

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

**School Name:** BROOKLYN PREPARATORY HS

**DBN (i.e. 01M001):** 14K488

**Principal:** NOAH LANSNER

**Principal Email:** [NLANSNER@SCHOOLS.NYC.GOV](mailto:NLANSNER@SCHOOLS.NYC.GOV)

**Superintendent:** KAREN WATTS

**Network Leader:** MALIKA BIBBS

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Noah Lansner	*Principal or Designee	
Jesse Adelson	*UFT Chapter Leader or Designee	
Maritza Baez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Natashna Anderson, Alliyah McCallum, Laurence Souffrant	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Diana Isern	Member/ AP	
Mary Ingram	Member/ Parent	
Yahaira Reyes	Member/ Parent	
Paul White	Member/ Parent	
JP King	Member/ Teacher	
	Member/	

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

BPHS will increase the graduation rate to 85% for 2015 (including June and August).

### **Comprehensive Needs Assessment**

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

According to the School Quality Guide, we are 'Meeting Target' for four-year graduation rate at 82.8%, however we want to 'Exceed Target' and achieve 85% four-year graduation rate.

### **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**

The majority of activities and initiatives that we have are to ensure students both graduate and are college ready. The following strategies have been specifically implemented in order to support a larger amount of students towards graduation this year, and in the years to come.

1. **Summer School:** Identify 10<sup>th</sup> and 11<sup>th</sup> graders who are deficient in Global credits early on to ensure that the 4 credits needed are not a hindrance when they are seniors. Follow the same protocol for US, English, and Science after the year is completed to make credits up the summer after.
2. **Reader's Workshop:** We created a course called Readers' Workshop for Global themes and for US themes. The classes emphasize reading and writing. These classes are co-taught and are programmed for 10<sup>th</sup> and 11<sup>th</sup> grade students to coincide with a general history course they are taking. The course is to supplement their history class so they perform better on the Regents in those subjects, as Global and US Regents exams are hindrances for our students towards graduation.

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

1. **Summer School:** Guidance counselors run transcripts and analyze students that are deficient in all core classes, programmer create summer school classes, office staff sends out parent letters, teachers in content areas lead instruction during summer.
2. **Reader's Workshop:** Guidance counselor, former teachers and programmer figure out the students that should be placed in Reader's Workshops based on GPA in history classes, and prior exam history.

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

1. **Summer School:** All students going into 10<sup>th</sup> grade will have 2 credits of global achieved from the school year as well as summer school. All students going into 11<sup>th</sup> or 12<sup>th</sup> grade will have 4 credits of global and 2 credits of US. This will ensure students maintain appropriate credits in core areas needed for graduation.
2. **Reader's Workshop:** We will analyze the data of the students who are taking these workshop classes alongside the general content class and compare them to the students only taking the content classes to see the impact of the course. Throughout the year the Performance Tasks within the Reader's Workshop are aligned to Regents essays, so teachers have time during PD to track their growth towards passing Regents.

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

1. **Summer School:** Program students in July after final semester grades come out. Summer school occurs during August.
2. **Reader's Workshop:** Students are programmed in August and the course runs from September-June.

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

1. **Summer School:** Teachers are paid per-session, 7-8 hours each day to teach summer school.
2. **Reader's Workshop:** The teacher programming grid has to allow for the course to be co-taught. We hired an additional special education teacher to fill in the ICT classes needed so that we can make this course possible. We order books as well to support literature circles in the Reader's Workshop classes.

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

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

After grades come out and students are scheduled for summer school, letters immediately go out to parents. There is a phone session where each parent of a summer school student is also called to ensure they attend. For the readers' workshop, all parents are called in the beginning of the year to explain the course to them.

### **Budget and Resource Alignment**

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

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

Three full-time guidance counselors, Two full-time Assistant Principals.

PD time allocated to Regents exam item analysis and two additional teaches to make smaller advisories so students can receive more individualized support all paid with FSF.

## 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.

Increase by 25% the number of students who take an AP exam in May 2015.

### Comprehensive Needs Assessment

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

According to the School Quality Guide from 2013-3014 we are "Approaching Target" for college and career readiness. Compared to our peer and city wide schools, BPHS falls below on the College and Career Preparatory Course Index in regards to the amount of students who the percentage of students who successfully completed approved rigorous courses and assessments within four years of high school.

### Instructional Strategies/Activities

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

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

- Programming of AP Classes:** There was a panel of teachers and administration who sat together to decide what students were to take an AP course. The conversation was based on GPA data for each student disaggregated by content, as well as what the students chose as preferred AP classes. Students were programmed into at least one AP course of their choosing. We also chose to have the AP US, AP Spanish, AP Studio Art and AP English courses
- AP Summer Institute:** We held an AP Summer Institute for all students taking an AP class and held make up sessions in September. We had a large majority of students attend the Institute. At the Institute students read, wrote and discussed various topics that were designed to acquaint them to the skills necessary to be successful in an AP class. We created this to ensure additional perseverance towards the AP exam.
- S.T.A.R. Program:** We initiated a program called S.T.A.R. standing for **S**cholarship, **T**wenty hours of service, **a**dvanced courses and **R**egents. The Advanced courses eligibility for the S.T.A.R. program requires students to be enrolled in at least one AP class. The incentives that we provide to S.T.A.R. students and the school wide focus on this program further incentivizes students to take AP courses. We currently have 227 students enrolled in at least one AP course.

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

- Programming of AP Classes:** Teachers who teach AP courses, teachers who have taught each student for the current year, and administration.
- AP Summer Institute:** AP teachers and administration.
- S.T.A.R. Program:** All staff

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

- Programming of AP Classes:** By September, have at least 30% more students enrolled in AP courses than previous year. By January, ensure at least 25% students more than last year, remain in AP classes. In April, send letters home reminding parents about AP exams along with the exam schedule.
- AP Summer Institute:** August, at least 80% of students enrolled attend Institute. Provide all other students make up work for the Institute.
- S.T.A.R. Program:** Ensure 100% of S.T.A.R. students are enrolled in at least one AP exam. In January, check these numbers again to ensure the same.

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

- Programming of AP Classes:** By September, of school September have at least 30% more students enrolled in AP courses than previous year. Students should be scheduled in AP classes from September until May.
- AP Summer Institute:** Plan the institute in July, implement in August and September.
- S.T.A.R. Program:** Throughout the year from August – June. In August, send out letters about eligibility and program all students with at least 1 AP class. In September, December, and March have S.T.A.R. meetings reiterating the expectations. Perks given throughout year from September- June.

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

- Programming of AP Classes:** We programmed students into two sections of AP US, AP Spanish, AP Studio Art and AP English courses in order to provide the course to more students and to decrease class sizes.
- AP Summer Institute:** We paid persession for four teachers to come in four days for six hours each day.
- S.T.A.R. Program:** We funded incentives for S.T.A.R. students such as personalized sweatshirts in fall and t-shirts in spring. We build a system where these students can go out to lunch once a week. We also organize special trips to colleges that accept GPAs that these students have.

### 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).

Send letters out to students taking AP classes in the summer before, in January of the new semester, and in April before the exams. Do a phone calling session in May to

remind all parents of when the exams are.

***Budget and Resource Alignment***

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

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

Seven teachers teaching Advanced Placement courses.

Send teachers to the AP Summer Institutes held by the College Board using Title I PD funds.

Per session for teachers to run a Summer Academy for students to prepare them for the rigors of an Advanced Placement course out of FSF.

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By the end of 2014-2015 school –year, at least 20 students from class of 2015 will enroll in an elite college from our target list.

#### **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.

Based on the Quality Snapshot for 2013-2014, 42% of our graduated students attended CUNY 2 and 4 year schools, 8% attended SUNY schools and 4% attended Private colleges. We want to ensure more of our top GPA students attend top CUNY 4 year schools, top SUNY colleges and universities, and top public colleges and universities.

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

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

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

- a) **College Counselor:** Our college counselor has specific goals for each 12<sup>th</sup> grade advisory that she shares with advisors and continually checks data to ensure all students are on track within the advisories. The counselor also checks each list of schools to approve if they are appropriate for the student.
- b) **Programming:** 12<sup>th</sup> grade students have been placed into advisories based on GPA. Currently there are 4 different advisory categories and differentiated college options are shared with students based on GPA and extracurricular activity. Senior students have 3 days of advisory a week built into their schedule. They work on college applications during this time.
- c) **Grade Team Meetings:** The 12<sup>th</sup> grade team meets with our college dedicated counselor during every grade team meeting to train and anticipate issues that will come up with applications. They review benchmarks and come up with strategies to support students towards application completion by due dates set by BPHS.

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

- a) **College Counselor:** Dedicated College Counselor, administrators
- b) **Programming:** 12<sup>th</sup> grade advisors, programmer, administrators, 12<sup>th</sup> grade students
- c) **Grade Team Meetings:** 12<sup>th</sup> grade advisors, college counselor

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

- a) **Deadline of focus for college counselor, program, and grade team:** By October 31<sup>st</sup>, all students were to finish CUNY applications. Students with GPA's above 85 were instructed to apply to at least one Macaulay Honors College and/or at least 4 top CUNY schools in order for BPHS to fund the application. So far we have received 95% of applications. SUNY applications are due December 19<sup>th</sup>. Common applications are due December 23<sup>rd</sup>.

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

- a) **Timeline for college counselor, program, and grade team:** First Day of school until December 23<sup>rd</sup> is our timeline for college applications. January-March is our timeline for financial aid.

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

- a) **College Counselor:** We hired an additional counselor in order to ensure that one counselor strictly focused on college and career.
- b) **Programming:** Additionally, we programmed teacher schedules to have two more 12<sup>th</sup> grade teachers and advisors. The advisory groups are smaller and allow for more in depth focus on the college process.
- c) **Grade Team Meetings:** Teacher schedule ensures grade team meetings occur within the day twice a week.

#### **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).

- Letters to parents were sent out in August detailing the track and goals for all senior students. Parents were given times to come in and discuss new expectations with administration so that students were ready with their programs in September.
- Monthly letters are distributed by the Parent Coordinator detailing senior deadlines and workshops.

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

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

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

Full-time college counselor. Hire additional teachers to make smaller, targeted senior advisories so students can receive individual support. Paid out of FSF



## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

• **Key personnel and other resources used to implement each strategy/activity**

1.

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

1.

• **Timeline for implementation and completion including start and end dates**

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

6.

- **Key personnel and other resources used to implement each strategy/activity**

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Extra 5 periods of ELA instruction Reading Program</li> <li>• CTT classes provide extra support to with a second teacher in the room</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• All 9th grade</li> <li>• Whole Class</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Each week during school day</li> <li>• Four times a week for each of five classes</li> <li>• Teachers offer before and after school tutoring for their classes</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Extra 5 periods of Math instruction</li> <li>• Regents Prep offered, teachers also offer before and after school tutoring for their classes.</li> </ul>	<ul style="list-style-type: none"> <li>• All 9th grade</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Each week during school day</li> <li>• During Lunchtime and after school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Peer tutoring program</li> <li>• Regents Prep offered, teachers also offer before and after school tutoring for their classes.</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one tutoring</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Offered two days a week after school</li> <li>• During Lunchtime and after school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Global History and US Reader's Workshop Classes for students who are currently struggling in the history class they are taking and/or who failed the Regents</li> <li>• Regents Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Class</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Each week during School Day</li> <li>• During Lunchtime and after school</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Mandated counseling</li> <li>• Guidance Mediation Supports</li> <li>• Justice Panels</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one and small groups</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one and small groups</li> </ul>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• We recruit from the Open Market hiring system, New Teacher Finder, Hiring Fairs, New York City Teaching Fellows programs, and New Teacher Select Recruit systems. All of these teachers are highly qualified.</li> <li>• During interview process, conversations about potential electives were discussed with each new teacher. Teachers were made aware of the expectation of teaching an elective course. During these conversations, new teachers were also made aware of the college and career benefits of providing students with exposure to various topics.</li> <li>• During interview process, conversations about the Common Core ideology were discussed with each new teacher. Teachers were made aware of the expectation of implementing CCSS rigorous tasks.</li> <li>• During interview process, conversations about the advisory process were discussed with each new teacher. During new teacher training in August and during the first day of full faculty PD in September, the entire staff discussed the roles of the advisor and the behavioral policies that were in place at BPHS.</li> <li>• During interview process, conversations about the 8-week inquiry process were discussed with each new teacher. Teachers were made aware of the expectation of inquiry in grade team by colleagues and administrators. The first day of full faculty PD in September, the entire staff discussed the 8-week inquiry process and its purposes.</li> <li>• During interview process, conversations about the observation ideology were discussed with each new teacher. Teachers were made aware of the expectation of observing and being observed by colleagues and administrators regularly.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Faculty professional development weekly for 100 minutes is in full faculty and in department teams. Department work uses collaboration to build a unit template, then CCSS performance task and furthermore, daily lessons that align to the CCSS performance task.</li> <li>• Grading discussions will be held with each teacher using passing rates and average grade percentages after the first and second marking periods. The data will be a springboard into conversations about personal beliefs of grading and the role of grades in teaching and learning.</li> <li>• At subsequent full staff PDs, staff will be reminded of advisor roles in modifying behavior. Deans and administrators will follow up with teacher concerns as the year progresses, communicating with teachers the steps made with each individual student through Skedula and personally.</li> <li>• All teachers attend the ISA summer institute where we break up into groups around advisory, portfolio, cohering Reading Writing and Discussion and other topics. Teachers flesh out each topic to implement in September.</li> <li>• Accreditation Committee meets weekly to look over unit plans and lessons and checks them according to a rubric for alignment.</li> </ul>

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

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

**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.

Our committee selected measures for the Local Measures portion of the MOSL in the new statewide evaluation system. Our teachers plan our portfolio process every year, and refine it through a teacher-led portfolio committee. In department meetings, teachers develop common rubrics for performance assessments.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

Brooklyn Preparatory High School continues to have an open door policy to parents, along with many avenues to improve and foster more effective two way communication. These avenues have included increased methods of systematic communication, providing grade team time for parent involvement, and PTA meetings highlighted with student celebrations.

Increased Systematic Communication:

- In August parents of incoming freshmen and new students are invited to attend an extensive information session. At this time parents are introduced to Brooklyn Prep. Expectations are conveyed about our four year graduation plan that will help them to become productive members of society. We convey to parents our instructional goals of 80+ in Math and Science exams, our Habits of Mind and Work, our portfolio process, and our expectation community service involvement. Parents ask questions about the tone of the schools, exams, and other pertinent concerns they might have. During freshman and newcomer orientation, parents are introduced to their child's advisor and the advisory process in small groups. Parents of our IEP students are introduced to the Special education team and the ELL teachers. The diversity of our teachers has expanded to meet the changing needs of our school population.
- During September and October, there was a push to gain every email from parents. The school obtained 75% of parent emails. Every month there monthly calendars are sent to all parents. Our Dean of Student Services sends out weekly emails to parents informing them about opportunities provided to students. Emails are sent as necessary from Parent Coordinator. Parents email back the Parent Coordinator about events coming up in the school frequently.
- Daily automatic calls are made to students who arrive to school after 8:20.
- The guidance counselors reach out to parents and host two parents each week to support students: Who are academically struggling, who need support with financial aid, or who are in need of emotional development support.

Grade Team Time:

- Professional development and grade team used by advisors to build and further relationships with the parents of their advisees, the goal is that advisors communicate with all parents on a monthly basis.
- Professional Development allows bi-monthly release time for teachers to call parents for positive anecdotes about their children.
- Grade Teams are given release time to update our online grading system, Skedula, so that parents can be informed of how their children are doing at the moment.

PTA Meetings:

- Based on a survey completed by the parents last year, PTA meeting are held focusing on the specific needs of our parents. Parent interest surveys showed interest in bullying and cyber-bullying, internet and social network safety, understanding the

Common Core, financial aid and scholarship 101, navigating the DOE, college and career success, as well as family financing resources. Other suggested activities and events include family museum visits and movie nights.

- So far, we have had sessions to: Introduced portfolio, celebrate Honor Roll students, convey our community service opportunities, provide information about financial aid, and host family game night.
- BPHS hosts a celebratory information session for parents of AP students to convey expectations of the course and for parents to meet Advance Placement teachers.

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

Brooklyn Preparatory High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, has a School-Parent Compact to strengthen the involvement of parents in the school community, and to strengthen the connection, communication and support of student achievement between the school and the families. Staff and parents of students at Brooklyn Prep agree that this Compact outlines how parents, the entire school staff and students will share responsibility for sustained academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Graduation Standards and our Brooklyn Prep Graduation Expectations.

## **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State & Common Core Learning Standards to enable all our students to meet State Graduation Standards and our Brooklyn Prep Graduation Expectations by:*

- using academic learning time efficiently;
- knowing our students well and supporting them as individuals
- 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, including the arts;
- 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:*

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

*Provide parents reasonable access to staff by:*

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

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- strive to develop my Habits of Mind and Habits of Work in accordance with the school's college-preparatory mission;
- 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.
-

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

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

Program Name	Fund Source (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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$352,953.81	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,704,099.00	X	See action plan

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>488</b>
School Name <b>Brooklyn PReparatory High School</b>		

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

Principal <b>Noah Lansner</b>	Assistant Principal <b>Diana Isern</b>
Coach <b>Diana Isern</b>	Coach <b>type here</b>
ESL Teacher <b>Natalie Camacho, Diana Isern</b>	Guidance Counselor <b>Aisha Hamlin</b>
Teacher/Subject Area <b>JP King/History</b>	Parent <b>Zahaira Reyes</b>
Teacher/Subject Area <b>Shannah Jewsbury/History</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Madeline Marks</b>	Other <b>Susan Joyce/History, ESL</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>503</b>	Total number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>4.17%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	9
SIFE	5	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4	1	0	8	2	4	9	1	5	21

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	4	1	0	8	2	4	9	1	5	21
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	6	2	3	17
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic										1	1			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>21</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	1			2
Intermediate(I)										5	3	2	1	11
Advanced (A)										2	2		2	6
Total	<b>0</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>19</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra	11		7	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	7		2	
Physics				
Global History and	5		0	
Geography				
US History and	2		0	
Foreign Language		1		1
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our students are assessed throughout the semester through DYO Performance Assessments created by departments. The first DYO given in all English classes within the first two weeks. The data shows that students need specific targetting in organizational structures of essay writing, grammatical conventions and reading comprehension. The teams meet and discuss specific abilities and gaps of

representative students relating to writing structure, grammar and reading comprehension. ELL students are always chosen to analyze along with SWDs and various students and different abilities and skill levels. Teams get together and target one strategy. The ninth grade team chose to focus on universal sentence starters to build on ideas, which would allow ELLs more structure in their writing. Tenth grade team teachers chose to focus on supporting students in providing evidence to support ideas. Inter-visitations occur within teams around these problems of practice and strategies implemented. Observational data is collected by team members. After student work is also analyzed, teachers create re-teaching plans and lesson plan together based on the information gathered.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
17 students test Proficient and Advanced in Listening and Speaking as opposed to 7 in Reading and Writing. Our students need support in building their academic language in English through consistent reading and writing opportunities. Based on the LabR from last year, both students passed out of ESL services. On average we have about 2 students in need of LabR each year. This data shows us that our new students are not usually new students to the country, but mostly to the state. The trend is the same for this year as we have a student who passed out from Florida and another student who is from an Deaf/ASL speaking family.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The state did not release the spring 2013 NYSESLAT scores in combined modalities.
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 largest group of students has had ESL services for more than 7 years, classifying them as Long Term ELLs. However, they are on par in terms of their performance on state exams as well as scholarship. More work needs to be done making sure they take the NYSESLAT seriously and seeing it as an important state exam as well. In terms of the Regents, all of our Spanish ELLs prefer to use English Regents Exams over Native Language Exams on the Regents. It is likely because they have been taught the academic content language in English and reading it in Spanish would not trigger the same memories in their minds. We have significant numbers of ELL students passing the Integrated Algebra due to the fact that they get two period in their freshmen year and in some cases, two teachers in the classroom. We also have had six transfer students who are ELLs, who have taken the exams elsewhere. Once we evaluate their item analysis and they sit for the preparation classes with us, we will be able to see what specific needs they have. ELL Periodic Assessments will be used to analyze alongside DYO's that have been given in the first semester. The data will be analyzed in department teams as well as grade teams early in the spring semester in order to set goals and periodically check growth based on the same skills tested. Previous Periodic Assessments indicated a correlation between lower scores on reading and writing. As these skills are usually slower to build during language acquisition, Periodics are indicative of this trend. Native language is used as a support to students, through exams provided in Spanish and bilingual dictionaries, yet our students prefer to use them as a reference only sometimes and prefer to focus on taking the exams in English first.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#)).  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
As the ESL supervisor, I work with all co-teachers for ESL and for Special Education to make sure that we look at ESL student work to figure out where their strengths and weaknesses are. For example, we analyze this work in grade teams, at IEP meetings, in department meetings, and individually to figure out if second language development is the issue, and/or if there are learning disability issues at play. I work with teachers who service ESL students to make sure scaffolds are available if needed for each assignment, especially writing.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We determine the success of our ELL program by analyzing scholarship and credit accumulation, Regents data and DYO assessments. All ESL students are accumulating credits on par with their English native peers. Additionally, we analyze success by consistently analyzing their student work in department and grade teams and keeping updated information on the students in Skedula program in a formative way throughout the year. All teachers update their grades, assignments, progress and behavioral plans on this program which allows us to evaluate the success of our ELL program throughout the year. At the end of this year we will analyze summatively

by using the NYSESLAT to compare specific outcomes of each student with each of the four modalities.

## 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](#).)

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. The HLIS informs our staff about the home language that is used by the student and his/her family. If the child is identified as an eligible candidate for Bilingual instructional services, an informal oral interview is given to the candidate by a bilingual pedagogue. If the HLIS indicates a language other than English, we administer the Language Assessment Battery-Revised (LAB-R). If LAB-R results show that a student is an ELL and Spanish is used in the home, he or she is given the Spanish LAB by a trained pedagogue. The Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The administrator delivers the informal oral interview, LAB-R and the Spanish LAB. She is ESL certified and second language is Spanish. The HLIS is given by the parent coordinator in conjunction with the ESL certified Administrator.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes TBE, Dual Language and Freestanding ESL programs for ELLs. The parent orientation is given by the parent coordinator in conjunction with ESL certified administrator within the first week of enrollment. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. If the parents are not able to receive this information when they enroll their child, then the parent survey, entitlement letter, orientation and Q&A sessions are held within the first week of enrollment by the parent coordinator in conjunction with administrator. In addition, to encourage continuing community involvement, ELL parents are very involved in the life of our school. Parent Association Meetings provide opportunities for parents to focus on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Advisors call parents on a regular basis to involve them in school and class process and activities. As part of our effort to strengthen the parental involvement, members of our school community who are bilingual provide translation and outreach to ensure communication between the school and the home. This year we will have our PTA President reach out to parents who have previously chosen a TBE/DL program if the program becomes available.

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

Brooklyn Preparatory High School makes it very clear that we offer Freestanding ESL to conform to the parental choice selections. We provide an entitlement letter and give parents a specific appointment within the week to come back in and see the co-taught class for ESL students, as well as speak with the administrator and teachers who will serve their child. The timeline for this process occurs within the first ten days of student enrollment. During each of the steps in the process, the parent coordinator and administrator are present, both of whom are bilingual Spanish/English speakers. Every year the Parent Coordinator sends out Continued Entitlement Letters in the fall. Continued Entitlement Letters, Parent Program Selection forms and Entitlement Letters are all stored in our vault.

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.  
Based on the choice made on the Parent Survey and Selection forms, ELLs who have opted into ESL are served in our program within 10 days. Those parents interested in the other types of programs are provided a list of the schools and contact information where those programs exist. Where possible the parent coordinator facilitates the school visits. During the past five years the majority of the parents choose ESL on the Parent Survey and Selection forms and all the parents have opted to remain in the ESL program. Each September when the NYSESLAT scores become available, the students' eligibility is reevaluated by the administrator using the latest Raw to Scaled score sheets from the State. The trends in parent choice indicate that so far, all parents want to start their children as well as maintain their students in our Freestanding ESL program to date. DOE Continued or Non-Continued Entitlement letters are mailed to ELL parents within 10 days. Parent Survey and Program Selection forms are copied, sent out and copies stored by the administrator.
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.  
First we have to determine the students who are NYSESLAT eligible. We use the RLER screen to determine who needs to take the exam. As soon as the window opens for Speaking, the ESL teachers and I begin testing speaking on a one-on-one basis during student advisories. We focus on finishing speaking sections before listening, reading and writing portions come out. After we receive the secondary modalities, we have students come during English or advisory periods. We test a different modality every day. The second week is focused on getting students who were absent or missing components to sit for those parts.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*  
The trend is that parents are interested in ESL services. We have 19 students (2 pending LABR results) that have requested ESL services over the course of two years. Thus why we hired an additional ESL teacher to service these students.

## 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])?

**Co-Teaching with English content teacher**

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)?

We have an additional ESL teacher to add to our ESL teacher from last year so our 19 ESL classified students are able to receive either 180 minutes per week or 360 minutes per week depending on their level. Each class meets 200 minutes a week. Therefore our advanced students who have co-teaching once receive services that way. Students who are intermediate receive two periods of co-teaching in their English classes. Last year, the two students indicated as beginners had double blocks of English and ESL services totalling 400 minutes/week. Additionally they had push-in support from the ESL teacher into their social studies course totalling 600 minutes.

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.

Based on information from scholarship and credit accumulation, Regents data and DY0 Performance Task Assessments (CCLS-aligned), our students are receiving language support in content areas that makes them successful here. During department meetings as well as full staff meetings, all teachers including content teachers, ESL teachers, SPED teachers, are involved in building CCLS-aligned Performance Tasks that all students are given. We also engage in student work protocols and many times will choose ESL students to focus on. ESL teachers choose students to focus on with these protocols. These protocols allow teachers to make refinements and reteach concepts that students are not grasping. Additionally, we analyze success by consistently analyzing their student work in department and grade teams and keeping updated information on the students in Skedula program in a formative way throughout the year. All teachers update their grades, assignments, progress and behavioral plans on this program which allows students and parents aware of how their language is being fostered.

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

Our focus is on evaluating English Language acquisition. Spanish speaking students who tested in via the LAB-R are assessed with the Spanish LAB to determine their level of literacy in the native language. In the last two years, the four students who have been eligible for the LABR have been Bengali and Arabic speaking students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

In addition to a heavy focus on reading and writing, as is the focus of the CCLS, as a school, BPHS focuses on inquiry based learning. These type of tasks emphasize learning through discussion (listening and speaking modalities). In addition to our inquiry based focus and PD time dedicated to building those tasks, our observations that follow the Danielson model also emphasize reading, writing and discussion for all of our students. The observation process directs us to evaluate teachers based on all students participating in these discussions and reading and writing tasks, not only students who are English native speakers.
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).

In addition to the Professional Development that we do around inquiry based tasks and CCLS aligned teaching, for our SIFE students, we focus on parent involvement and attendance. We believe that once they are in the school consistently, they will receive the instruction that will yield success, and this has been true. For newcomer, 4-6 year ELLs we service them through programming and tutoring support after school. For long-term ELLs, the focus is on supporting them the same way as our newcomers and 4-6 year ELLs with additional discussions around the NYSESLAT and the importance of giving effort to the exam. For our former ELLs, if we have a programming choice, we place them in ICT classes where they can receive additional scaffolds and teacher attention.

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?
 

Scaffolds in writing such as graphic organizers and vocabulary banks; Formative Assessments daily to keep students on track; Progress Reports every 3 weeks; Providing choice in projects that incorporate both writing and another mode they can use to

demonstrate understanding; Heavy emphasis on co-planning with ESL and Special Education trained teachers, so that the content specialist isn't the "real" teacher and the ESL/SPED teachers are being intellectually utilized.

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?

We have an early release schedule that allows our teachers to meet together every Wednesday for two periods straight. During these PDs all teachers including content teachers, ESL teachers, SPED teachers, are involved in building CCLS-aligned Performance Tasks that all students are given. We engage in student work protocols and many times will choose ESL students and Special Education students to focus on. The student work protocols around ELL-SWD are particularly telling in order to distinguish if their learning needs are linguistic or learning processing related, or both. These protocols allow teachers to make refinements and reteach concepts that students are not grasping so that they can achieve their IEP goals. Teachers commonly meet, SPED and ESL together, and with content teachers to discuss individual students and their needs. ESL teachers are invited to IEP meetings where SPED teachers feel they need the most language support. Our scheduling of ELL-SWDs includes 5 CTT classes if that is suitable to their needs. One of these CTT classes features ESL teacher to support them in English.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

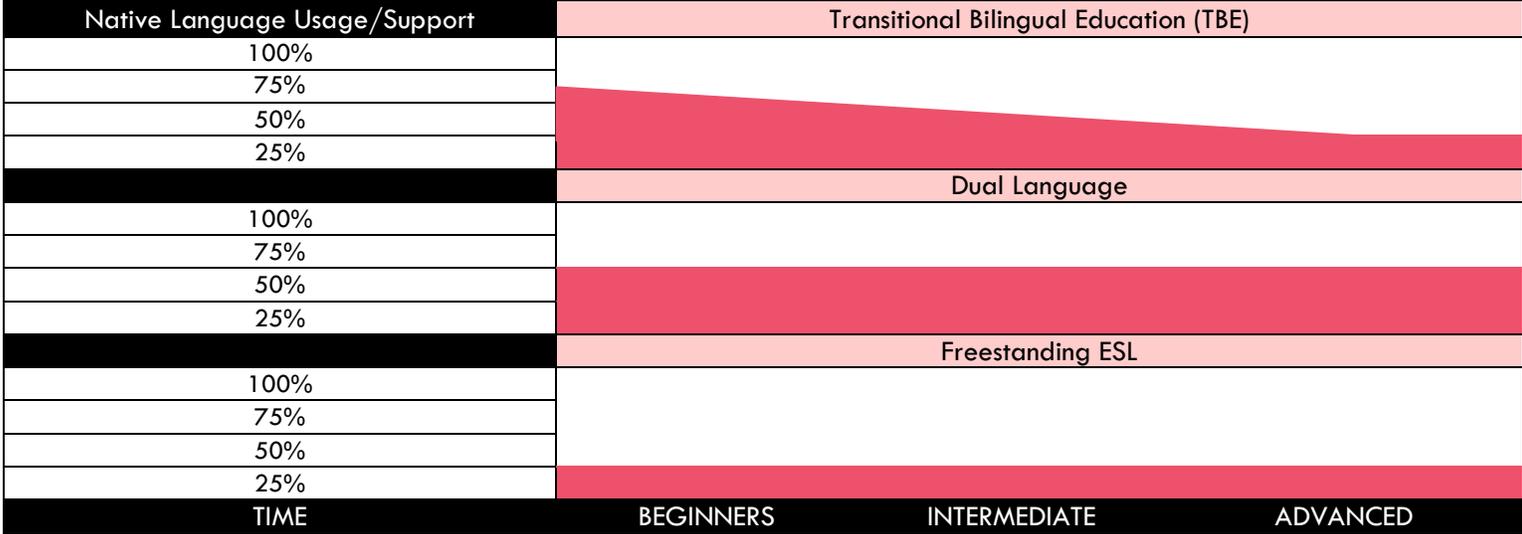
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Scaffolds in writing such as graphic organizers and vocabulary banks; Formative Assessments daily to keep students on track; Progress Reports every 3 weeks in all contents including ELA and Math; Providing choice in projects in all content areas that incorporate both writing and another mode they can use to demonstrate understanding; Heavy emphasis on co-planning with ESL and Special Education trained teachers, so that the content specialist isn't the "real" teacher and the ESL/SPED teachers are being intellectually utilized. We offer after-school tutoring and lunch clubs every day for students to receive extra support in all content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We determine the success of our ELL program by analyzing scholarship and credit accumulation, Regents data and DY0 assessments. All ESL students are accumulating credits on par with their English native peers. Additionally, we analyze success by consistently analyzing their student work in department and grade teams and keeping updated information on the students in Skedula program in a formative way throughout the year. All teachers update their grades, assignments, progress and behavioral plans on this program which allows us to evaluate the success of our ELL program throughout the year. At the end of this year we will analyze summatively by using the NYSESLAT to compare specific outcomes of each student with each of the four modalities.
11. What new programs or improvements will be considered for the upcoming school year?
- Karaoke machine for language acquisition as a lunch club. Additionally, we would love to provide language other than Spanish to our Native Spanish speakers.
12. What programs/services for ELLs will be discontinued and why?
- None will be discontinued for next year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Through our advisory program, all ELL students have a contact person, their advisor, who connects them with opportunities. Their advisor knows them well and knows what activities would suit each individual student. Our Dean of Student Services also keeps track of all the extracurricular activities in order to make sure that we are targeting both ELL and SPED students for opportunities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All students have access to SmartBoards in every classroom. We have four computer carts and an iPad cart for use in any class. We also have an upgraded computer lab that students in all classrooms use. All students use Google Docs as a practice in their ELA classes. Native language supports are used on a case by case basis. The reason for this is that the majority of our students, with the exception of two, do not prefer to read academically in Spanish as it is not helpful to them. Their communicative skills are well developed in L1, however, their academic language is primarily in L2. The students that prefer native language supports are given materials with specific translations, or utilize dictionaries. They are given scaffolded materials and graphic organizers. Like aforementioned, there is not a universal way to support these students in their native language, it is highly individualized by the content teacher and the ESL teacher.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have an ESL model. I work with co-teachers to figure out supports for each student on a case-by-case basis depending on the student and their needs. The majority of our students, with the exception of two intermediate students, do not prefer to read academically in Spanish or Arabic as it is not helpful to them. Their communicative skills are well developed in L1, however, their academic language is primarily in L2. The students that prefer native language supports are given materials with specific translations, or utilize dictionaries. They are given scaffolded materials and graphic organizers. Like aforementioned, there is not a universal way to support these students in their native language, it is highly individualized by the content teacher and the ESL teacher.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Services tend to correspond more with level of language acquisition more than grade. For example, students who are advanced level prefer not to use Native Language supports as they do not feel the academic language in Spanish is helpful. On the other hand, some intermediate and usually beginner students do find these supports more helpful.
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.
- Lunch clubs and Peer tutoring after school are provided to students and parents are told about these opportunities.
18. What language electives are offered to ELLs?

AP Spanish, and last year we offered 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)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

Our PD calendar is as follows: Every Wednesday from 1:30-3:10 all teachers meet for Professional Development. Department meetings alternate with full staff meetings. During department meetings, ESL teachers meet with content area teachers and co-plan to make sure that ELLs and SWD have CCLS lessons differentiated for them. Our main ESL teacher, Natalie Camacho, meets with the English department, as both of her co-teachers are also English pedagogues. She plans lessons with them and adjusts their unit plans. Lessons and Units are built around CCLS. Our other ESL teacher, Susan Joyce, meets with the Social Studies Department. I, as a certified ESL teacher, circle to all departments, and plan full staff PD that incorporates rigor and differentiation, so that SWD and ELLs can complete learning tasks. Additionally, PD consists of Grade Team meetings. Our ESL teachers are on 9th and 10th grade teams and I circle to 11th and 12th grade teams. During these meetings, teachers bring students up to do kid talks, of which there have been ELLs of focus across all grade teams throughout the year. ELLs who come into the school from MS have supports through their program. They have two periods of English CTT and two periods of Math and math modeling courses. Doubling ELL students on these essential subjects heightens their success in 9th grade year, and their credit accumulation. ESL and SPED teachers are given Network As PD opportunities arrive from the OELL, we offer our ELL teachers time to go to these. The trainings that ESL or SPED teachers attend as per Jose P. is mostly at the Network level. Network opportunities and State opportunities are presented to the administration and we speak face to face with ESL and Sped teachers about attending. The meetings attended in the past have been around planning for CCLS in content areas, SESIS trainings, supporting ELLs in the content areas.

#### **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?

We have Arabic, Bengali, and Spanish speaking parents. Parents of ELLs are provided in house or contracted interpretation services at all PTA, IEP meetings and Senior Activities so that their involvement maintains and grows. Mailings are sent out in English and Spanish. Furthermore, teachers are made aware on our schoolwide system PupilPath, of the home language. We make sure when teachers call home that there is a bilingual pedagogue available. We have bilingual Arabic and Spanish speakers who are pedagogues in our school and whom we work with to provide parents of ELLs equal access to become involved. These pedagogues continually let us know about the needs of the parents. For example, we have many parents of ELLs indicate during PTA conferences that they did not know how to use our schoolwide system PupilPath. Therefore, this year we set up sessions at the PTA conferences to make accounts with a bilingual pedagogue to walk them through the process. We would like to provide additional workshops like these to parents, which are already being scheduled based on the feedback our new PTA President has received from other parents of ELLs.

#### **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

School Name: <b>Brooklyn Preparatory HS</b>		School DBN: <b>14K488</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Noah Lansner	Principal		10/24/13
Diana Isern	Assistant Principal		10/24/13
Zahaira Reyes	Parent Coordinator		10/24/13
Natalie Camacho	ESL Teacher		10/24/13
	Parent		1/1/01
Susan Joyce/ESL, History	Teacher/Subject Area		10/24/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 14K488 School Name: Brooklyn Preparatory High School

Cluster: 4 Network: 404

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

### **Part A: Needs Assessment Findings**

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

ATS and ARIS are used to flag incoming 9th grade students classified as ELL or having recently passed the NYSESLAT. These parents are given an informal intake assessment to determine translation needs in reading and speaking. Over the counter students are assessed as part of the family intake process and given the home language survey. Information gathered from the Home Language Survey and the intake interview determine if the parents or guardians need translation assistance. If the family member or guardian is then deemed in need of translation services, this is communicated to administration and staff accordingly. The advisors of the students get that information shared on a program called Skedula, and during first professional development, are shown how to get that ELL information about language and translation needs.

The school's translation needs are as follows: All ELL students documents are accurate and on our school-wide grading and information system, Skedula, students are listed as LEP. When teachers want to communicate with parents, they look at Skedula first, determine that the student is LEP and the teachers or advisors reach out to our community assistant or AP to translate documents. Teachers and/or advisors also reach out to our community assistant and administrator to make phone calls to the parents to serve our translation needs.

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.

Although we still translate important documents into Spanish, there are only a small percentage parents who request and receive written and oral translation consistently. Ironically, these parents do not have students currently classified as ELLs. Our findings have determined that parents who receive oral translation do so to confirm understanding at intervals during conferences. Complete line-by-line translations are rarely requested. Communication to the staff regarding parents in need of translations happen in two fold. First a staff point person, based on the students grade and language group, is identified to be the liaison for the parents in need of translation. The staff point person communicates with the grade team of the student of the need of the parent, and a strategy for communicating to the parent about student

achievement is established.

## Part B: Strategies and Activities

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

Written translations and oral interpretation services are provided in-house by school staff members. Both services are provided by Community Assistant and administrator. Written translations of the portfolio process, extracurricular and academic requirements and behavioral policies are available.

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

Oral translation services are provided in-house by staff. There are only a small percentage parents who request and receive oral translation consistently. Our findings have determined that parents who receive oral translation do so to confirm understanding during conferences. Complete line-by-line translations are rarely requested. Communication to the staff regarding parents in need translations happen in two fold. First a staff point person, based on the student's grade and language group, is identified to be the liaison for the parents in need of translation. The staff point person communicates with the grade team of the student of the need of the parent, and a strategy for communicating to the parent about student achievement is established.

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 parent coordinator is equipped with the EPIC box to aid parents in understanding their rights under the Chancellor's Regulations. Appropriate signage is visible for all schools in the Harry Van Arsdale Campus at the visitor's entrance.

Translated documents are available of behavioral and academic policies and are attached to English document when backpacked. Parent Coordinator has access to documents and sends them out at the same time. During group and one-on-one meetings, the PC, Attendance coordinator and/or administrator are available to conference with parents and meet their individual needs.