

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** BROOKLYN FRONTIERS HIGH SCHOOL  
**DBN (i.e. 01M001):** 15K423  
**Principal:** ALONA COHEN  
**Principal Email:** ACOHEN6@SCHOOLS.NYC.GOV  
**Superintendent:** LASHAWN ROBINSON  
**Network Leader:** NANCY SCALA

**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
Alona Cohen	*Principal or Designee	
Paladin Jordan Jr.	*UFT Chapter Leader or Designee	
Jaimie Hawkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kwesi Crosby	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Millie Henriquez-McArdle	CBO Representative, if applicable	
Takisha Willis	Member/ Parent	
Idejah Dillard	Member/ Student	
Neil Pergament	Member/ Assistant Principal	
Billy Wilson	Member/ Parent	
Kate Rubenstein	Member/ Teacher	
Adrian Franklyn	Member/ Parent	
Maureen Edwards	Member/ Parent	
Maria Sandoval	Member/ AP IA Special Education	
	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.

By June 2015, 100% of teachers will develop students' skills to engage in rigorous academic discussions and translate the resulting learning into written products

### **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.

During the quality review, it was identified that there was an inconsistency in implementation of pedagogical strategies that result in rigorous discussion and participation by students. When this feedback was shared with teachers, they also identified this area as a need and identified personal growth areas that they wanted to develop relative to it. All teachers wanted to ensure that they provide well-scaffolded opportunities for classroom discussions.

### **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. Teacher- led department meetings
2. Protocols to collaboratively evaluate and refine teacher practices
3. Protocols to develop new pedagogical approaches to develop students' skills to participate in rigorous discussions
4. Protocols to collaboratively examine student work and evaluate the efficacy of new approaches

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

1. All teachers will participate
2. Teachers leaders will be selected to facilitate the work in the department meetings
3. Teacher-Leader skills will be developed as part of our participation in the Learning Partners Program.
- 4.

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

1. Discussion protocols and scaffolding strategies will be developed and codified by each department.
2. Sharing of newly developed and implemented practices across departments will occur in January and June.
3. Teachers will observe effect of new approaches on student skills through classroom observations and videotaping lessons.
4. Teacher feedback of the department work will be collected via surveys.

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

1. Teachers will focus on implementation once per week during department meetings (55 minutes weekly). Completion by June 2014.

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

1. Department meeting facilitators will meet with BFHS admin team to collaboratively plan sessions.
2. Teachers will use NSRF protocols.
3. All progress towards the goal as well as associated documents will be compiled and shared throughout the school community via Google Docs.

### **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).

- 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;
- 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

### **Budget and Resource Alignment**

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

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

DOE Learning Partners Program (per session)

SIG funding will be used to support curriculum 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.

By June 2015, 100% of teachers will have participated in professional learning that leads to the development a toolbox of pedagogical strategies that achieve better implementation of IEPs across all subject 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.

During the quality review, it was noted that while the school is in the early phases of alignment to the CCLS, some lessons did not reflect the purposeful use of data to thoughtfully provide the Special Education students meaningful access to the curricula and to academic tasks that foster engagement. Special Education teachers also expressed that IEPs, while well written, are not being implemented with fidelity across all subjects.

### **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. Identify challenges in implementing IEPs with fidelity across subject areas.
2. Closely read student IEPs with a previously identified focus challenges
3. Develop and implement strategies to address each identified challenge area.

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

1. All teachers will participate
2. Teacher leaders- (All Special Education (SpEd) Teachers)- Maria Sandoval, Eric Wilson, Sandra Drozd, Kate Rubenstein, Paladin Jordan, LaTasha Robinson, Naadu Blankson-Seck, Tim Metzger, Valerie Krex

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

1. Evaluation feedback from monthly SpEd Led sessions
2. Codified strategies that address identified challenge areas

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

1. Special Education teachers will meet weekly as a department for 55 minutes. Bi-monthly department meetings will focus on Special Education Led (SpEd Led) professional development planning.
2. October: Special Education teachers meet and develop approaches for identifying school-wide IEP implementation challenges.
3. November: Special Education teachers introduce the focus of SpEd Led to the general education teachers and collaboratively generate a list of challenges to identify why IEPs are not being implemented with fidelity in classes.
4. December – May: 80 minute Professional development sessions led by Special Education teachers around the identified challenges- strategies are codified and shared
5. Ongoing: Special Education teachers will evaluate the efficacy of the SpEd Led sessions relative to effect on instructional practices that address identified challenges
6. June: Evaluate efficacy of professional development sessions and identify focus areas for the following school year

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

1. Bi-monthly meetings of the Special Education teachers to plan SpEd Led sessions
2. Monthly 80-minute professional development session led by Special Education teachers

### **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).

- 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;
- 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;

- Engage parents in discussion of effective implementation of strategies during IEP meetings.

***Budget and Resource Alignment***

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

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

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### 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.

By June 2015, 100% of teachers will develop and implement specific structures for teacher-team meetings that result in effective processes for all combinations of staff groupings.

#### **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.

We are currently in our fourth year and have found that as a grade was added each year and staff were hired to support students, the structures that we had in place to ensure that professional development was meeting all teachers' needs no longer sufficed. Last year, we have implemented structured department meetings that have resulted in collaboration and increased academic rigor in classes. Within departments, teachers share resources and strategies and support each other. Our challenge has been creating these same positive, meaningful and lasting learning opportunities across departments. During the 1:1 end of year conferences with teachers, several identified this as a growth area for the coming school year.

#### **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. Collaborative work across our two Learning Partner Schools (East Brooklyn Community HS and City As School) to learn about practices currently being implemented
2. Support for Learning Partners Team teachers will be provided through bi-monthly school-based meetings and monthly school visits to partner schools
3. Team Leaders will implement regular reflective processes in their respective teacher-teams to identify group needs relative to an "Teacher Team Effective Practices Rubric" created in collaboration with our Learning Partners Schools
4. Learning Partner Team members will meet with the principal and assistant principal to develop agendas that align with the "Teacher Team Effective Practices Rubric" and that incorporate feedback from the teacher-teams.

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

1. The Learning Partners school-based team will have a leader from each department: Andy Vernon-Jones- Arts, Stephen Tomasetti- Science, Marlyn Menelas- ELA, Matt Roberts- Social Studies, Tomas Ketcham- Math, Sandra Drozd- SpEd
2. Learning Partners Host School- East Brooklyn Community HS
3. Learning Partners Partner School- City As School
4. Imani Jones-Ratcliffe- Learning Partners facilitator

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

1. Creation of a refined Teacher Team Effective Practice Rubric
2. Reflection data from weekly teacher team meetings that captures growth relative to the Teacher Team Effective Practices Rubric

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

1. September- November: Learn about effective teacher team practices through Learning Partner School visits
2. December: Development of Initial Teacher Team Effective Practices Rubric
3. January: Refinement of Teacher Team Effective Practices Rubric
4. February: Initial gathering of data from teacher teams relative to rubric
5. March- June: Creation of teacher team agendas by LPP lead teachers, ongoing gathering of teacher team rubric data, continued visits to Learning Partners Schools (each school is observed and evaluated relative Teacher Team Effective Practices Rubric),
6. June- final team evaluations and sharing across partner schools

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

1. In the first stage, LPP lead teachers will identify strengths and growth areas for teacher teams at BFHS
2. Growth and Strengths will be categorized relative to Teacher Team Effective Practices Rubric
3. Rubric language will be refined to capture school-specific goals for teacher teams
4. Each teacher teams will self-evaluate relative to the Teacher Team Effective Practices Rubric

5. Each team will identify 2- 3 target Teacher Team Effective Practices Rubric target skills to develop during the school year
6. LPP teachers will design agendas that target identified skills for their respective teams
7. Teacher- team members will reflect on efficacy of implementation of the 2-3 identified target skills after each meeting
8. Data from evaluations will be used to inform design of agendas for each subsequent meeting

***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).

- 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;
- 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

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

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### 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>	<p>Linguistics- Applying phonetic rules to decode words and gain and understanding of the phonemic and phonological rules to improve reading and spelling skills</p> <p>Power Reading – Building reading fluency, comprehension and vocabulary skills</p>	<p>Linguistics– Classroom instruction, group work</p> <p>Power Reading – Small group</p>	<p>Linguistics – During the school day, 2 or 3 days a week depending on assessed need of individual student</p> <p>Power Reading – During the school day, 3 days a week</p>
<b>Mathematics</b>	<p>Math Intensive – Math skills building</p> <p>Algebra and Geometry Regents Prep – Skills and content support</p>	<p>Math Intensive –Teacher one-to-one support</p> <p>Algebra and Geometry Regents Prep – Classroom instruction, one-to one support</p>	<p>Math Intensive – During the school day, 2-3 days a week</p> <p>Algebra and Geometry Regents Prep – During the school day, 2-3 days a week</p>
<b>Science</b>	<p>Living Environment Regents Prep – Skills and content support</p>	<p>Classroom instruction, one to one support, on-line learning</p>	<p>During the school day, 2-3 days a week</p>
<b>Social Studies</b>	<p>US and Global History Regents Prep – Skills and content support</p>	<p>Classroom instruction, one to one support, on-line learning</p>	<p>During the school day, 2-4 days a week, afterschool and weekends</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Group – Discussion and activities to confront student issues and build community</p> <p>Counseling – Counseling sessions with individual counselors and/ or Social Worker</p>	<p>Group – large group, small group, discussion, interactive activities</p> <p>Counseling – one to one</p>	<p>Group – During the school day, 2 days a week</p> <p>Counseling – During the school day, required and scheduled for 2 times every month for every student. The majority of students have additional counseling sessions as needed.</p> <p>At risk student will receiving counseling from school social worker.</p>

**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 *TA Schools Only* section

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

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<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.
<ul style="list-style-type: none"> <li>• All teachers hired are fully certified and teach in their license area</li> <li>• Hire teachers to provide in-house support to all teachers in implementing blended learning initiatives and literacy development programs across subject areas. Teachers will work with both students and staff directly to understand need and support PD for other staff members.</li> <li>• Use per session to fund teachers to meet in teams to assess student results and develop instructional programs to match identified needs</li> <li>• Utilize Title I funding to reimburse teachers for educational expenses associated with advance degree programs and HQT status</li> <li>• Provide ongoing PD opportunities for teachers through the CFN to further develop skills</li> <li>• Develop relationships with organizations such as Math for America, Peace Corp Fellows, and Teaching Fellows to recruit candidates that are highly qualified and interested in working with an academically challenged student population</li> <li>• Hire a consultant to support math teachers in implementing data tracking strategies to inform instruction and development of pedagogical skills.</li> </ul>

**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).
<p>Staff meet every Monday for PD for 80 min. Administration and teachers collaborative plan sessions.          The principal and AP attend regular CFN PD sessions          The CFN offers targeted PD sessions to teachers on various topics that support instructional development.          Lead teachers attend regular TLP PD sessions to develop their leadership and facilitation skills          Teachers and admin participate and lead sessions as part of the TSCCI.</p>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• We are a conceptually consolidated school</li> <li>• Title I money beyond the ten and five percent mandates will be spent on professional development</li> <li>• Teachers will receive per session to attend valuable seminars and workshops. Funding is through TL and ARRA SIG.</li> <li>• Teachers will receive ongoing support in development of basic literacy teacher strategies through coordinated CFN trainings.</li> <li>• ARRA SIG grant funds will be used to pay per session for collaborative planning amongst staff</li> <li>• Utilize Title I funding to reimburse teachers for educational expenses associated with advance degree programs and HQT status</li> </ul>

**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.).
N/A

**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
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measures and the professional development provided regarding the use of assessment results to improve instruction.

Teacher leaders work directly with a team of teachers to gather feedback. Teacher leaders and administration meet together to make decisions jointly. If additional input is needed, the teacher leaders have targeted meetings with their departments. A Measures of Student Learning (MoSL) committee informs the decisions of the assessments for which teachers are held accountable.

**TA Schools Only**

**Use of Program Resources**

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

N/A

**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).

N/A

## Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent 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;

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 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;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 15K423**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$162,359.01	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,914,485.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>423</b>
School Name <b>Brooklyn Frontiers High School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Alona Cohen, PhD</b>	Assistant Principal <b>Neil Pergament</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Melanie Goldberg</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Maria Sandoval/Special Ed</b>	Parent <b>Jamie Hawkins</b>
Teacher/Subject Area	Parent Coordinator <b>Millie Henriquez-McArdle</b>
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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</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>1</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>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>172</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>4.65%</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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In										3	4			7
Push-In														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	4	0	0	7

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	6

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	1	0	0	6	0	3	8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	1	0	0	1	0	0	6	0	3	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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	
	ELL	EP	ELL	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	
<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	0	0	0	0	0	0	0	0	3	2	0	0	5
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	1	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	1	1	0	0	2
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>8</b>								

## 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	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	2	2	0	0	4
Advanced (A)	0	0	0	0	0	0	0	0	0	3	1	0	0	4
Total	<b>0</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>8</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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.
  - Our school uses multiple assessment tools to assess the early literacy skills of our ELLs. We use the Phonics Boost Skills Assessment, the Test of Silent Word reading Fluency, and the Scholastic Reading Inventory. All of our students also take the Riverside Publishing Periodic Reading Assessments. The data from assessing the literacy skills of our ELLs shows us that some of our ELLs have moderate to

- significant decoding deficits. These students are placed in a reading intervention class (Linguistics). Our ELLs who are strong decoders receive an individualized reading intervention class (Read180) designed to improve reading comprehension and fluency skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The pattern across our two previous years indicate that our ELLs generally score higher on the Listening and Speaking portions (often scoring at Advanced/Proficient levels) of the NYSESLAT than they do on the Reading/Writing portions (often scoring at Intermediate/Advanced levels).
  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](#))  
Given the pattern across our two previous years, with our ELLs generally scoring higher on the Listening and Speaking portions (often scoring at Advanced/Proficient levels) of the NYSESLAT than on the Reading/Writing portions (often scoring at Intermediate/Advanced levels), our instruction will focus on raising ELLs skills in academic language both in reading and in writing. As stated above, reading intervention classes are assigned based on skill level. All students receive structured writing instruction through in their core English Language Arts class. Additionally, our English Language Arts teachers lead other school departments in a school-wide effort to align writing instruction. As the AMAO tool linked through the LAP reads that it has expired, we are not able to use this document to calculate our AMAOs.
  4. For each program, answer the following:
    - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
      - a. The patterns across proficiency and grades years show us that our ELLs are scoring within the Intermediate and Advanced proficiency levels, with about half of our ELLs in Intermediate proficiency levels and about half with Advanced proficiency levels. Our ELLs take tests only in English as their dominant languages have been determined to be English.
      - b. Instead of the ELL Periodic Assessment, we as a school use the Riverside Publishing periodic assessment as well as the assessments within the reading intervention classes in which our ELLs are enrolled (JUST WORDS, LINGUISTICS, READ 180) as well as progress reports 12 times per year within English Language Arts classes. The results of these assessments is used in programming students within leveled English classes to meet their needs, match ELLs with opportunities to receive 1:1 and small group tutoring in after school setting and to set specific goals for their preparation and progress for the NYESLAT.
      - c. From these periodic assessments, we are learning that approximately half of our ELLs have moderate to severe decoding difficulties that then we address within the reading intervention classes. ELLs' native languages are not used in periodic assessment as our ELLs' dominant languages have been determined as English.
  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 (We are a 9-11 school in the 2013-2014 school year and will be 9-12 in the 2014-2015 school year).
  6. How do you make sure that a child's second language development is considered in instructional decisions?  
We make sure that a student's second language development is considered in instructional decisions by working with teachers to help them learn about second language issues for our ELLs, especially as they potentially differ from other language and academic language development needs that affect all of our students' experience. Within our school, our students have all fallen two years behind their peers. We have found that for many of our students, ELLs and non-ELLs, acquiring academic language is a key factor in helping our students access grade level reading and to work towards grade level writing. In this vein, we examine our ELLs' writing both in their NYSESLAT-specific academic writing tasks and in their class work. Especially as many of our ELLs have been receiving ESL services for more than 6 years, part of our inquiry addresses areas where we can try to determine what issues may be second language learning related and what could be more general academic language acquisition areas. Where we can determine language issues that relate to second language learning as separate from our school-wide focus on academic literacy, we address these needs by discussing them with teachers and suggesting interventions for 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?
 N/A (We do not have a dual language program)
  8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program for ELLs by assessing credit accumulation, Regents pass rates and progress on the NYSESLAT and the Riverside Publishing Periodic reading assessments.

## 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](#).)

According to our school's admission policies and in our school's design to serve students who are already students in NYC schools and have fallen behind their peers for two years, all students entering our school have already attended NYC schools before they attend our school. In addition, in order to be eligible for admission to our school, students specifically must have a record of attending eighth grade in NYC as this is the entry point for students to be considered for admission in our school. Therefore all students will have been administered the HLIS and have taken the LAB-R in their previous schools. Because students entering our school have already been administered the HLIS by their previous schools we do not administer the HLIS. The entries for all of these components are checked in ATS when students are admitted. As students have already been administered the HLIS by a different school by the time they are admitted to our school, our process of native language support during the intake process centers around general admissions procedures for our school, communicating our school's mission of providing academic interventions for students who have fallen two years behind their peers, and any other admissions questions that families have. These native language supports are provided by our Department of Education bilingual staff members (3 in Spanish, 1 in Haitian-Creole and American Sign Language, 1 in French). In the case that our bilingual Department of Education staff members are not available, we use translation and interpretation services of our 5 full-time staff members who are bilingual in Spanish and work with our school's partnering Community Based Organization, Good Shepherds Services. If we are not able to accommodate a family's language needs within our school and Good Shepherds staff, we use the Department of Education's translation services. During the intake appointment, students' language needs are assessed by a Good Shepherd Services staff member who conducts the interview in English and is also able to speak the students' native language. As students being admitted to our school have already been registered and attended another NYC school in order to be considered eligible for entry at our school, students' language needs have already been identified and assessed before coming to our school. If we were to find that a student's language needs had not been identified or assessed within their first ten school days, we would administer the state required identification tests within ten days of enrollment. We would then use the results of the identification test to determine whether students are entitled to bilingual/ESL programs and services and use identification test data to inform instructional programs and initial language allocations. Our process in using the Spanish LAB for Spanish-speaking ELLs follows a similar pattern in that we check to see that Spanish-speaking ELLs eligible for our school have been administered the Spanish LAB at their previous schools and within ten school days would conduct the Spanish LAB ourselves if we found that a Spanish-speaking ELL had not been administered the test. Although our school's admission criteria require that students have been enrolled in NYC schools prior to coming to our school, we would also be prepared to fully follow the ELL Identification Process for students who might be new to NYC but still fit our admission criteria. Our ESL teacher, Melanie Goldberg annually evaluates English Language Learners (ELLs) using the NYSESLAT and for administering the HLIS and LAB-R if necessary. Melanie Goldberg uses the RELC report to identify ELLs as soon they appear on the school's ATS. Melanie Goldberg administers some components of the NYSESLAT (i.e. Listening and Reading sections) and trains a team of other staff members to administer other portions (i.e. the Writing and Speaking sections where the ESL teacher should not administer/score for their own students according to revised NYSESLAT policies as of 2013).

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.

We hold a family orientation in September. At that time, we hold workshops to explain our academic program and the ESL supports that students will receive as part of it. All parents of eligible students are invited to the workshop to learn more about program options. If a parent does not come to the information session or any other event at the school, the Parent Coordinator or designated school staff will reach out to parents one by one as feasible to ensure that they receive the proper documents and are aware of

their options. We use phone calls, repeat phone calls, and registered letters to reach parents. All students are paired with a coach who can communicate with family in their native language. The coach conducts outreach to the families in English or their native languages and invites them to come to the school to discuss their program options. Parents of ELLs will have received an entitlement letter by mail. We will then provide families with 1:1 time with a coach, the ESL teacher and an administrator to discuss their choice and to fill out the program selection forms. This will take place following the ELL option workshop. If the parent chooses a program that is not offered at our school, we will let the parent know that in order for their student to be enrolled in the program, they need to transfer to another school. We will also inform the parent that we will record their preference and once fourteen other parents request the same program, we will offer it. The letters are mailed and maintained by the ESL teacher, Melanie Goldberg, after identification via the RELC report in ATS.

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 [\[see tool kit\]](#).)

As our students have a history of being enrolled in a New York City school as a component of their admission to our school, parents have already completed the Parent Survey and Program Selection forms at their child's previous school. Our ESL teacher, Melanie Goldberg, maintains copies of these Program Selection forms from students' cumulative files and works with students' previous schools to obtain copies of the Program Selection form in the cases where a student's cumulative file has not been received by our school. In the case that no Parent Survey and Program Selection form can be found, our ESL teacher along with the student's coach, reach out to parents by phone, registered mail and home visits to obtain the Parent Survey and Program Selection form. Melanie Goldberg, ESL teacher, maintains these records in a secure file system.

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.

Unless sufficient requests exist, all students will be put into a Freestanding ESL program and provided with push-in support. The parent will receive their three ELL options and descriptions of each in their native language at the beginning of each year. The document will also include our ELL program and a description of the services we offer. Families will be invited to come to the school to discuss the options, in their native language, with school staff. Additionally, we update the ELPC screen in ATS within 20 days of an ELL's admission to our school.

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.

In order to administer all sections of the NYSESLAT to all ELLs each year, Melanie Goldberg, ESL teacher, creates a testing calendar to cover the length of the testing window planning for multiple opportunities for each ELL to take each section of the NYSESLAT in order to account for possible student absences. As soon as the window begins for training other teachers to the administer portions of the NYSESLAT, Melanie Goldberg convenes a team of 2-3 additional teachers who participate in training and norming to learn how to administer and score the Speaking and Writing portions of the NYSESLAT. Students are individually administered the Speaking portion of the NYSESLAT first, as the testing window allows. Students are administered the Listening, Reading and Writing portions of the NYSESLAT in a group, with multiple sessions scheduled in case students are absent during testing administration. To allow for the untimed nature of the test, students are permitted as much time as they require to complete the NYSESLAT. Melanie Goldberg, ESL teacher, works with the team of trained and normed teachers to oversee the scoring of the Writing portion of the NYSLAT. Our ESL teacher works with students' coaches who have been absent during the testing period to call home multiple times to ask students to come in. We also have contingency plans to send registered letters home and make home visits should the need arise. In order to determine NYSESLAT eligibility, we reference the RLER report in ATS

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. 

Over the past few years, 100% of our ELLs' parents have selected our ESL program. None of our ELL families have requested to switch to another program option. We expect this trend to continue given our school's targeted literacy and math interventions and social emotional supports provided for students who have fallen two years behind their peers and the lack of other similar schools and resources in the area. Where our ELLs' families are committed to helping their children develop their English language skills, they have also chosen our school because of our focus in working with students who are two grades behind their peers. In this way, the parents of our ELLs express concern over helping their children accumulate credit toward graduation and see our ESL program as one more literacy support offered through our school. If there are parents who would like their children to be enrolled in a program we do not offer, we will assist them in finding another school and in referring them to the district offices that can further assist them in finding another school.

## 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])?
    1. Instruction is delivered in the following ways:
      - a. English as a Second Language (ESL) instruction is conducted through a Push-In model. The Push-In model takes place in a 61-minute English Language Arts class that meets 5 times a week. Two teachers provide push-in ESL services. One of the push-in ESL teachers of the class is certified in English Language Arts and Teaching English as a Second Language and the other is certified in Special Education with a Bilingual extension and has completed coursework and submitted paperwork for certification and English as a Second Language (certification is pending final paperwork from New York State). ESL is also provided in a self-contained model during literacy intervention classes that are taught by the ESL teachers.
      - b. In our program model, students are placed in a heterogeneous class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The organization of our staff ensures that our ELLs receive the mandated number of minutes of instruction in ESL as ELLs receive a combination of ELA and targeted literacy instruction in the following classes depending on their proficiency level: Push-In ESL services within ELA classes for 61 minutes 3-5 times a week (183- 305 minutes a week), an additional literacy intervention class taught by our ESL teachers for 61 minutes 3 times a week (183 minutes), or a “Digital English” class taught by our ESL teacher for a total of 180 minutes of ESL per week for our Advanced ELLs and 360 minutes of ESL per week for our Intermediate ELLs.

    - a. ESL instruction is provided alongside ELA instruction within both the English Language Arts and literacy intervention classes. Native Language Arts (NLA) courses are offered using a self-paced online model.
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.

Content areas are delivered in English in all classes. Instructional approaches include Push-In support, co-teaching, targeted literacy classes, purposeful student grouping, written and oral instructions and multi-sensory teaching strategies. Additionally, regular feedback every 2-3 weeks to students and families along with weekly meetings with a student coach allow for individualized feedback to student and goal-setting for academic progress. Books in ELLs' native languages are available in classroom libraries as well as bilingual dictionaries and glossaries for content area vocabulary. ELLs' performance is consistently monitored and assessed and instructional planning is continually adjusted based on the data from student work.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are asked to identify their native language during the intake interview. School staff that is fluent in the native language is able to assess students' comprehension and communication skills in the native language.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by incorporating instruction and assessment of English speaking, listening, reading and writing within English Language Arts classes with a focus on developing ELLs' academic language skills.

6. How do you differentiate instruction for ELL subgroups?

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

We differentiate instruction for each of the ELL subgroups in the following ways:

a. In addition to the regular ESL instructional time, SIFE students will receive one on one and group counseling (once and week and twice a week, respectively). SIFE students will also receive co-teaching services and additional tutoring sessions after school.

b. In addition to the regular ESL instructional time, newcomer ELLs will receive after-school tutoring specifically designed to address literacy skills in English.

c. In addition to the regular ESL instructional time, ELL receiving 4-6 years of service will also receive a "Literacy Intervention" class 3x/week and afterschool tutoring to work on comprehension and test taking strategies.

d. In addition to the regular ESL instructional time, Long term ELLs will receive targeted literacy supports and tutoring in comprehension and test taking strategies as well as a "Literacy Intervention" class 3x/week.

e. Former ELLs receive transitional ESL services for up to two years. These services include individual and small group tutoring, literacy intervention classes, English classes with two teachers in the room, and other accommodations that the former ELLs teachers deem necessary. For up to two years, former ELLs receive testing accommodations as necessary to support their instruction and learning, including testing in a separate location, extended time on tests (i.e. "time and a half"-- the required testing time plus half that amount), a third reading of the Listening Section of the English Language Arts Regents exam, bilingual dictionaries and glossaries and simultaneous use of English and Alternative Language Editions of state tests for which the state provides translated copies and oral translation for lower-incidence languages and writing responses in the native language for state tests. Testing accommodation decisions are made in collaboration with former ELLs' teacher and the school administration in accordance with the best judgment of the ELLs' needs,

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?

Teachers use Universal Design Principles (UDP) when designing and delivering instruction. This includes providing both written and spoken versions of texts, having online translation tools and dictionaries available, and using subtitled videos. Teachers adapt texts, use embedded questions, writing frames, graphic organizers, model texts, and explicit and timely feedback. Teachers also collaborate across departments to align writing instruction and feedback. Teachers use word walls and explicitly teach content area vocabulary. Additionally, both ELLs and native English speakers are programmed into literacy intervention classes that focus on phonics, decoding of text and improving accuracy and fluency in reading in English.

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?

All students are programmed into leveled ELA classes. This ensures that students who need additional support are provided with both an appropriate pace for instruction as well as materials that are accessible at the equivalent grade level at which they are reading. Additionally, all students are programmed into targeted literacy intervention classes. Science, Social Studies and Elective classes are not leveled based on reading level, but are designed to be accessible to all learners

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

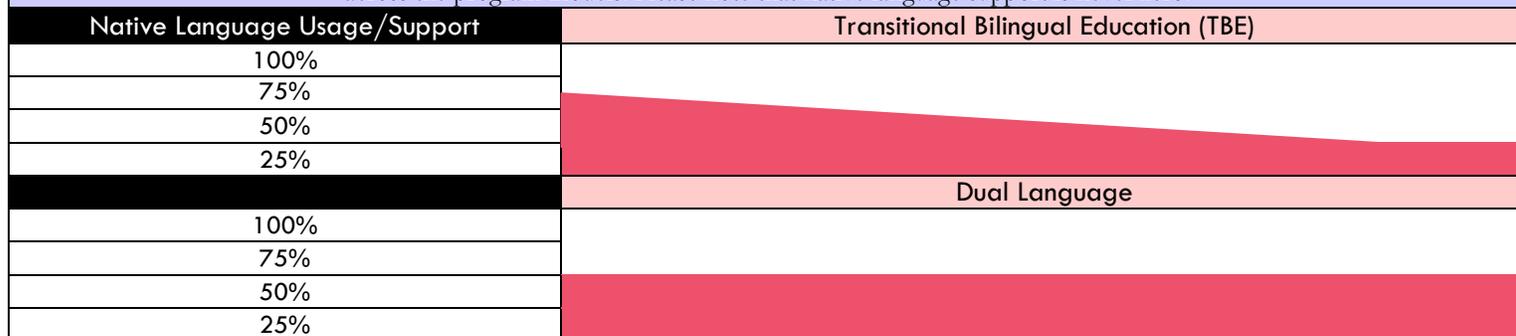
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Targeted interventions for our ELL exist in all subject areas. For ELA, our ELLs will be placed in a literacy intervention class, such as Just Words, Phonics Boost, or Read180 which meets three times a week for a 61-minute period. Just Words and Phonics Boost focus on spelling, vocabulary acquisition, accuracy and fluency in reading and are taught in English by the ESL teachers. Read180 focuses on reading comprehension. Math intervention services are provided during 2-3 times weekly for either 40 or 55 minute periods. All students including ELLs are also offered after-school academic support in the form of 1:1 and small group tutoring with content area teachers 3 afternoons a week. Targeted interventions for students in social studies and science are offered daily after school and by appointment at lunch in a 1:1 student/teacher setting as well as during the last 2 days of every cycle (three times a year). The interventions are offered in English.
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 current program can be measured as effective in providing our ELLs a wide range of second language support. We are also effectively providing support to our ELLs in our efforts to align school wide expectations and instruction in writing as well as the ways in which teachers adapt materials to students' reading levels. Aside from one ELL who received instruction in her native language earlier in her academic career, our ELLs are not academically proficient in their native languages. Some of our ELLs have opted to take self-paced online classes in their native languages, but most of our ELLs consider English to be their dominant language. As most (7) of our ELLs have received services for 6 or more years, our challenge is to help our ELLs develop the academic language skills both to help them raise their English language proficiency but also to help them succeed across their content area classes. We are working toward strengthening our approach to academic language instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- For the coming school year, we will add a wider variety of Native Language Arts classes through our self-paced online learning. We will also ensure that content departments select ELL student work when they collectively examine student work. In our school-wide inquiry work, one of our Long Term ELLs will be observed by a range of teachers using low inference observation tools in order to assess teacher practices that could be implemented to help increase student independence and to strengthen student academic performance. We have a College Access counselor this year who is working with one of our ELLs in a leadership team that provides 1:1 academic and social support as well as early introduction to the college application process. Going forward, all of our ELLs will work with our College Access counselor. ELLs will participate in academic internships that will help them bridge their in-school learning with career-readiness.
12. What programs/services for ELLs will be discontinued and why?
- We do not have plans to discontinue any of our current programs or services for ELLs. We are not yet at capacity as a school and will add our fourth cohort of students in the 2014-2015 school year. As our ELLs progress further toward graduation, we will be better positioned to identify programs that we may wish to discontinue.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs such as clubs (Double Dutch, Gay Straight Alliance, Math Strategy), 1:1 and small group tutoring, field trips around New York City (Chinatown, Lower East Side Tenement Museum, 826 nyc, Chinese Scholar's Garden in Staten Island), local and regional college campuses, and activities. Afterschool, our students, including ELLs, are offered academic tutoring. The Student Leadership group provides additional student-led activities in the afternoons and on weekends, for example the Hispanic Heritage Celebration, Café Rise, Thanksgiving Multicultural Celebration, our end of the year Student Celebration and the Breast Cancer Walk. All of our students, including ELLs, are eligible to participate in Learning to Work paid internships. Supplemental services such as translation, extra tutoring and access to educational information for families is offered on a case by case basis.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used include classroom projectors and SMART Boards, Just Words multi-sensory materials, Phonics Boost, digital recorders for recording and transcribing, and Macintosh laptop computers for each student in every classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- When possible, ELLs are assigned to a coach whose speaks their native language and who provides academic and social counseling in both Spanish and English. In the classroom, online tools such as google translate, are used. Students have access to instructional videos in their native language with English subtitles and in English with native language subtitles through Discovery Education. Native language glossaries and dictionaries are also available.:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required services, support and resources correspond to ELLs' age and grade level, as the focus of our school is to provide age appropriate access to our students who have fallen two years behind in their academic progress. Classroom libraries are leveled and designed to provide high interest materials for high school students that require low reading level skills.
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.  
Students and families meet with a staff member for an intake appointment. At that time, student and family needs are assessed and resources aligned to support students.
18. What language electives are offered to ELLs?  
Electives will be offered through online programs. Given the online nature of the curricula, we are offer a catalog of different language offerings to students. We currently offer American Sign Language as a foreign language elective.
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)?

N/A

## C. Professional Development and Support for School Staff

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

1. The professional development plan for all ELL personnel at the school is based on the existing school-wide professional development model. As a school, we use outcomes to assess student learning, outcome-based assessments, teachers work to deliver timely and useful feedback on student performance to students, families, and academic coaches. Additionally, the ESL teacher works with teachers to refine their course outcomes to include language objectives that ELLs will need to be taught in order to access the information. Within departmental team meetings, the ESL teachers work with content area teachers to examine and refine outcomes, outcomes-based assignments to reflect second language learning needs. One ESL teacher is engaged in professional development for the Wilson JUST WORDS class through coaching by a Wilson certified teacher. The other ESL teacher is engaged in professional development for the Really Great Reading Phonics Boost program. All staff members are also provided with information about QTEL and other ELL-related professional development opportunities around New York City. For the current calendar year, the meeting dates attended by our ESL teachers are the Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators (October 8, 2013), Quality teaching for English Language Learners in the Era of New Standards: Building the Base, English Language Arts: Principles, Practices and Protocols in an Era of Common Core Standards (November 13th, 2013; January 16th, 2014; and March 13th, 2014).

2. In order to support staff to assist ELLs as they transition from middle to high school, staff members work with students' coaches to identify and respond to transition-related needs. Additionally, the application process to enter our school entails a thorough interview process for both the student and their family during which areas needing potential support are identified. This allows the students' coaches to both support them at the school level in peer, group, academic, and teacher interactions as well as working with them and their families to access outside services when necessary. Our College Access Coordinator who works with all students, including ELLs, to familiarize them with and to help facilitate the college application process and post secondary opportunities.

3. To support ELLs as they engage in the Common Core Learning Standards, one ESL teacher will attend a 3-day training (Quality teaching for English Language Learners in the Era of New Standards: Building the Base, English Language Arts: Principles, Practices and Protocols in an Era of Common Core Standards). The ESL teachers will also work with content area teachers to help ensure that course outcomes, assignments, and teacher feedback includes approaches to facilitate second language acquisition.

4. As per Jose P, our school's minimum of 7.5 hours of ELL training for all staff including non-ELL teachers will be conducted by the ESL teacher over a course of full staff and departmental professional development meetings across the year. Topics will include: ESL strategies, methodologies and second language acquisition, instructional scaffolding techniques, developing differentiated instruction strategies for English Language Learners, Understanding by Design as well as administration and interpretation of the NYSESLAT to assist teachers in using appropriate strategies to address the learning needs and styles of ELLs. In addition, teachers use 2 40-minute common preparation periods per week as a forum to share best practices and to support individual teacher growth as well as to build community. We are also engaged in a school wide instructional goal of developing student capacity to independently accomplish rigorous academic tasks and within this our ELA team is supporting other departments in aligning students' writing skills. Within this project, the ESL teachers work to help teachers identify and develop students' academic language skills. Records of teachers' participation in these trainings are kept as sign-in sheets from the meetings.

## D. Parental Involvement

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

1. Parental involvement at our school, including parents of ELLs, begins in the initial stages of registration. In order to enroll in our school, students must have fallen behind in their academic studies by two years. Parents attend the initial intake meeting with students and families learn together about our school's model of supporting students. Families decide to enroll based on their interest in the academic and social supports offered by both students' academic coaches and content area teachers. After enrollment, parents are included in Family Orientation, Parent Teacher Conferences, IEP meetings, monthly Parent Teacher Association meetings, Outcomes Workshops, Youth Development Workshops, potluck dinners, dinner sales, and through the Parent Teacher Association. Translation services are available through our 3 Department of Education staff members who are bilingual in Spanish, 1 staff member who is fluent in Haitian-Creole and American Sign Language and 1 staff member who is fluent in French and Wolof. Additional translation services are provided by our 5 full time Good Shepherd Services staff members who are bilingual in Spanish.

2. The school was developed and is run in partnership with Good Shepherd Services, who provides a bilingual director, multilingual coaches for our students, a Learning to Work internship coordinator and administrative support for our school. Good Shepherd Services can also link our students' families with existing parent workshops and services to ELL parents within their communities. Based on parent interest and need, school-based workshops and services to ELL parents will be provided in collaboration with Good Shepherd Services, and our ESL teachers.

3. We evaluate the needs of our students' parents beginning in the initial interview. Some parents request services at the time of entry to our school and others are connected with services for themselves or for their children as needs arise. Since many of our students will be the first in their families to attend college, we anticipate that a bulk of our parent needs will center around learning about the college preparation and application process as well as financial aspects of supporting students through college. We also anticipate ongoing assessment of parent needs through phone calls and meetings with students' academic coaches and in Parent Teacher Conferences. Translation services are available through our 3 staff members who are bilingual in Spanish as well as our 5 full time Good Shepherds Services staff members who are fluent in Spanish. We provide additional translation services in French, Haitian-Creole, American Sign Language and Wolof through 2 Department of Education staff members and one Good Shepherds staff member.

4. Parental involvement activities address the needs of the parents because they are driven by parental input both through in-person meetings to decide on activities and through phone outreach to determine parents' needs. We also survey parents at the end of parent events to assess the effectiveness of parental involvement activities and parents' ideas for new and continued parental involvement activities.

## 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.

As our school design is formulated around working with students who have been enrolled in New York City schools but have fallen two years behind their peers, our ELLs have already experienced academic failure when they begin ninth grade at our school. As the majority of our ELLs have been receiving services for more than 6 years by the time they enter high school and have been performing higher on their Speaking and Listening portions of the NYSESLAT, through all of our work with our students, ELLs included, we work to assess their current literacy needs, determine the best educational practices for helping them achieve grade level literacy skills and meet Common Core Learning Standards and to help our students re-engage with school in a positive way. We see our role as ESL teachers and content area teachers for our ELLs as needing to determine the intersection of our students' second language learning needs, academic content learning needs and factors aside from language learning that impact their performance in school. Our model is a collaboration with Community Based Organization, Good Shepard Services, which provides counselors for our students, our College Access Counselor, our Learning to Work Coordinator and other supports to help us support our students toward their graduation from high school.

## Part VI: LAP Assurances

**School Name: Brooklyn Frontiers High School**

**School DBN: 15K423**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alona Cohen, PhD	Principal		11/8/13
Neil Pergament	Assistant Principal		11/8/13
Millie Henriquez-McArdle	Parent Coordinator		11/8/13
Melanie Goldberg	ESL Teacher		11/8/13
Jamie Hawkins	Parent		11/8/13
Maria Sandoval/Special Ed	Teacher/Subject Area		11/8/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 15K423      **School Name:** Brooklyn Frontiers High School

**Cluster:** 1      **Network:** 107

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

**Part A: Needs Assessment Findings**

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

When students enroll in our school, parents' home language and preferred language for written and oral communication is assessed through the initial interview.

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.

In analyzing our school's written translation and oral interpretation needs we have found that approximately 25% of our students' families have requested written translation and or oral interpretation from/to Spanish. Although we have other families who speak French, Pulaar, and Haitian Creole at home, they have expressed preferences for written and oral communication in English. These findings were reported to our school community in staff department meetings and in a whole staff professional development meeting. The ESL teacher surveyed staff members to identify and assess ability and interest in serving as translators and interpreters. Specific staff members who are included in the translation and interpretation plan had individual meetings with the ESL teacher to discuss their roles.

## 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 provide timely written translation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, social workers, counselors, administrators, school nurse and/or other staff regarding critical information about their child's education through our three staff members who are bilingual in Spanish and English. In addition to our Spanish bilingual staff, five of our full time Good Shepherds Services staff members are available for translation from and into Spanish. In addition, one teacher is available for translation from and to French and Wolof and one Good Shepherds staff member is available for written translation from and into French. One staff member is fluent in Haitian Creole and Sign Language and available for written translation into and from Haitian Creole. Written documents are prepared initially in English and then translated into Spanish and made available to Spanish-speaking student households and distributed in both English and Spanish at the same time. In the case that a written translation is needed immediately, the first available bilingual staff member serves as translator. Although we have other families who speak French, Pulaar, and Haitian Creole at home, they have expressed preferences for written communication in English.

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.

We provide timely oral interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, social workers, counselors, administrators, school nurse and/or other staff regarding critical information about their child's education through our three staff members who are bilingual in Spanish and English. In addition to our Spanish bilingual staff, five of our full time Good Shepherds Services staff members are available for oral interpretation from and into Spanish. In addition, one teacher is available for oral interpretation from and into French and Wolof and one Good Shepherds staff member is available for oral interpretation translation from and into French. One staff member is fluent in Haitian Creole and Sign Language and available for oral interpretation from and into Haitian Creole. Family meetings where oral interpretation is needed are scheduled with first priority in matching our bilingual staff's availability with families' availability. In the case that a written translation is needed immediately, the first available bilingual staff member serves as oral interpreter.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, we provide each 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 which includes their rights regarding translation and interpretation services. We locate these translated versions of this document, in the covered languages, on the New York City Department of Education's website. In a clear location near the primary entrance to our school, we post a sign in each of the covered languages, indicating the availability of interpretation services. We use the Interpretation Services Available signs as posted on the New York City Department of Education's website.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Our office staff who answer the phones and greet families in the main office either translate themselves (French) or match families with translators through our school and Good Shepherds staff.

We do not currently have a school population with parents of more than 10% of the children at our school who speak a primary language that is neither English nor a covered language. In the case that our school population's language needs shift so that we have a group of parents whose language needs are not covered by our staff, we will obtain translation from the Translation and Interpretation Unit, post signage and create forms in order to facilitate communication for the families of all of our students. We will use the information posted by the New York City Department of Education's website as a guide to obtaining information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.