Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**THE BROOKLYN INTERNATIONAL HIGH SCHOOL**
DBN (*i.e. 01M001*):	**13K439**
Principal:	**KATHLEEN RUCKER**
Principal Email:	**KRUCKER@SCHOOLS.NYC.GOV**
Superintendent:	**KAREN WATTS**
Network Leader:	**VIVIAN ORLEN**

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
Kathleen Rucker	*Principal or Designee	
Patricia Doherty	*UFT Chapter Leader or Designee	
Sadigue Hamzeyi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
MD Hossain Jose Giler	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Fred Wambolt	Member/ Assistant Principal	
Laura Berson	Member/ teacher	
Ayesha Akter	Member/ parent	
Jannatul Mawa	Member/ parent	
Lina Talledo	Member/ parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
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	Member/	
	Member/	
	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.

- 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).

Guidance for Developing 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.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

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

Student-to-student discussion: By June 2015, 80% of teachers will be rated *Effective* or *Highly Effective* on ***3b Using Questioning and Discussion Techniques*** of the Danielson Rubrics.

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.

Improving teacher effectiveness improves student achievement. Students who are taught techniques for engaging in high-quality discussions are able to deepen their own understanding of the content as well as challenge their classmates' views to extend their understanding as well. This is of particular importance as we work to raise students' performance on MOSL-aligned graduation portfolio tasks, the NYSESLAT and the ELA Regents. Engaging in high-quality discussions will raise our ELL students' English comprehension as their participation utilizes listening, reading, writing and speaking skills. Teacher inquiry projects continue to focus on preparing our students for college-level discussions; implementing these strategies will strengthen our graduates' ability to lead their own high quality discussions to deepen their understanding of content.

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. Professional development will be provided by our model teachers around methods of engaging students in high quality discussions. Specifically, teachers will observe and be trained in using the Socratic Seminar style of student-led discussions. Students in these classes will gain skills in responding to each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking. Intervisitations will be scheduled so that teachers can observe each other and provide feedback to each other on the implementation of these discussion techniques.
2. Professional Development will also be offered through Schoology, a web-based learning management system, which allows students to hold teacher-monitored online conversations.
3. Quality Teaching for English Language Learners (QTEL) and Internationals Network for Public Schools (INPS) will also provide professional development for our teachers in using discussion-based methodologies including jigsaws and small group discussions, which lead to whole class discussions.
4. Project-based learning professional development through Stanford FabLab@Schools and Digital Ready will guide our teachers through creating rigorous curriculum, which incorporates collaborative student interactions with structured student-to-student discussions. These projects will be shared with teachers and students through our portfolio presentations throughout the year.

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

1. CFN 106 will assist us in providing resources on engaging students in high-quality discussions. Model teachers who have already been trained by the network in Socratic seminars will lead in-house professional development for other teachers.
2. Digital Ready will assist us in funding Schoology and in facilitating communication between our teachers and the program developers. Teachers will provide feedback to Schoology in order to tailor the site to our needs.
3. INPS and QTEL hold professional development opportunities and intravisitations throughout the school year. Teachers targeted as needing support will be encouraged to participate in these offerings.
4. Teachers will select affinity groups within Digital Ready and iZone based on their interests. These affinity groups will explore different topics related to teaching, learning and technology. Teachers will share these practices at monthly school-wide PD meetings and weekly professional development committee meetings.

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

1. Progress in student-to-student discussion will be evaluated through classroom observations using the Danielson competency 3b rubric. Our target is that by June 2015, 80% of teachers will be rated Effective or Highly Effective in 3b Using Questioning and Discussion Techniques in the Danielson Rubric.
2. 100% of our teachers will move to using an online learning management system such as Schoology or Google Classroom with the capacity for students to post in teacher-moderated online discussion forums.
3. By June of 2015, 90% of our teachers will have completed QTEL training. Observations of classes will reveal these teachers implementing curriculum which utilizes effective student-to-student discussions.
4. Teachers will implement new strategies learned from Stanford FabLab@Schools and Digital Ready affinity groups. They will share their experiences with our weekly professional development committee and at our January Chancellor's Conference Day Success Share.

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

1. All teachers will participate in professional development related to Questioning and Discussion over the course of the 2014-15 school year. Through curriculum shares in January and June, teachers will share progress towards their goals and successes with various discussion strategies. Intervisitations will also be scheduled throughout the year so that teachers who are utilizing the Socratic Seminar method can share their experience with their colleagues and get feedback from them as well. Teachers will submit reflections based on what they learn from these intervisitations.
2. Teachers will continue to use online learning management systems beginning in September. Professional Development will be held in early December to learn more about Schoology and the capabilities of the various learning management systems being used by other teachers.
3. INPS professional development will be held in November and August. QTEL trainings will be scheduled by June 2015.
4. iZone, Stanford FabLab @Schools and Digital Ready affinity groups will meet on a monthly basis over the course of the year. The professional development committee meets on a weekly basis and will serve as a forum for exchanging ideas gleaned from the affinity groups.

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

1. The literacy coach and our model teacher will assist several teachers with implementing the Socratic Seminar methodology. Teachers will meet to debrief during weekly team meetings.
2. Digital Ready will provide funding and on-site support personnel to assist teachers with the implementation of our learning management systems, Schoology and Google Classroom. Digital Ready will also facilitate monthly meetings to exchange ideas around learning management systems so that we can learn from other schools in our cohort. Digital Ready will provide funding for per session for after school meetings and per-diem if the meetings are during the school day and a substitute teacher is hired.
3. INPS and QTEL provide curriculum resources for teachers to aid in the development of curriculum to improve upon student discussions and teacher questioning. Per diem for substitutes to cover classes will be provided through Title I funding.
4. iZONE, FabLab@Schools and Digital Ready affinity groups will provide resources to assist 10 teachers in implementation of tech-based strategies. For example, teachers in the curriculum affinity group will receive resources on e-portfolios, which they will share with our professional development committee; teachers in the Extended Learning Opportunities group will learn about potential internship digital internship opportunities for students and recruit qualified students for these positions. Digital Ready and iZONE will provide funding for per session for after school meetings or per diem if the meetings are during the school day and a substitute teacher is hired. FabLab@Schools will provide funding to cover the cost of substitute teachers while classroom teachers attend targeted professional development related to digital fabrication.

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).

- The Parent Coordinator serves as a liaison between the school and families. Based on a needs assessment, the Parent Coordinator will schedule monthly workshops for parents of children who attend the school to ensure that the school provides a welcoming and inviting environment for families.
- The Parent Coordinator will schedule parent workshops, including guest speakers, on topics such as: cyber-bullying, financial aid, the college application process, the high school academic program, technology training, explanations of various school reports, health and wellness topics.
- All workshops, documents, and meetings include required interpretation and translation.
- Various class projects incorporate parental involvement, for example, students studying infectious diseases interviewed family members about such diseases in their native country, including Skyping with family members in their native country; students wrote survivor stories about a family member's immigration history which included an interview of a family member; parents can access and respond to student blogs; parents are invited on trips and college visits.
- Student-led conferences increase parent attendance.
- Weekly parent engagement time (35 minutes a week) will be used to create monthly newsletters and to phone calls home to parents with reports of student progress.

Budget and Resource Alignment

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

x	**Tax Levy**	x	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	x	**Grants**

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

- The Brooklyn International High School works with other organizations, including BRIC, ScriptEd, Beam Center, Tribeca Film Institute and Global Kids, which provide technology and media training to our teachers and students. These organizations are vital in providing leadership development, support, and training to our students.

- The Brooklyn International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive at BIHS are critical to their health and well-being. BIHS also participates in the Grab 'n Go Breakfast Program, allowing students to pick up a bagged breakfast while attending morning tutoring sessions with their teachers.
- We have set aside funds for Students in Temporary Housing in order to provide them with necessary school supplies.

- As an iZone 360 school, The Brooklyn International High School has participated in several innovative pilots and monthly affinity groups.
- Digital Ready has provided us with support in other edtech endeavors including funding our learning management system pilot and providing support around curriculum, assessment, teaching and experiential learning opportunities.

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.

Multiple Entry Points: By June 2015, at least 80% of teachers will be rated *Effective* or *Highly Effective* in ***3c Engaging Students in Learning*** of the Danielson rubrics.

Comprehensive Needs Assessment

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

Our students represent a broad range of ability levels from newcomer ELLs who are not yet able to read, write or speak in English to students who have tested as Advanced on the NYSESLAT. These students are all heterogeneously grouped in our classes, so teachers must develop curriculum that provides multiple entry points to engage all learners. Engaging all of our learners and providing them with level-appropriate, yet challenging tasks will allow them to develop their English at their own pace as they move towards college and career readiness.

Instructional Strategies/Activities

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

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

1. Teachers will create highly differentiated curriculum, oftentimes using Kathie Nunley's Layered Curriculum, with choice and variety in modalities for experiencing and learning content as well as choice in student products to demonstrate understanding.
2. Teachers will pilot a mastery based assessment tool, which will recognize individual students' areas of growth and development in lieu of an average semester grade.

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

1. Our literacy coach, principal, assistant principal and teacher colleagues will meet with teachers to provide feedback on curriculum maps and unit plans, specifically focusing on differentiation and multiple entry points for all learners. Kathie Nunley's books and resources are available in teacher offices; layered curriculum samples created by BIHS teachers are available for teachers to use as models.
2. Teachers will share their mastery based assessment templates with the professional development committee for feedback and to ensure school-wide alignment of standards and expectations. Digital Ready will provide support with the implementation of a mastery based assessment tool through their affinity groups and through their instructional leader, Joy Nolan.

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

1. All teachers will submit yearlong curriculum maps, which include Common Core aligned units. All units will include differentiation of resources and tasks so that all learners can engage with the content regardless of their ability levels. All curriculum maps and unit plans will be submitted to the literacy coach, principal and APs for feedback. Feedback will also be provided by content area teams as teachers will share Common Core aligned units with each other. Observations by the principal and assistant principal will indicate whether differentiated activities are being effectively implemented in the classrooms. Analysis of the observation data, specifically the data from Danielson competency 3c will indicate teachers' strengths and weaknesses in this area; future professional development will be tailored to strengthen areas of weakness.
2. One 9th/10th grade team is piloting a mastery based assessment tool to provide feedback to students and their families. The team will share their feedback with the professional development committee so that best practices can be culled to create a more effective system for the future. Students and families will be surveyed both informally and formally by teacher teams to determine the impact of this assessment practice.

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

1. Professional development will take place in the form of monthly school-wide professional development meetings and weekly team or discipline based meetings. These meetings will take place from September of 2014 through June of 2015.
2. We will begin piloting the mastery based assessment tools with 5 teachers beginning with the October progress report shared with students and families. We will continue to use this system and to gather data around its effectiveness through the school year until June of 2015. This data will be used to revise the tool for the following school year. Per session will be provided to teachers to research mastery based assessment tools through Title 1 funding and Digital Ready funds.

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

1. 20 teachers will be provided with weekly meeting time to create this highly differentiated curriculum. They will also use this meeting time to determine the specific needs of each student and to share insights on student development - the more teachers understand about their students, the better they are able to tailor the curriculum to their needs. Curriculum resources will be made available by our literacy coach, principal and assistant principal.
2. Digital Ready will provide resources to assist 5 teachers in shifting to a mastery based assessment system. The affinity groups will also provide support as like-minded schools will share their experiences as they also move towards mastery-based assessment. Digital Ready and iZONE will provide funding for per session for after school meetings or per diem if the meetings are during the school day and a substitute teacher is hired.

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).
• The Parent Coordinator serves as a liaison between the school and families. Based on a needs assessment, the Parent Coordinator will schedule monthly workshops for parents of children who attend the school to ensure that the school provides a welcoming and inviting environment for families. • The Parent Coordinator will schedule parent workshops, including guest speakers, on topics such as: cyber-bullying, financial aid, the college application process, an introduction to ARIS, the high school academic program, technology training, explanations of various school reports, health and wellness topics. • All workshops, documents, and meetings will include required interpretation and translation for our diverse population of parents. • Various class projects incorporate parental involvement, for example, students studying infectious diseases interviewed family members about such diseases in their native country, including Skyping with family members in their native country; students wrote survivor stories about a family member's immigration history which included an interview of a family member; parents can access and respond to student blogs; parents are invited on trips and college visits.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
• The Brooklyn International High School works with other organizations, including BRIC, ScriptEd, Tribeca Film Institute and Global Kids, which provide technology and media training to our teachers and students. These organizations are vital in providing leadership development, support, and training to our students. • The Brooklyn International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive at BIHS are critical to their health and well-being. BIHS also participates in the Grab 'n Go Breakfast Program, allowing students to pick up a bagged breakfast while attending morning tutoring sessions with their teachers. • We have set aside funds for Students in Temporary Housing in order to provide them with necessary school supplies. • As an iZone 360 school, The Brooklyn International High School has participated in several innovative pilots as well as attending monthly affinity groups. • Digital Ready has provided us with support in other educational technology endeavors including funding our learning management system pilot and providing support around curriculum, assessment, teaching and experiential learning opportunities.											

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.

Using Assessing and Advancing Questions: By June 2015, 80% of teachers will be rated *Effective* or *Highly Effective* in ***3d Using Assessment in Instruction*** in the Danielson rubric.

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 have defined a need to align our curriculum with the Performance Based Assessment Tasks that our students are required to pass to graduate in accordance with the variance afforded to us through the New York Performance Standards Consortium. The graduation portfolio represents the culmination of four years of building essential language and content skills. Teachers across all grades align their projects with the graduation tasks in order to ensure that students are building skills that will prepare them for graduation and post-secondary success. The criteria included in rubrics used through the grades and across the disciplines increases in complexity and rigor from 9th to 12th grade. These rubrics are also used for self reflection and peer reflection in all grades, fostering students' ability to self-assess, chart their growth and reflect on their progress. Self-reflection with rubrics will also deepen overall understanding of the assessment criteria used in rubrics and will develop students' self-efficacy, as they clearly understand the criteria for success.

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. Discipline teams will meet monthly to vertically align curriculum and assessments. Each team will develop common criteria and vocabulary that builds through the grades, using the New York Performance Based Assessment Consortium rubrics as a guide.

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

1. Our CFN, Internationals Network for Public Schools, Professional Development Committee and Leadership Cabinet will provide feedback to teachers on curriculum alignment.

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

1. The impact of this strategy will be evaluated through analysis of observation data using the Danielson rubric 3d. If teachers are not showing progress in the continuum, we will need to provide more individualized support from the literacy coach and through targeted intervisitations with Model Teachers to help them improve their practice. We will also use student work to evaluate our progress, specifically the senior graduation reflective portfolio. In assessing students' reflective portfolio, we will hear from the students' perspective, how their skills have developed over the course of four years in each discipline.

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

1. Teachers will work on their vertical alignment during their monthly professional development time. Specific feedback on curriculum related to assessment will be provided by teacher teams twice a year in January and in June as part of our curriculum share in which teachers share Common Core aligned units.

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

1. Our flexible programming allows teachers to visit each other's classes and to work together in teams when needed to share instructional strategies and best practices. Title I funding will be used to pay for per diem substitutes to cover for teachers who will participate in QTEL and CFN 106 trainings. Internationals Network for Public Schools hold professional development on Election Day and has curriculum resources available online.

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).

- The Brooklyn International High School works with other organizations, including BRIC, ScriptEd and Beam Center, which provide technology and media training to our teachers and students. These organizations are vital in providing leadership development, support, and training to our students.

- The Brooklyn International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive at BIHS are critical to their health and well-being. BIHS also participates in the Grab 'n Go Breakfast Program, allowing students to pick up a bagged breakfast while attending morning tutoring sessions with their teachers.
- We have set aside funds for Students in Temporary Housing in order to provide them with necessary school supplies. As an iZone 360 school, The Brooklyn International High School is working with Apple as a Design Partner. Over 60% of faculty and administration have participated in at least one Apple Professional

Development offering which will be turnkeyed for other staff members.
Student-led conferences will not only strengthen parent involvement in the school, but will also build the presentation skills of our students. Students will meet with a teacher and their parents to review and reflect on a project completed that semester as well as to set goals for future growth.

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**	**x**	**Title III**		**Set Aside**		**Grants**

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

- The Brooklyn International High School works with other organizations, including BRIC, ScriptEd, Tribeca Film Institute and Global Kids, which provide technology and media training to our teachers and students. These organizations are vital in providing leadership development, support, and training to our students.

- The Brooklyn International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive at BIHS are critical to their health and well-being. BIHS also participates in the Grab 'n Go Breakfast Program, allowing students to pick up a bagged breakfast while attending morning tutoring sessions with their teachers.
- We have set aside funds for Students in Temporary Housing in order to provide them with necessary school supplies.
- As an iZone 360 school, The Brooklyn International High School has participated in several innovative pilots as well as attending monthly affinity groups.
- Digital Ready has provided us with support in other edtech endeavors including funding our learning management system pilot and providing support around curriculum, assessment, teaching and experiential learning opportunities.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)*	Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)*	When the service is provided *(e.g. during the school day, before or after school, etc.)*
ELA	All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-24 students per class); • **Before/After School Tutoring and Homework Help:** small groups of students receive assistance in completing content area assignments and projects from college mentors and student peer tutors twice weekly, after school, 90 minutes each meeting. • **Extended Day Program**: Students' language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Essay Writing, Scholarship Club, SAT Prep, National Honor Society, Dance, Multi Media Club, Guitar, Songs in English, Model UN, Yearbook, Student Government, Math Support, Chess Club, Math and Engineering, Regents Prep, ADL-Peer Training, Tech Squad, UNICEF Club, and various culture clubs. Classes meet for 1 – 1.5 hours per week. Every junior and senior who has not yet passed the ELA Regents exam receives extra tutoring before and after school, and once per week during the school day for 60 minutes.		
Mathematics	All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-24 students per class); Small math support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting. • **Before/After School Tutoring:** small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting. • **Extended Day Program**: Students' language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include Math Support, Math and Engineering Club, Chess Club, and Tech Squad. Classes meet for 1 – 1.5 hours per week		

Science	All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-24 students per class); Small science content support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting. • **Before/After School Tutoring:** small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting. • **Extended Day Program**: Students' language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. Science skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include collaborations with university and professional science laboratories, Engineering Club, and Tech Squad. Classes meet for 1 – 1.5 hours per week.
Social Studies	All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-24 students per class); Small social studies content support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting. • **Before/After School Tutoring:** small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting. • **Extended Day Program**: Students' language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. Social Studies skills are developed in elective classes and via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Essay Writing, Yearbook, UNICEF, Peer Trainers, and Student Government. Classes meet for 1 – 1.5 hours per week.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• Guidance counselors meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school • Students who are having difficulty adjusting to school meet in small groups with their guidance counselor to discuss

	school issues and develop strategies for success (before and after school and during lunch). • Small group and individual counseling services provided by a social worker are available as needed.

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
• Teachers are recruited from local universities and through fellowship programs such as the NYC Teaching Fellows and Teachers College Peace Corps Fellows. • Teachers work in interdisciplinary teams and are responsible for a cohort of 85-95 students. Teachers are provided with common meeting and planning time. • Professional development is aligned with teacher goals and includes thoughtful reflection on curriculum and classroom instruction as well as formative feedback from peers, literacy coach and administration.

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).
Teachers will engage in high quality professional development through bi-weekly discipline meetings, weekly team meetings, targeted coaching, intervisitations, intravisitations, curriculum shares, CFN 106 academic coaching, Digital Ready, iZONE, Internationals Network for Public Schools, Google and various other CBOs.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state and local funds are consolidated to fund services for Students in Temporary Housing and violence prevention programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers use multiple assessment measures to gauge student understanding and growth over time. We are a project-based school, so within each project, students are provided with a variety of tasks designed to span the ability levels and interest areas of our students. Teachers share curriculum with colleagues at team and discipline meetings for feedback on multiple assessment measures. The professional development committee reviews assessment data and designs professional development activities to assist teachers in using this data to improve instruction. This year we are piloting Schoology, a Learning Management System, which will consolidate teachers' formal and informal assessments and allow for a more in depth analysis of assessment data. Monthly professional development sessions will include professional development to ensure that teachers are using this platform effectively.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

The Brooklyn International High School

Kathleen Rucker, Principal, I.A.

49 Flatbush Avenue Extension
Brooklyn, NY 11201

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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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 13K439

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[1]. 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[2]. **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** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$276,312.96	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	$34,632.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,091,293.00	X	See action plan

[1]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.

[2]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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 13	Borough Brooklyn	School Number 439
School Name Brooklyn International High School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Pamela Taranto	Assistant Principal Kathleen Rucker
Coach Patricia Doherty	Coach n/a
ESL Teacher Shahzia Pirani-Mellstrom/ESL	Guidance Counselor Ken Kastenbaum
Teacher/Subject Area Fred Wambolt/ELA	Parent Sadigue Hamzeyi
Teacher/Subject Area Megan Driscoll/Math	Parent Coordinator Lilian Ghali
Related Service Provider none	Other none
Network Leader(Only if working with the LAP team) type here	Other none

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	10	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	347	Total number of ELLs	271	ELLs as share of total student population (%)	78.10%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										8	10	7	7	32
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	8	10	7	7	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	271	**Newcomers (ELLs receiving service 0-3 years)**	208	**ELL Students with Disabilities**	10
SIFE	146	**ELLs receiving service 4-6 years**	61	**Long-Term (completed 6+ years)**	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	208	113	8	61	31	2	2	2		271

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	208	113	8	61	31	2	2	2	0	271
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										21	24	8	20	**73**
Chinese										19	19	25	18	**81**
Russian										4	1	2	2	**9**
Bengali										7	10	15	9	**41**
Urdu										0	1	0	1	**2**
Arabic										7	6	1	0	**14**
Haitian										4	2	5	2	**13**
French										6	5	4	6	**21**
Korean										0	0	0	0	**0**
Punjabi										0	0	0	0	**0**
Polish										0	0	0	1	**1**
Albanian										0	0	0	0	**0**
Other										2	5	4	5	**16**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**70**	**73**	**64**	**64**	**271**

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)										31	26	14	7	**78**
Intermediate(I)										21	39	30	24	**114**
Advanced (A)										6	12	21	31	**70**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**58**	**77**	**65**	**62**	**262**

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

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	63	0	46	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   The reading and writing section from the NYSESLAT data indicates that 63% of our incoming 9th grade ELLs are testing as Beginners. The general trend seems to be that as students move through the grades, their literacy level improves but most of our students remain at the Intermediate levels. For example, in 10th grade, 62% of the students tested as Intermediate while 13% tested as Advanced.

By 11th grade, those percentages increase so that 58% of the students test as Intermediate but 23% test as Advanced or Proficient. Finally, by senior year, 58% of our students are testing at the Intermediate level, 24% at Advanced or Proficient and only 10% remain at the Beginner level. It appears that over the course of 4 years, most students improve their literacy skills, but the majority remain at the Intermediate level.This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time.

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

Our LAB-R data indicates that 65% of our very new arrivals are Beginners. Nearly all of these Beginners scored 0 in listening, reading, and writing. After this, the most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. Closer analysis of the NYSESLAT Modality scores reveals a disparity between the listening/speaking and reading/writing scores. In the 9th grade, most students score within the Intermediate level for Listening/Speaking, but fall within the Beginner level for Reading/Writing. This pattern continues in the 10th grade where the majority of students scoring higher in the Listening/Speaking category than in the Reading/Writing category. In 12th grade, the pattern of students scoring higher in Listening/Speaking, than Reading/Writing remains. As mentioned above, this data informs our curriculum and the need to continue to develop reading and writing skills though all content areas in addition to our after school programs.

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)

As mentioned above, the most crucial pattern is one of improvement from 9th to 12th grade and we expect this pattern to continue. According to the 2010-11 New York State Report Card, our students have a Performance Index (PI) much greater than the Annual Measurable Objectives (AMO) determined by the State. For example, our Hispanic or Latino population had a PI of 185 while the AMO was 167. Furthermore, our entire ELL population (or Limited English Proficient on the New York State Report Card) had a PI of 187 compared to the AMO of 172. Nevertheless, the disparity between reading/writing and listening/speaking on the NYSESLAT modalities indicates that all content teachers need to continue to develop reading and writing skills to help our ELLs make greater progress in literacy and we need to continue and expand our after school programs and extended learning opportunities to support the continued improvement of student literacy. Teachers work in interdisciplinary teams to develop and plan interdisciplinary projects that incorporate reading, writing, listening, and speaking skills. Each interdisciplinary team has at least two ESL-certified teachers; in addition, each team has one teacher who is dual-certified in a content area and ESL.

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?

Our school, along with other schools in the Performance Standards Consortium, was granted the opportunity to develop DYO Formative Assessment tasks and rubrics. Student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As students progress from 9th grade through 12th grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. An analysis of formative assessment scores and ELA Regents performance has shown a correlation – our DYO Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier. While students complete projects in their native languages, no tests are taken in their native languages as we have 40 different native languages spoken in our school.

b. We do not use the ELL Periodic Assessment at this time.

c. n/a

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incoporate native languages into curriculum.

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.).

The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate above 80%
- Course pass rate for all grades at about 90% or higher
- Regents pass rate - for the 2013 - 2014 12th grade cohort is above 80%.
- Attendance rates - above 93%
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate
- Student anecdotals

School Progress Report data

According to the 2010-11 New York State Report Card, our students have a Performance Index (PI) much greater than the Annual Measurable Objectives (AMO) determined by the State. For example, our Hispanic or Latino population had a PI of 185 while the AMO was 167. Furthermore, our entire ELL population (or Limited English Proficient on the New York State Report Card) had a PI of 187 compared to the AMO of 172.

* Brooklyn International High School is part of the New York Performance Standards Consortium which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the New York State Regents Exams. We only administer the ELA Regents exam, and there fore have only included our ELA Regents scores in this document.

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.)

   All students admitted to The Brooklyn International High School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available). An informal interview takes place with an ESL teacher and person who speaks the native language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). Students then take the LAB-R within ten days of admission. The Lab-R is given on an ongoing basis as new admissions occur.

   The people responsible for this are:
   HLIS: Kathleen Rucker, Pamela Taranto, Ken Kastenbaum, Barbara Borgese - Licensed Teachers
   LAB-R: Patricia Doherty - Licensed Teacher
   Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

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.

   A team consisting of the guidance counselor, parent coordinator, assistant principal (certified in Biology), community associate (certified in ESL) and family paras representing the different language groups present at our school facilitates the enrollment process. Within ten days of the entry date, the following steps take place:

   - At the time of enrollment, families are given the HLIS and entitlement letters and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
   - In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection for the type of program appropriate for their child.
   - Information describing the three program choices is reviewed with parents after the videos are shown at the orientation.

   Upon the availability of a Transitional Bilingual Education Program or a Dual Language Program, parents will be informed via telephone call in their native language (by school staff or DOE interpretation support) and optional school face-to-face meeting.

   After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms.

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].)

   After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not be submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation

service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher guidance counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R by our literacy coach. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator.

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.
Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. The ELPC screen is updated in ATS within 20 days of selection.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

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.
All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by our literacy coach. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

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.
Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL.
Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) who work to plan instruction for groups of approximately 100 students.

b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

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)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 65 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

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.

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use to communicate with the whole class is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative project-based tasks that both develop language and content knowledge. Tasks are all common core aligned (as indicated in our teachers' curriculum maps) and designed to be engaging and relevant to students' lives as well as to build students content and language abilities and understanding. This teacher generated curriculum is shared at school-wide PD sessions in which ESL teachers are paried with content area teachers to provide feedback on ESL instructional strategies that should be incorporated to assist our ELL learners. Principal observations and literacy coach feedback ensure that the ELL accomodations are effectively implemented by all classroom teachers.

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

Native language screeners are used when possible to evaluate ELLs in their native languages. With over nearly 40 different languages spoken by our student population, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents and community partners to provide feedback on native language projects.

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

All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with two or more licensed ESL teachers on each team, so these ESL teachers help the

content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific professional development through WestEd or INPS to ensure their understanding and give them tools to teach to all four of these modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Lastly, all students work on portfolio projects for each class which incorporate all four language learning modalities. These projects include written pieces, as well as presentations. The initial written piece serves as a diagnostic and can then be compared with the following formal and informal writing pices over the course of the year to evaluate and understand students' progress over the course of the year. Formal and informal assessments are conducted multiple times over the course of the year. Thus, all four modalities are appropriately evaluated.

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

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and "intelligences." This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available beneifts both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then "jigsaw" and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLS, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group's discussion and then share the information back with their jigsaw group.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.

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?

Instructional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Informal and formal evaluations at the beginning of the school year as well as conversations with the students' previous teachers help to inform teacher of their students' ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students' needs. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used in all classes for presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meets regularly with the teachers and the students to provide support and track their improvement.

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?

Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes in the mornings before school for individual support. They also receive push-in support from their special education teacher if needed. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotals. Teachers facilitating these programs utilize the "Internationals Approach":

- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
- Individualized After School Tutoring (in collaboration with The International Rescue Committee and New York University) – twice a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring with 8-10 volunteers from the IRC and NYU. These tutoring sessions strengthen students' literacy and numeracy skills as students receive individualized assistance with homework assignments.
- Math Support Class – once a week for one hour, targeted students work with their math teachers to improve numeracy skills.
- English Support Class – once a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.
- Science Support Class – once a week for one hour, targeted students who are struggling in science meet with a Science teacher to complete projects designed to improve their scientific and English literacy.
- Intensive Tutoring Support- In a small setting of 5 students to 1 teacher, content teachers provide intensive support for SIFE and long-term ELLs four periods per week as part of our zero period extended day program.

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

These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotals.

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

As part of Digital Ready, we are trying to expand our partnerships. Some new programs we are considering are:
ScriptEd - computer coding for students
Tribeca Global Film Institute - documentary film making for students
BRIC - webpage making for students
TAXI to the Future - native language conversation classes for students
Syracuse Project Advance, Saint Joseph's College, and College Now - credit bearing college courses for students

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

We discontinued our I-Mentor class because we had an opportunity to try "Google 20%", a program through iZone. This course allows more choice for students, coinciding with our principle of localized autonomy. The flexibility and student choice aligns better with best practices for ELLs .

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

Since nearly 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question ten of this section, we have the following after-school classes; while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

- Chess Club
- Student Government
- Model United Nations
- Anti-Defamation League's A World of Difference Peer Training Prorgram
- College Now
- College Essay Writing Class
- Art Club
- Science Club
- Gay Straight Alliance
- Guitar Class
- UNICEF Club
- Culture Clubs (Tibetan, Arabic, Bengali, Latino, Chinese, African Nations)

Other Support Services:

- Interborough Developmental and Counseling Center (on site five days per week)
- New York University Medical Van (on site two days per week)

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

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students' needs and ability levels. Some examples include: Some examples include:

- QTEL Institute curricula
- Anti-Defamation League: A World of Difference
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- Cold Spring Harbor DNA Learning Center
- NY Tolerance Center
- Magnet Lab: Center for Integrating Research and Learning
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has 1:1 laptop computers plus 2 computer labs):
  - iMovie, Final Cut Pro (digital video cameras)
  - Garageband (digital voice recorders)
  - iPhoto (digital cameras)
  - Powerpoint
  - MS Word, Excel, PowerPoint
  - SMART Board
  - iWork
  - iBook

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

All of our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Students take advantage of these resources several times throughout the day.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
    All of the required services for high school-aged ELLs are available to our students.

    We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.
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.
    Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities.
18. What language electives are offered to ELLs?
    French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    n/a - no dual language program

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 teachers, assistant principals, paraprofessionals, guidance counselor and secretary at BIHS participate in various professional development activities including intervisitations within our own school as well as at other schools and collaborating with outside institutions such as Apple, Columbia University, NYU, The Dolan DNA Learning Center, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, Weill Cornell Medical College, Theater Development Fund, Tolerance Center, International Rescue Committee, National Endowment for the Humanities, Pearson Foundation (Digital Storytelling), The Tenement Museum, Royal Shakespeare Company, BRIC, and NFTE. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The Brooklyn International High School participate in weekly interdisciplinary team professional development as well as bimonthly discipline-based professional development. In addition, BIHS conducts monthly professional development meetings for all faculty. Our Inquiry Team meets weekly to plan professional development, arrange for outside specialists, and provide feedback related to Inquiry Team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues. The inquiry team also prepare for our teacher-led PD which is held once a month on 9/24/13, 10/22/13, 11/19/13, 12/17/13, 1/14/14, 2/25/14, 3/25/14, 4/29/14, 5/20/14, and 6/24/14.

Contracted Vendor Professional Development

- Apple Training through iZone
- Schoology and LMS Training through Digital Ready

In-House Professional Development

- Intervisitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
- Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.
- New Teacher Meetings - At this weekly meeting, new and interested teachers will share curriculum and discuss classroom challenges and successes.

Other Professional Development

- Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training

2. CFN 106 and INPS have offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool, DOK or UDL tools. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implmentation of common core aligned curriculum.

3. The guidance counselor attends professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly

admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee.

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. Our parent coordinator encourages parents to become involved
in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as "Know Your Rights," "Understanding the College Process," "Health Fair," and "How to Help with Homework." The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Attendance at these meetings is generally very high with 50-100 families in attendance. Our parents are encouraged to accompany the students on trips to colleges and to attend our International Feast. Anywhere from 20-30% of our students' families regularly attend Open School Night and Open School afternoon.

2. BIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:

- International Rescue Committee (IRC)
- The New York Immigration Coalition (NYIC)
- Sanctuary for Families
- Jewish Community Council of Greater Coney Island
- Assorted attorneys and tax specialists (workshops on legal and financial issues)
- Interborough Developmental and Consultation Center
- NYPD Community Affairs Bureau New Immigrant Outreach Unit

All mailings relevant to these partner organizations are sent home are sent in both English and in the family's home language. Translations are made possible through the NYCDOE translation unit or in-house by our multi-lingual staff.

3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. Parents are also surveyed through informal conversations over the course of the year at Family Association meetings and Parent Teacher Conferences. The role of the parent coordinator is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents' needs and interests. The parent coordinator also works closely with the parents over the course of the year and periodically surveys them formally and informally to monitor their concerns and questions about our school.

4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above. Topics covered over the course of this year include: Introduction to BIHS Curriculum, Graduation Requirements, College Prep, Financial Aid, Mentoring and College Readiness, Immigration, Internship, Knowing Your Community, Summer Plans and New Families Orientation.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13k439 **School Name:** The Brooklyn International HS

Cluster: 1 **Network:** 106

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Chinese - 26%; Spanish - 22%, English - 6.4%, Bengali - 16.8%, French - 8%; Fulani - 3.0%, Arabic - 5.0%, Tibetan - 4%, Haitian-Creole - 2.6%; Nepali - 2%; Other - 5%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.
All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, Chinese, French, Haitian-Creole, Russian, Spanish, and Urdu including:
a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
b. Special events (Thanksgiving Feast, International Festival)
c. Letters of concern about students' academic performance and behavior
d. Letters of congratulations praising student performance and behavior
e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Chinese - 26%; Spanish - 22%, English - 6.4%, Bengali - 16.8%, French - 8%; Fulani - 3.0%, Arabic - 5.0%, Tibetan - 4%, Haitian-Creole - 2.6%; Nepali - 2%; Other - 5%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

a. Open School Night, Family Association Meetings, SLT meetings, ARIS training, and other evening school events
b. Discipline meetings with the administration
c. Meetings with teachers about their children's academic performance
d. Enrollment of new students in our school.

In addition, we utilize the NYC DOE Translation Unit, in-house school staff, outside translators, and parent volunteers to translate documents in a timely manner

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.

All written correspondence between the school and students' families is provided in the language of their choice, based on the Home Language Identification Survey. We use the NYCDOE's Translation Unit, internal staff, parent volunteers, or outside organizations to provide translations of all school correspondence (in Bengali, Arabic, Chinese, French, Haitian-Creole, Spanish, Urdu, Russian, and Korean and other languages), including templates that we can adapt for:

a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
b. Special events (Talent Showcase, Culture Day, Field Day, etc.)
c. Letters of concern about students' academic performance and behavior
d. Letters of congratulations praising student performance and behavior
e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
f. School Progress Reports

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.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identificaiton Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

e. Open School Night, Family Association Meetings, SLT meetings and other evening school events
f. Discipline meetings with the administration
g. Meetings with teachers about their children's academic performance
h. Enrollment of new students in our school

Our guidance department also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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

The Brooklyn International HIgh School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Brooklyn International HS	DBN: 13K439
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☒Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information

☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12

Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Literacy Enrichment

Our NYSESLAT data indicates that there is a gap in student achievement between the listening/speaking and reading/writing sections of the test. Data shows that 64% of our students are categorized as advanced or proficient for the listening/speaking section whereas only 31% of our students are categorized as advanced/proficient for the reading/writing sections. Because of student need, three ESL certified teachers will run reading and writing workshops in English for a heterogeneous group of ELL students including newcomers, SIFE and Long-Term ELLs. Each class listed below has one teacher and they use a variety of texts including poetry and short stories, along with native language dictionaries and online resources such as Brainpop as well as teacher created materials like adapted texts. The classes are offered on the following days and times:

3:05 - 5:05 (After School) Mondays & Wednesdays (September - June) - 60 sessions - 12th grade
7:45 - 8:45 (Before School) Wednesdays & Thursdays (September - June) - 60 sessions - 12th grade
3:15 - 5:15 - (After School) Mondays (November - June) - 25 sessions - 11th grade

Math Enrichment

Because SIFE students and newcomers need extra support, Math teachers will supplement their classes with basic numeracy skills for students with lower level Math skills. They will also enhance Math learning in more advanced concepts for students who are ready for Calculus. Therefore, two dual certified ESL/Math teachers will provide after school classes in English to improve learning in this core subject area. The classes use online resources like Brainpop, Khan Academy and GapMinder along with teacher created materials compiled from the IMP curriculum, online resources, and textbooks. These classes are offered on the following days and times:

Calculus Support - (After School) Wednesdays 3:05 - 6:05 (September - June) - 30 sessions & 1 Saturday/month from 9-2 (10 sessions) for 15 students

Basic Math Support - (After School) Mondays, Thursdays & Fridays 3:15 - 5:15 (September - June) - 90 sessions - 11th Grade

Enhancing Academic Oral English Language to Support English Literacy and Social Studies

About 20 ELLs from grades 10-12 participate in learning about tolerance, bias, racism, and sexism. They discuss these issues learning domain specific vocabulary. Students internalize both the vocabulary and concepts as they then develop workshops to teach other students about these same issues. Students also facilitate these workshops at parent meetings in both English and Native Language as well as at teacher professional development sessions. As Snow, Met and Genesee (1989) discuss in their research,

Part B: Direct Instruction Supplemental Program Information
content provides real meaning that is an inherent feature of naturalistic language learning. Consequently, students acquire language through this service-learning model of teaching and become more conversant in English in addition to increasing their academic presentation skills. This course is taught in English by a dually certified teacher in ELA & ESL. They use many materials from Facing History and teacher created materials from a variety of online resources that include adapted texts. This course meets: 3:05 - 5:05 - (After School) Mondays (September - June) - 30 sessions Enhancing Academic Oral English Language through Entrepreneurship In this course, students learn about entrepreneurship and incorporate the language of persuasion to improve academic oral English language. About 15 ELLs from grades 9 and 10 work collaboratively on an experiential project, building skateboards. Since this part of the course occurs in September and October, newcomer ELLs begin to build their oral fluency by acquiring domain specific vocabulary and using procedural language structures. After they complete the skateboards, and acquire more English language, they work on marketing topics to build their brand and sell it. At this point, students learn persuasive techniques and language structures as well as content specific vocabulary and the concepts of marketing like marketing mix, target market, price, product, place, promotion, logo, slogan, etc. Students learn how to choose a target market and create their brand including advertising, a logo and slogan to fit this target market. Eventually, they pitch their brand in a simulated class competition so they can practice their academic presentation skills. This course is taught by an ESL teacher in conjunction with a dual certified ESL/Social Studies teacher who is also a Certified Entrepreneurship Teacher throught the Network for Teaching Entrepreneurship (NFTE). The materials used are adapted from NFTE as well as online resources such as "Persuasion Across Time and Space" (November 2012). This course meets on the following days and times: 3:05-4:05 - (After School) Wednesdays (30 sessions) 3:05-4:35 - (After School) Fridays (30 sessions) (September - June)

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Technology for ELLs PD It is widely accepted in the ESL community of educators and researchers that instruction must be differentiated to meet the linguistic and academic needs of heterogeneous students in our classrooms. Carol Tomlinson, a leading educator and author describes differentiation as having one set of learning outcomes for all students, but students are given multiple pathways to achieve these outcomes. In Teaching English Language Learners Through Technology, Erben, Ban and Castañeda (2009) argue that the current capacity for technology can facilitate differentiated instruction by: • providing many options to learn the academic content • offering various processes to make sense of the content since linguistic needs are varied • giving choices in how the students produce evidence that they have mastered the academic

Part C: Professional Development

content given their linguistic needs

In order to help teachers incorporate STEM content into lessons for ELLs to support the Title III program and to differentiate any subject to meet the academic and linguistic needs of our English Language Learners, 12 teachers will participate in ongoing professional development offered by Nancy Otero and Dara Ross. The first group of four teachers, a mix of content and ESL certified teachers, left their classes to attend all day sessions, from 8:45 - 3:30 on 10/1, 10/15, 10/22, and 10/29. There will be two more groups of 4 teachers each, who will also attend a set of 4 professional development sessions from 8:45 - 3:30 each throughout the year although the dates are still to be decided. This professional development enhances teaching and learning for newcomers by giving tools to teachers to differentiate so they can meet the academic and linguistic needs of students. It is also an example of how The Brooklyn International High School implements strong supports to increase graduation rates because technology not only helps differentiate, but it also motivates students who have difficulty learning in traditional classroom settings because of their linguistic needs.

Some topics include:
Using Circuitry to Create E-Textiles for ELLs
Arduino Programming for ELLs
Science Simulations Using Processing for ELLs

Science Teachers - 2
Dance Teacher - 1
ESL Teachers - 6
Dual Certified Math/ESL - 2
Dual Certified ELA/ESL - 1

Nancy Otero is a mathematician, psychologist and d.thinking enthusiast with a passion for hands-on invention that empowers vulnerable populations and motivates learning. She collaborates with the TLTLab at Stanford University where she jump-started FabLab@School around the world. Her work focuses on professional development, laboratory development, facilitation of workshops and curriculum development. She researches the impact that project-based experiences have on students; her work has been featured in IDC, FabLearn, SRCD, and more. In Mexico, Nancy is the co-founder of Makers in Residence. In Brooklyn, she is the founder of ActiveEmergence and she is collaborating with BeamCenter as director of Professional Development and Research.

Dara Ross is an ESL certified pedagogue with 12 years experience teaching in the New York City Department of Education and two years teaching abroad.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Rationale:

While many parents of English Language Learners cannot help their children directly with work because of language barriers, the article "Building Collaboration between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities," argues that parents of ELLs impact higher achievement of students in other ways, like actively participating in parent teacher conferences and attending school based parent meetings (Delgado-Gaitian 1990; Goldenberg 2004 in Waterman and Harry 2008). Therefore, our goal is to engage parents in meaningful ways because their engagement in our school utlimately increases the achievement of our ELLs. As such, the Parent Coordinator conducts a needs assessment of ELL parents to determine which CBOs to invite and which topics to cover at monthly parent meetings that will increase parent engagement to ultimately increase student achievement for ELLs. All information sent to parents of ELLs regarding these meetings is translated, printed and mailed home. Also, we purchase a subscription to School Messenger, which telephones parents of ELLs in their native languages to remind and inform them of parent teacher conferences and parent meetings. In addition, we pay translators to stay during the meetings so parents of ELLs have access to important information to help their children succeed. They use a device in which they speak and parents have headphones so they can easily hear the correct language. We purchase batteries periodically for these 50 devices. We also purchase food for these meetings (within the allotted $250) as well as metro cards for ELL parents who cannot otherwise afford to attend.

Topics specific to ELLs at these 2 hour supplemental monthly meetings that last from 6:00pm - 8:00pm include:

1 - 10/16 & 1/15 - College Prep, College Application, and Financial Aid Processes (specific to immigrant and ELL issues). These workshops are geared to help the parents of our ELL's prepare students for college by explaining the process of SATs, and resources available, like free SAT prep classes, as well as how to navigate the college application system and to learn necessary vocabulary needed to apply for financial aid to colleges. We also disperse information like which colleges have support systems for ELL students. These workshops are facilitated by our Guidance Counselor, Ken Kastenbaum in conjunction with a certified ESL teacher, Laura Berson.

2 - 1/15 & 6/11 - Mentoring and College Readiness - These workshops will focus on ELL student progress towards graduation and the extra help opportunities and extra curricular activities available to support our ELL students. The concentration will be on how parents of ELL's can help their Beginner and Intermediate students pass the ELA exam and become college ready.

ELL parents are invited to school events, college visits, and other trips to encourage communication between the school and home, which will ultimately improve student achievement. We do so using School Messenger.

Additionally, most of our ELL students are newcomers, so many of their parents do not understand how college works in America. Therefore, parents often cannot give their children adequate support when trying to apply for or choose colleges. In order for us to provide students with supplemental guidance,

Part D: Parental Engagement Activities
we organize several college trips throughout the year for which we need buses. Two trips are tentatively planned for April although exact dates are to be decided. Parents attend as both chaperones and to learn about the process for themselves.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____