	Small group and one-to-one tutoring	During, after school and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are scheduled to see the school's guidance counselor weekly and members of the SBST as needed for: Individual Counseling, Group Counseling Speech Parents are also invited in to participate in counseling sessions, meetings and workshops as needed.	Group and Individual as needed	During school

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

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

For future openings we will continue the strong hiring and retention practices by:

- Ensuring every teacher is licensed in the content area that he/she teaches.
- Prospective teachers are required to submit resumes, which are then vetted by the school's hiring committee. An initial interview will be conducted by the assistant principal, followed by an interview with department-specific faculty. A demonstration lesson will follow to determine that incoming teachers are highly qualified.
- Once new teachers are hired they work in conjunction with department members to develop instructional units and assessments for students.
- Offering in-house mentoring to all teachers new to the system
- Offering content area coaching to staff members; coaches are provided by ISA
- Recruiting from programs such as Math for America, NYCDOE Teaching Fellows Program
- All of our staff members are continually offered multiple opportunities to attend staff development
- Teachers and counselors are provided with workshops on the graduation requirement in order to better prepare the students in their classes as well as their mentees.
- Teachers and staff attend Institute for Student Achievement's (ISA) Summer Institute and Winter Institute for professional development in all areas of practice and to learn best practices from other ISA schools.

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).

- At BILA, we create annual professional development plans that encompass the needs of our teaching and non-teaching staff.
- All teachers and staff attend ISA's summer institute in June in preparation upcoming school year. At that summer institute, teachers attend professional development sessions in all areas of practice and to learn best practices from other ISA schools. Teachers also attend a winter institute with the same focus.
- During the school year teachers engage in weekly professional development sessions.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Tax Levy funds will be used to hire highly qualified teachers in each subject of Math, English, and Social Studies. Teachers will receive supervision and professional development in producing Common Core aligned units from Principal (Tax Levy Funded). In addition, content area coaches for teachers as well as professional development opportunities will be funded using RTTT monies in partnership with the Institute for Student Achievement. Title I Parental Involvement monies will fund family outreach.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers and administrators meet to plan all aspects of instruction, including assessments in common planning sessions and weekly professional development sessions. Topics covered in professional development around assessments include creating rubrics, designing performance assessment tests and activities, deconstructing state and local assessments. Data is evaluated on a six week cycle and instructional adjustments are made based on that data.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**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.

Parent Involvement Policy (PIP) Template



Brooklyn Institute for Liberal Arts, 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-Teacher 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 our Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. **To increase and improve parent involvement and school quality, our school will:**

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

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

- holding an annual Title I Parent Curriculum Conference;

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

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



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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 17	Borough Brooklyn	School Number 745
School Name Brooklyn Institute for Liberal Arts		

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 Ann-Marie Henry-Stephens	Assistant Principal Cicily Humes-James
Coach	Coach
ESL Teacher	Guidance Counselor Shannon Tyler-Garces
Teacher/Subject Area Brittany Hart/French	Parent
Teacher/Subject Area Patrick Hunt/ELA	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	173	Total number of ELLs	13	ELLs as share of total student population (%)	7.51%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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	13									13
Total	13	0	0	0	0	0	0	0	0	13

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	1			2
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic										1				1
Haitian										4	2			6
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	0	0	0	0	0	0	0	0	7	6	0	0	13

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)										7	3			10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)											2			2
Advanced (A)											1			1
Total	0	0	0	0	0	0	0	0	0	7	6	0	0	13

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	2	2	1	0
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 same diagnostic tests for all our students--Institute for Student Achievement (ISA) prepares a series of diagnostics tests in Math, Reading and Writing for its partner schools. This school year, we also used the New York City Performance Assessment tests to get baseline data on all of our students. The ELLs, especially the 9th graders, were unable to do complete any of the tests, even the ones given in their own languages. In addition to the language barrier, they lacked the critical thinking and analytical skills needed to perform satisfactorily on those tests.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Because we have such a small ELL population, our data did not give any insights or patterns across proficiency levels on either the LAB-R or the NYSESLAT exams.
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 [AMAQ tool](#))
NA
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?
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our unit planning template and lesson planning template include sections for modifications and ELLs. And, we spend a segment of our grade team meetings discussing and planning for ELL needs. Teachers also receive professional development around ELL instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
This school is in its 2nd year of operation and last school year (2012-2013) we made 100% AYP for our ELL students. We are a small school and know our students well. Our second year ELLs have an average 98% attendance rate (last school year) and are on track to maintain that this year. We use marking period data and report card data to monitor our ELLS during the school year. We also look at ELL student work as part of our inquiry process. We also have an advisory program at BILA and first year ELL students are put into the same advisory. There we are able to plan specific social/emotional activities to address their needs and concerns.

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](#).)
The ELL identification process begins with parents filling out the Home Language Identification Survey (HLIS) when they first come to the school to fill out enrollment documents. Students are identified based on the language that the parents indicate is spoken in the home. If the HLIS show that the student's language is a language other than English, then that student is identified for LAB-R testing. The persons responsible for conducting the initial formal assessment is the principal or a designee at the school. The school has a social worker who is fluent in Haitian Creole and one teacher who is fluent in Spanish and another who is fluent in Mandarin. When parents come in to enroll their children, they also complete the Parent Survey and Program Selection form unless they would like more time to consider their options. To ensure parents understand the orientation and intake process, staff members from the instructional and the social provide oral interpretation in native languages. When there is no staff member who speaks a particular uncommon native language, the NYCDOE Translation and Interpretation Unit provides oral interpretation over the phone. Oral interpreters also help translate those intake forms not already translated by the NYCDOE. Sometimes an informal interview done in the parent's native language may be necessary to determine identification. At this current time, the LAB-R is administered by an licensed ELA teacher and the NYSESLAT will be administered by a licensed ELA teacher .
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.
At this time, because we are a new small school with a very small staff, parents are verbally informed about all three program during the initial intake and orientation by the guidance counselor. Parents are also directed to archived web videos on the DOE website that explain the benefits of all three programs. As we develop and we have the space to accommodate parents more comfortably, we will create a space to show the videos at the school and have an ESL teacher available to answer any questions parents may have.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters of newcomer students are backpacked home to parents as soon as the LAB-R exam is administered and scored. Parents are invited to additional orientation meetings to get follow-up information about the NYC public school system including such topics as an overview of their child's instructional program, how to read a transcript and a student program card, what guidance and other services are available to their child. Entitlement letters for other students are also backpacked home when NYSESLAT results are made available indicating a continued need for services or a discontinuation of ESL designation.
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.
We currently only offer an ESL program at this school and we inform parents of this when they are enrolling their child. We have staff members who speak French, Haitian Creole, and Spanish and these staff members help with intake of ELL students. Based on their scores on the LAB-R, beginning students receive 3 units of ESL instruction, Intermediate students receive 2 units and advanced students receive 1 unit of ESL plus one unit of ELA, as per CR Part 154 regulations. Parents will be notified through letters sent home that their child has been placed in ESL classes. We will also offer parents the opportunity to come in to speak to the principal and other school staff, if necessary, about their child's placement.
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.
A schedule is created for NYSESLAT exams to be administered and ELA and Foreign language teachers are trained to administer the test. A room with all necessary equipment is set aside for testing and students get a test schedule to inform them of the tests. A separate letter about the test is backpacked home to parents. Tests are then administered on scheduled days by the trained teachers and supervised by the principal and assistant principal.
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. [①](#)
This is only our second year of operation. This school opened in 2012.

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])?
 - a. We have self-contained classes for most of the 9th and 10th grade beginner ELLs because their proficiency levels are quite low, and push in [co-teaching] for the other ELL students. We, however, have placed two beginner ELLs in a push-in class because they have demonstrated stronger literacy skills.
 - b. We have 60-minute block programming and so our seven 9th grade ELLs are in the same block and our 6 10th grade ELLs are in the same block, except for when some of them have ESL classes. The rest of the students in those classes are not ELLs. Our data last year indicated that our ELLs performed better when they were blocked together (term 2) versus when they were not (term 1). Classes are heterogeneous. Instruction is majority in English with native language supports for vocabulary, Spanish-English dictionaries and choice of reading material. We also make an effort to develop language by providing instructions in writing as well as orally with additional visual enhancements where possible.
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)?

At this small school:
 Beginners get 3 60-minute periods of explicit ESL and 3 60-minute periods of Literacy Instruction in a push-in setting
 Intermediate students get 3-60 minute periods of Literacy Instruction in a push-in setting
 Advanced students get 3-60 minute periods of Literacy Instruction in a general ed classroom
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.
 Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Paste response to question here:
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).

Our ELL population does not contain any SIFE or long term ELL students.
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?
 BILA does not have ELLs-SWDs.
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?
 NA

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

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

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

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

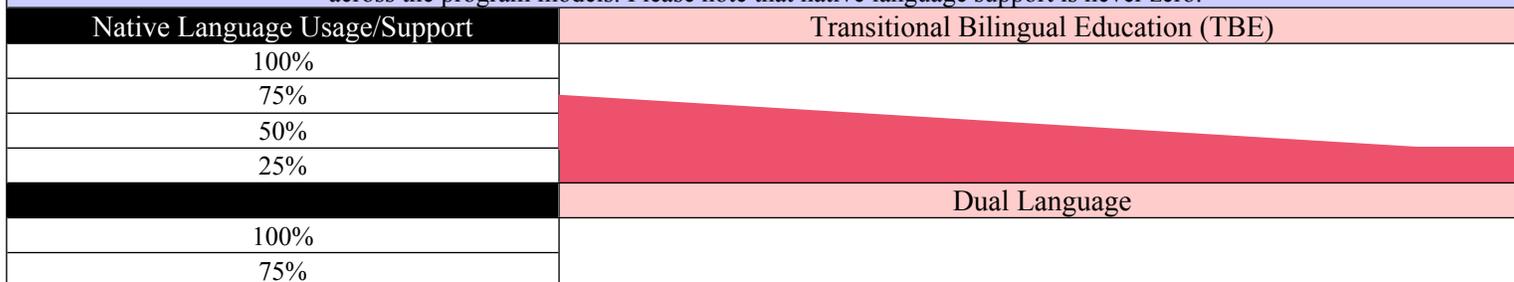
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

In math and science, ELLs receive language supports as necessary such as translation, glossaries and dictionaries. ELLs also received targeted vocabulary instruction in conceptual, procedural and discipline-specific vocabulary. Whenever possible, an ELA teacher pushes into content area classes and helps to make the language of the tasks/activities more comprehensible to the students by working on vocabulary and other literacy exercises. In addition, all teachers are required to cater to the needs of ELLs by differentiating lessons and materials for ELLs as needed.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our data indicates that our ELLs are gaining the skills necessary to make them college and career ready. Teachers work with ELLs in small groups and/or individual setting as needed and the students continue to respond by attending after-school programs every day.

11. What new programs or improvements will be considered for the upcoming school year?

BILA will hire an ESL teacher.

12. What programs/services for ELLs will be discontinued and why?

NA

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We provide after-school tutoring in Math, ELA, Social Studies and Science on Mondays, Tuesdays and Thursdays and Fridays from 3:00-5:00 p.m. We offer an online literacy program to all of our students and computers are made available to them during classes and after school everyday from 3:00-5:00 pm. Intervention services are offered largely in English.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELLs in our school community have a host of instructional resources available to them. We are an Izone school so ELLs, just like every other student, have access to computers (one to one) and online reading and writing programs that they can use in school and at home. All of our classrooms are equipped with SmartBoards. We have bi-language dictionaries, glossaries, texts and computer software programs such as Achieve 3000, Aventa and My Access Writing. ELLs take part in all extra-curricular activity; we have a variety of clubs (art, dance, step, team, young men character club). We also offer Homework Help and tutoring in Math, ELA, Literacy, Science and Social Studies.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Paste response to question here:

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.

18. What language electives are offered to ELLs?

French

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)?

- e. 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.

Teachers attended sessions for two weeks over the summer and meet weekly for a combined 6 hours of professional development hours.

Workshops taken by our teachers have included:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the English classroom

2. Teachers are provided with a list of strategies that have been found to be effective in assisting ELLs to understand the core content areas and improve ELLs' academic performance. More professional development needs to be done to assist content area teachers meet the academic needs of ELLs. This year, teachers will take advantage of relevant and meaningful professional development offered by the Department of Education's Office of English Language Learners.

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?

Parents are actively encouraged to understand and support their child's education. This starts with individual meetings with the Principal, continues through curriculum nights on reading, history, science and math, summer programs and information on teen development. Parents have access to information about student progress at all times through the online program and also receive mailings about student progress six times a year. School mailings about curricular programs and offerings are translated into Spanish and Haitian Creole whenever possible. We have a CBO partnership but it does not target ELL parents specifically though they might engage ELL students. Parent needs are assessed in summer meetings, solicited at PTA events and monitored through continual debrief and evaluation. Plans are adjusted according to parent request. ELL parents have not been as active in our school community as we would like but we continue to communicate with the parents of our English Language Learners through a series of correspondence regularly sent to their homes, through our electronic message system and through regular teacher calls to parents and guardians.

We also have an active PTA and executive members they have been gathering data around parent needs through survey and phone calls. They are in the process of creating structures that they feel address the needs of other parents.

Our school will support parents 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. Paste response to questions here:

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.

The Brooklyn Institute for Liberal Arts is a new high school in its second year of operation. ELL students will be able to succeed academically at BILA. We have created 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 are 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

Part VI: LAP Assurances

School Name: BILA

School DBN: 17K745

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
ANN-MARIE HENRY-STEPHENS	Principal		1/1/01
CICILY HUMES-JAMES	Assistant Principal		1/1/01
NA	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
BRITTANY HART/FRENCH	Teacher/Subject Area		1/1/01
PATRICK HUNT/ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
SHANNON TYLER-GARCES	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: **17K745** School Name: **BROOKLYN INSTITUTE FOR LIBERAL ARTS**

Cluster: **4** Network: **404**

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

Part A: Needs Assessment Findings

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

Based on information provided by parents on the home language survey (which is done during intake), and through conversations with parents, we tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. In addition, parents are able to have information translated in various languages by staff who speak their native language.

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.

We determined that we needed written translation services primarily for Haitian Creole and Spanish parents; staff members are able to provide the oral translation services needed. A power point was created and shared with all faculty of the type and frequency of different languages spoken.

Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole and Spanish. Written translation is available, and when needed, the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (Haitian Creole, Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers whenever possible. Teachers and support staff who are native speakers will be paid to translate these documents after school hours.

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

Oral interpretation services will be provided by in-house by school staff whenever possible. We have staff members who Haitian Creole and Spanish. Oral notices announcing special events will be translated into native language and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and other school functions. Teachers and support staff will also attend these functions to support parents and students.

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

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee or support staff so that translation services will be provided. We have signs in our main office advertising such services. and make every effort to accommodate our parents oral and written translation needs.

