

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
[UPDATED 2014-15]

School Name: BROWNSVILLE ACADEMY HIGH SCHOOL
DBN (i.e. 01M001): 17K568
Principal: KATWONA WARREN
Principal Email: KWARREN2@SCHOOLS.NYC.GOV
Superintendent: LASHAWN ROBINSON
Network Leader: NANCY SCALA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Katwona Warren	*Principal or Designee	
Karl Plummer	*UFT Chapter Leader or Designee	
Marvin Lyerly	*PA/PTA President or Designated Co-President	
Thelma Lyle	DC 37 Representative, if applicable	
Olivia Roland	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sonia Phillip	CBO Representative, if applicable	
Kim Day-Ritter	Member/ Parent Coordinator	
Arketa Sherron	Member/ Parent	
Heidi Waithe	Member/ Parent	
Kristi Cook	Member/ Parent	
Nichelle Neal	Member/ Parent	
Michael Neal	Member/ Student	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

90% of teachers will participate in Professional Learning Communities on a weekly basis that promote professional growth and addresses the specific needs of scholars

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.

Feedback from our 2011-12 Quality Review indicated that we should “Strategically use the school’s resources for targeted instructional needs to improve academic outcomes for all students. (1.3).”

According to the 2014-15 Quality review rubric’s **Curriculum, Pedagogy and teacher support and supervision indicators, It reads:**

4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

By aligning the observation process with the Quality Review rubric, we are able to measure the level of rigor and provide targeted feedback that is aligned with research-based data. As noted in the rubric “For the instructional core to improve or maintain a high standard across classrooms within a school, the school’s culture and structures for improvement must facilitate efforts to increase and sustain quality. This can be done by teachers actively participating in professional learning communities and implementing what they have learned into the classroom.

According to the Citywide Instructional Expectations, one of the conditions for successful implementation states the following:

- Colleagues from similar content areas or grade levels meet to look at the standards and to coordinate when each standard is addressed in the year;
- Teachers engage in professional development and then bring instructional strategies back to vertical and horizontal teams;
- School leaders support teachers’ reflection on their practice and development of pedagogical strengths based on identified areas for growth by providing professional learning opportunities, facilitating inter-visitations, and modeling a commitment to their own learning goals and strategies;
- Targeted intervention teams, for example Response to Intervention, pupil personnel, or special education school implementation teams, comprised of administrators, teachers, and other staff regularly analyze relevant screening and diagnostic data, student work, and observation notes to develop targeted interventions and engage in ongoing process monitoring protocols; and,
- School cabinets review school-wide data in order to assess the impact of the instructional focus across classrooms and plan adjustments.

Because there is a direct correlation between teacher practice and scholars success, frequent observations with feedback will result in an improvement in scholar outcomes school-wide. The implementation of recommendations will be monitored to determine if and when teachers are making adjustments in teacher practice as needed.

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

- 90% of teachers at Brownsville Academy High School will participate in SMART professional goal setting that will strengthen classroom practice and raise student achievement.

- Professional Learning Communities will be used to monitor and support goals.
- Each teacher will research effective strategies & best practices for implementation and achievement of set goals
- Each teacher will evaluate, revisit, revise strategy and examine benchmark results
- Each teacher will report and discuss findings within departments, PLCs and follow-up conferences with the Assistant Principal Supervision and Lead Teacher.
- An action plan will be developed to continue this work during the 2015-16 academic year
- Teachers will participate in external professional development and turn key strategies whole school to improve instructional practice on scholar outcomes
- School leaders will support teacher professional practice by identifying areas of growth and providing learning activities which will include inter-visitations, modeling lessons, article studies and facilitating professional development
- Texts will be purchased and stored in the Professional Development Center for teacher use

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

Resources will also be used to provide teachers with internal and off-site professional development. Programming resources will be used to create common planning time and assignments to teacher teams.

.Personnel and resources that will be used to implement the strategy

- Assistant Principal and Principal Interns
- Instructional Specialist will support teachers
- The Lead Teacher will support teachers
- Data Specialist will support teachers
- External Professional Development Services will be provided

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

The Advance System will be used to track implementation progress. Effectiveness will be tracked through the collection and analysis of lesson plans, unit plans and pacing calendars. Each teacher will have received a minimum of one observation with specific feedback by December 2014. In addition, progress will be evaluated through group analysis of instructional practices and norming of feedback by the administrative team.

- Departments will analyze and track the growth of scholars in their subject areas by looking for increases in evidence cited in scholar writing and during class discussions.
- The Rigorous Learning Tasks, Socratic Discussions and College and Career Readiness Teams will focus on providing professional development to their colleagues in support of Danielson's Domain Three and share best practices to engage scholars in writing and speaking through high levels of questioning and discussion grounded in evidence from a text.
- The Professional Development Team will focus on providing professional development support with lesson development and alignment as well as infusing more rigor by increasing text complexity, and best practices for differentiating lessons, assignments, and activities to allow multiple entry points into written and oral assessments for struggling scholars, ELL's, SWD, and advanced learners.

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

The implementation will begin in the Fall of 2014 and conclude in the Spring of 2015.

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

The instructional strategy will be supported by:

1. The Professional Development Team will meet on a weekly basis to plan and provide supports to teacher based on data collected during formal and informal observations.
2. Common planning time for each department to support each other with best practices within their content area.
3. Common planning time for members of the three school teams to plan professional development sessions and then push into departments to share best practices.

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).

Parents will have up to the minute access to their child's grades through Pupil Path. Parents will also be able to read anecdotes about their children, send emails to teachers and track their child's progress toward graduation. They will be able to see their child's performance on specific written and oral assessments, including feedback from their child's teacher.

Additional strategies to increase parental involvement

- Share the Common Core Learning standards with parents.
- Direct parents to resources on the NYC DOE site such as the common core library tab for families which has explanation videos and other valuable information.
- Share Danielson based rubric with parents and discuss our expectations for teaching and learning in the classroom
- Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to
- scholar performance on Regents Examinations and/or SATs so that they make connections to the increase rigor.
- Communicate the 2014-2015 Citywide Instructional Expectations with parents
- Share the 2014-15 CEP with parents

Budget and Resource Alignment

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

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

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Goal and Action Plan #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.

90% of teachers will participate in teams that are in alignment with the instructional focus of research based writing grounded in evidence from the text leading to powerful scholarly discussions where they will collaborate with their peers to develop rigorous Common Core aligned tasks.

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 Citywide Instructional Expectations, teachers (should) adjust their practice as they work together to understand the learning needs of all students, including students with disabilities and English language learners, in order to support them in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers. It was noted that scholars needed to cite textual evidence to support their ideas. The curriculum was aligned to the Common Core standards by infusing additional informational texts into all subject areas; although scholars were discussing articles and essays, they were not citing specific evidence from the text to support their ideas thus, the need to develop specific goals around supporting scholars to that end.

According to the 2014-15 Quality review rubric **Teacher teams and leadership development and Monitoring and Revising Systems indicators. It reads:**

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

5.1 Evaluate the quality of school-level decision, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.

Our instructional focus is “writing grounded in evidence from the text leading to powerful scholarly discussions.” Because our scholars must be able to read, analyze, cite and defend their ideas, in writing and discussions, writing utilizing evidence is a skill that will ensure their college and career readiness.

Feedback from our 2011-12 Quality Review indicated that we should “Enhance questioning techniques and discussion strategies to improve student thinking and participation. In order for student performance to improve, it is important that the instructional practices of teachers improve student thinking and participation leading to evidence based on discussions.

To achieve our instructional focus, teachers must collaborate in teams to ensure that instructional practices within our school community require scholars to go beyond discussing the general ideas in a text, and push them to defend their ideas citing specific textual evidence, which can lead to rich text-focused discourse.

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

- Teachers will be provided with the Common Core Learning Standards, Danielson’s framework for teaching, DOK Chart and Hess’ Matrix to assist with differentiation to address the needs of all scholars including advanced scholars, ELLs and SWDs to increase the level of rigor in the classroom.
- Specific teacher teams specializing in Rigorous Learning Tasks and Scholarly Discussions will support the work.
- Teachers will participate in team meetings 2-3 times per week with the support of school leaders
- Teachers will review curriculum maps, unit plans and scholar work products for evidence of alignment and make adjustments as needed.
- Teachers will develop rigorous assessments that are aligned with the common core learning standards
- Teachers will share scholar work products with members of their department for feedback and identify gaps in scholars knowledge or skill to inform the revision of

the tasks and make instructional adjustments.

- School leaders will facilitate team meetings, participate in team meetings and provide feedback to teachers

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

Resources will also be used to provide teachers with internal and off-site professional development.

Programming resources will be used to create common planning time and assignments to teacher teams.

Personnel and resources that will be used to implement the strategy

- Assistant Principal and Principal Interns
- Common Core Specialist will support teachers
- Lead Teachers will support teachers
- Data Specialist will support teachers
- Director of New Initiatives
- External Professional Development Services will be provided
- Per session for Inquiry Team meetings
- Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, plan lessons that allow

1.

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

The Advance System will be used to track progress towards the attainment of the goal. Effectiveness will be tracked through the collection and analysis of lesson plans, unit plans and pacing calendars. In addition, progress will be evaluated through group analysis of instructional practices and norming of feedback by the administrative team.

- Departments will analyze and track the growth of scholars in their subject areas by looking for increases in evidence cited in scholar writing and during class discussions.
- The Danielson/Advance Team will focus on providing professional development support on Danielson Domain Three, sharing best practices to engage scholars in writing and speaking through high levels of questioning and discussion grounded in evidence from a text.
- The Common Core/UDL Team will focus on providing professional development support with lesson development and alignment as well as infusing more rigor by increasing text complexity, and best practices for differentiating lessons, assignments, and activities to allow multiple entry points into written and oral assessments for struggling scholars, ELL's, SWD, and advanced learners.
- The Writing Across the Curriculum Team will focus on providing professional development support on building in more opportunities to infuse CCLS aligned writing and research tasks into non-ELA subjects to strengthen scholar writing.

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

1. Implementation will begin in the Fall of 2014 and conclude in the Spring of 2015.

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

The instructional strategy will be supported by:

1. Implementing teams such as the Common Core/UDL Team, the Writing Across the Curriculum Team and the Danielson's Team.
2. Common planning time for each department to support each other with best practices within their content area.
3. Common planning time for members of the three school teams to plan professional development sessions and then push into departments to share best practices.

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).

Parents will have up to the minute access to their child’s grades through Pupil Path. Parents will also be able to read anecdotes about their children, send emails to teachers and track their child’s progress toward graduation. They will be able to see their child’s performance on specific written and oral assessments, including feedback from their child’s teacher.

Additional strategies to increase parental involvement

- Share the Common Core Learning standards with parents.
- Direct parents to resources on the NYC DOE site such as the common core library tab for families which has explanation videos and other valuable information.
- Share Danielson based rubric with parents and discuss our expectations for teaching and learning in the classroom
- Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to scholar performance on Regents Examinations and/or SATs so that they make connections to the increase rigor.
- Communicate the 2014-2015 Citywide Instructional Expectations with parents
- Share the 2014-15 CEP with parents

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

90% of Teachers will develop units and teach lessons that integrate the literacy and math Common Core Learning Standards and Instructional Shifts.

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.

One key component of the 2014-2015 Citywide Instructional Expectations is to “Ensure curricula are aligned to standards in all content areas. (QI 1.1, 2.2)” It states that “Students will: Experience rigorous instruction. (QI 1.1, 1.2, 1.4, 3.4) and Learn content by engaging with standards-aligned curricula in all content areas.” It further demands that “Teachers and teacher teams will: Shift classroom practice. (QI 1.2)

This goal was developed to align with the CIE’s requirement that “In all grades and content areas, plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate”.

The New York City Department of Education framework for teaching components used in the current teacher effectiveness program is adapted from Danielson’s 2013 rubric. The rubric states the following:

To the extent that the CCLS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

There are some specific additions made to the rubric language to bring it into complete alignment with the CIE; those have been added, particularly in the following domains: Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments; and Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction.

Feedback from our 2011-2012 Quality review indicated that “questioning techniques, research skills, and discussion protocols, are not yet adequately strengthened to include sufficient opportunities for students to cite text reliant evidence as they argue and defend their positions during discussions and debates”.

This goal will assist us in addressing the areas for growth in our student progress metric where we scored 31 points out of a possible 55 points.

According to the 2014-15 Quality review rubric’s **Curriculum and Pedagogy indicators, full integration of the CCLS is required. It reads:**

1.1 Shift in language from State Standards and integration of the Core Learning Standards (CCLS) aligned “units of study” to the “use of curricula” that reflects full alignment to CCLS
Inclusion of “access to curricula and tasks” to reflect UDL or similar framework for curriculum refinement.

1.2 Inclusion of “instructional shift” to reflect the connection between full CCLS implementation and classroom instruction and to align with the CIE.

Addressing the noted items will increase the level of rigor in classrooms and provide meaningful and engaging experiences for scholars in the classroom.

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

- Teachers will be provided with the Common Core Learning Standards, Danielson's framework for teaching, DOK Chart and Hess' Matrix to assist with differentiation to address the needs of all scholars including advanced scholars, ELLs and SWDs to increase the level of rigor in the classroom.
- Specific teacher teams specializing in Rigorous Learning Tasks, College and Career Readiness and Socratic Discussions will support the work.
- Teachers will participate in team meetings 2-3 times per week with the support of school leaders
- Teachers will review curriculum maps, unit plans and scholar work products for evidence of alignment and make adjustments as needed.
- Teachers will develop rigorous assessments that are aligned with the common core learning standards
- Teachers will share scholar work products with members of their department for feedback and identify gaps in scholars' knowledge or skill to inform the revision of the tasks and make instructional adjustments.
- School leaders will facilitate team meetings, participate in team meetings and provide feedback to teachers

1.

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

Resources will also be used to provide teachers with internal and off-site professional development.

Programming resources will be used to create common planning time and assignments to teacher teams.

Personnel and resources that will be used to implement the strategy include:

- Assistant Principal and Principal Interns
- External Professional Development Services will be provided
- Per session for Inquiry Team meetings
- Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, plan lessons that allow
- scholars to demonstrate their understanding of the prioritized competencies and related learning standards and conduct inter-visitations
- Professional Development texts will be purchased for the Professional Development Center
- Teachers will participate in Professional Learning Communities
- Teachers will attend PD at the network level
- Network support will be brought onsite as needed
- Teachers will be made aware of on line resources such as ENGAGE NY, ARIS learn communities, the common core library and the CFN 107 resources site.

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

The Advance System will be used to track progress towards the attainment of the goal. Effectiveness will be tracked through the collection and analysis of lesson plans, unit plans and pacing calendars. In addition, progress will be evaluated through group analysis of instructional practices and norming of feedback by the administrative team.

- Departments will analyze and track the growth of scholars in their subject areas by looking for increases in evidence cited in scholar writing and during class discussions.
- The Rigorous Learning Tasks and Socratic Discussion Teams will focus on providing professional development support on Danielson Domain Three, sharing best practices to engage scholars in writing and speaking through high levels of questioning and discussion grounded in evidence from a text.
- The Professional Development Team will focus on providing professional development support with lesson development and alignment as well as infusing more rigor by increasing text complexity, and best practices for differentiating lessons, assignments, and activities to allow multiple entry points into written and oral assessments for struggling scholars, ELL's, SWD, and advanced learners.
- Teacher Teams will also focus on providing professional development support on building in more opportunities to infuse CCLS aligned writing and research tasks into non-ELA subjects to strengthen scholar writing.

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

The implementation will begin in the Fall of 2014 and conclude in the Spring of 2015.

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

The instructional strategy will be supported by:

- Implementing teams such as the College and Career Readiness Team, Rigorous Learning Tasks Team and the Socratic Discussions Team.
- Common planning time for each department to support each other with best practices within their content area.
- Common planning time for members of the three school teams to plan professional development sessions and then push into departments to share best practices.
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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).

Parents will have up to the minute access to their child's grades through Pupil Path. Parents will also be able to read anecdotes about their children, send emails to teachers and track their child's progress toward graduation. They will be able to see their child's performance on specific written and oral assessments, including feedback from their child's teacher.

Additional strategies to increase parental involvement

- Share the Common Core Learning standards with parents.
- Direct parents to resources on the NYC DOE site such as the common core library tab for families which has explanation videos and other valuable information.
- Share Danielson based rubric with parents and discuss our expectations for teaching and learning in the classroom
- Provide information to parents about the college readiness metrics report and how CUNY remediation requirements connect to
- scholar performance on Regents Examinations and/or SATs so that they make connections to the increase rigor.
- Communicate the 2014-2015 Citywide Instructional Expectations with parents
- Share the 2014-15 CEP with parents

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III	X	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 #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.

90 % of Scholars (including students with disabilities and English Language Learners) will have a personal relationship with at least one adult in the building leading to an improvement in attendance and academic outcomes

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 2014-15 Citywide Instructional Expectations, "The work of schools is to support students to demonstrate academic and personal growth, achieve at their highest levels, and be afforded opportunities for college and career participation. The success of that mission depends on a school's ability to know its students well."

As a transfer high school, supporting the needs of over-aged, under-credited scholars, it is our responsibility and mission to teach the "whole student" through re-engagement, making personal connections with scholars and building a supporting culture within our school community. It is through the personal relationships that adults have with students that we will see an improvement in attendance and academic outcomes.

According to the 2014-15 Quality review rubric's **Assessment and Goal and Action Plan indicators, It reads:**

1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

In 2014-15, school leaders will ensure that systems and structures are in place so that each student is known well by at least one staff member. It is the responsibility of that staff member – or a team – to be able to clearly articulate the student's development, including how a student is progressing as an individual, as a learner, and as a member of the community in order to coordinate student support services and to advocate for that student. Schools will strategically align their work, including their instructional focus, professional learning, and related supports based on regular assessment of student strengths and needs.

Knowledge of students will emerge through the systems and structures employed by the school, including student conferences, family communication, the individualized education program process, English language learner program selection process, academic and personal goals for students, and guidance and support services for students. Schools will regularly examine evidence and monitor impact of this work throughout the year in order to refine practices that best support knowing students to ensure their growth and success

Achieving this goal will help us to improve student outcomes as a result of their ties to the school community.

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

- The C-FAST (Community, Family, Administration, Staff and Teacher) team will be implemented as a means of pulling together all resources both inside and

around the school community to support scholar academic success

- The school schedule will be designed so that the C-FAST Team will meet on a weekly basis to identify strategies for supporting scholars toward achieving their goals from a social-emotional perspective
- The team will identify and utilize community resources that would support scholar college and career readiness
- The Community Associate will serve as one of the leads on the team and support the development of the team throughout the school-year and moving forward
- Professional development time will be allocated towards the C-FAST Team meeting with the Inquiry Team to target specific students and develop strategies to support their academic achievement

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

.Personnel and resources that will be used to implement the strategy

- Assistant Principal and Principal
- Pupil Personnel Team
- Community Based Organization
- Scholar Advocates
- Community Schools Coordinator and Staff
-

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

- Departments will analyze and track the growth of scholars in their subject areas by looking at Skedula and STARS data.
- The Family, Administration, Staff and Teacher (F.A.S.T.) Team will track and monitor scholar growth in addition to providing resources from the community to address chronic absenteeism.
- The Pupil Personnel Team will meet on a weekly basis to identify and target students who have shown a decrease in attendance of ten or more percentage points and provide support as needed.

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

The implementation will begin in the Fall of 2014 and conclude in the Spring of 2015

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

The instructional strategy will be supported by:

- Teams such as the FAST Team Pupil Personnel Team, Attendance Team and Student Activities Team.
- Common planning time for members of the three school teams to plan professional development sessions and then push into departments to share best practices.
- Scholar Advocates will meet with scholars at the end of each marking period to discuss scholar progress and set goal utilizing the Academic Plan for Success.
- All Stakeholders, including parents will track scholar academic progress via the Skedula/Pupil Path System.

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).

Parents will have up to the minute access to their child's grades through Pupil Path. Parents will also be able to read anecdotes about their children, send emails to teachers and track their child's progress toward graduation. They will be able to see their child's performance on specific written and oral assessments, including feedback from their child's teacher.

Additional strategies to increase parental involvement

- Share the Common Core Learning standards with parents.
- Share the 2014-15 CEP with parents
- Direct parents to resources on the NYC DOE site.

- Share Danielson based rubric with parents and discuss our expectations for teaching and learning in the classroom
- Provide information to parents about resources in the community such as counseling and health related resources
- Communicate the 2014-2015 Citywide Instructional Expectations with parents
- Conduct daily outreach to parents via telephone calls and updates via the telephone messenger system
- Send monthly letters to parents informing them of any changes within the school community

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1 Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2 Key personnel and other resources used to implement each strategy/activity**
 - 6.
- 3 Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4 Timeline for implementation and completion including start and end dates**
 - 1.
- 5 Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Scholars are provided with extended periods of ELA courses that are aligned with the Diploma Plus competencies and the New York State Common Core Standards. As a part of the Department-Wide Inquiry Team, the English Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p> <p>Each member of the department also serves as a resource for teachers who may need assistance with best practices for teaching writing and research within their specific content areas. In addition, the English Department continues to spearhead the Writing and Research Across the Curriculum project which is designed to promote writing and research within all content areas which is believed to be the foundation of</p>	<p>Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)</p> <p>Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation.</p>	<p>When the service is provided (e.g., during the school day, before or after school, etc.).</p> <p>Level 1 and 2 scholars are specifically targeted for academic intervention during the school day. As major exams approach such as the Regents, scholars are provided with additional support on Saturdays, during lunch and after school.</p>

	<p>academic growth and success. Further, all scholars benefit from our small school community and small class sizes.</p>		
Mathematics	<p>Strategies utilized include gathering data to inform programming and differentiated instruction in all math classes. Once a scholar is in need of A.I.S, an intervention is put in place which consists of individual conferencing to identify specific areas of need and the development of a plan that is specific to the scholars' need. As a part of the Department-Wide Inquiry Team, the Math Department is now implementing "whole group" roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p>	<p>The method of instruction for both encompasses using the workshop model (small groups, peer tutoring, etc.) As well as whole class activities. Further, all scholars benefit from our small school community and small class sizes.</p>	<p><u>We</u> offer additional academic interventions during the school day and after school as needed.</p>
Science	<p>We have a state-of-the art science lab which will help to make the learning experiences of the scholars more authentic and allow scholars to make real world connections. As a part of the Department-Wide Inquiry Team. The Science Department is now implementing "whole group" roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p>	<p>Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation. Further, all scholars benefit from our small school community and small class sizes.</p>	<p>Scholars are provided with services as needed during class time, during lunch, after school and on Saturdays.</p>

<p>Social Studies</p>	<p>As a part of the Department-Wide Inquiry Team, the Social Studies Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.</p>	<p>after school tutoring, one-to-one, small group and whole class instruction. Intervention strategies also include peer tutoring, and additional interventions during school and after school as needed. Further, all scholars benefit from our small school community and small class sizes.</p>	<p>Scholars are provided with services as needed during class time, during lunch, after school and on Saturdays.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Identified at risk scholars are given individual and group counseling, or a behavioral contract. If issues are too complex for school staff, then scholars are referred to an outside agency. Parent/ guidance conference may be requested if needed. In addition, our school Social Worker and School Counselors are trained, designated health resource coordinators that give health related information to scholars in regard to HIV & AIDS, STD’s & STI’s, and safe sex through our condom availability program</p>	<p>Students meet in small groups or individually based upon their need.</p>	<p>Scholars are provided with services as needed during class time, during lunch and after school.</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
At Brownsville Academy High School we believe that teacher quality remains one of the most important school-related factors influencing student achievement. The administrators at Brownville Academy High School work closely with CFN 107 Human Resource staff to recruit teachers and to ensure a highly-qualified teacher in every classroom. To continue to meet the State mandate to ensure that we have a highly qualified teacher in each classroom we will: <ol style="list-style-type: none"> a. Advertise extensively b. Recruit teachers locally c. Recruit online d. Recruit from substitute teacher list e. Encourage paraprofessionals and teachers who lack full certification to become fully certified f. Retrain current teachers to teach hard-to-fill subjects (e.g., mathematics, science, special education) g. Attend job fairs h. Interview candidates as a team and require them to model a lesson prior to being hired.

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).
In order to ensure that current staff becomes highly qualified, we conduct weekly professional development, including bi-weekly department meetings and weekly team meetings, engage in cycles of mini and formal observations and provide teachers with resources to ensure that they are working diligently to become highly qualified.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Tax Levy allocations and MOSL funding will be utilized to support the ongoing professional development of teachers in order to ensure that they are working towards becoming highly qualified so that they are able to successfully prepare scholars for the rigors of college and careers. <ul style="list-style-type: none"> • Guidance Counselors and Social Worker are trained in Violence Prevention.

- Funding is also allocated for students in Temporary Housing (STH) to ensure they have the materials and supplies needed to accommodate and ensure they are equipped with the items necessary for their learning and academic growth.

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.

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

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

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

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

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

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

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

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

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

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Parents are invited to attend technology based workshops

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 17K568

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 codes¹. 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 consolidated². **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	\$146,223.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan

Tax Levy (FSF)	Local	\$1,473,831.00	X	See action plan
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¹Explanation/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.

²The **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 17	Borough Brooklyn	School Number 568
School Name Brownsville Academy HS		

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 Katwona Warren	Assistant Principal Lana Phillips
Coach N/A	Coach N/A
ESL Teacher Johane Bryant	Guidance Counselor Kevin Rank
Teacher/Subject Area N/A	Parent Dawn Risueno
Teacher/Subject Area N/A	Parent Coordinator Kim Day
Related Service Provider Kevin Rank	Other N/A
Network Leader(Only if working with the LAP team) Nancy Scala	Other N/A

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	212	Total number of ELLs	3	ELLs as share of total student population (%)	1.42%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained												1	1	2
Push-In										1				1
Total	0	0	0	0	0	0	0	0	0	0	1	1	1	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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				2			1			3

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		
Total	0	0	0	2	0	0	1	0	0	3
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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	2		2	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and				
Geography	2		2	
US History and	2		2	
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.
Brownsville Academy High School has always used its in-house assessment to determine the literacy level of our ELL students. This year, we used beginning of the year K-12 skills assessment. We also use a reading placement assessment. The school uses the 2013 NYSESLAT results and K-12 skills assessment to assess ELLs. The assessments indicates students overall strength and weakness in

Phonemic Awareness and reading comprehension. This data helps inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to phonemic awareness as well as letter and word recognition.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The results of the NYSESLAT indicates that our students need to work on their reading, writing, and listening skills. All students are on an advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Upon examining the results of the NYSESLAT modalities, students need to improve their reading, writing, and listening skills. This can be done by first making sure that students understand what it is that is being taught in the classroom. Having students repeat orally what is expected of them will help build on this skill. Teaching students how to pay attention to verbal instruction and lesson is also very imperative.

Based on the NYSESLAT result, one of the ESL students need more support in their reading and writing because they failed to meet proficiency in this area by several points. The spring 2013 NYSESLAT results are not available on the RNMR at this time;

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

This data informs our school instructional plan, specifically as it relates to our English Language Arts (ELA) classes. The ELA Department in addition to all other content areas are in the process of developing rigorous curriculum, unit and lesson plans that are aligned to the Common Core Learning Standards. The ELL teacher will continue to incorporate strategies and techniques into her planning and instruction that are specifically aligned with the needs of ELLs based on this data. The data shows that more support is needed in the areas of reading, writing, and listening. As a result of the assessments, school leaders and teachers will inform Instruction. Instruction will be specifically adapted in the form of homogeneous and heterogeneous grouping, imbedding read alouds and note taking strategies into lessons and promoting student discussion in the classroom. Students are also exposed to text in their native languages. Teachers are then able to scaffold text for students to grasp content and language objectives.

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?
ELL's especially new-comers demonstrate needs for both academic contents and second language acquisition. Making sure that lesson and instruction carries dual objectives such as content objective and language objectives. Differentiated activities and material requiring different linguistic readiness are included. The following methods should be used to support all ELL students: scaffolding, the use of various ESL strategies, vocabulary development, grammar and phonics.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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.).
The success of our ELL program is determined by scores on the NYSESLAT. The movement a students make from one performance level to another over several years is another indicator of the effectiveness of the ELL program. We are clearly focused on the students' scale score and performance level on the ELA Regents and Math Regents exams. In addition, classroom progress and student's

participation is another indicator of the success of the programs for ELL.

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 all aspect of the decision making process. When a parent registers their child in the New York City School District for the first time, the principal or ESL teacher administers a Home Language Identification Survey (HLIS) to the parents to fill out in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R has to be administered within the first ten days of enrollment in the school.
Students who speaks Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents.
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.
All parents of students identified as ELLs are contacted and students are tested within 10 days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native tongue. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the ESL teacher is obligated to help parents to find a school that offers the program. The ESL teacher informs the parents that the school could place them on a waiting list until they have 15 or more students with the same language and grade to open up a bilingual class. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be places in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones.
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 [\[see tool kit\]](#).)
Once all LAB-R and LAB exams are administered to students within the first ten day of registering. Parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's

orientation with the ESL teacher, parent coordinator, and possibly with other parents.

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.
After students are assessed, the parents are invited to an orientation where they will learn more about the different programs that is offered in the school. At the orientation, parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native tongue. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the ESL teacher is obligated to help parents to find a school that offers the program. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones.
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.
The RLAT is the ATS report used to determine which students are eligible to take the NYSELAT exam. A schedule is made to administer the exam during a two week period. Parents are notified by mail and phone that their child will be taking the NYSELAT exam. Each day students are given a different section of the exam. Students who missed any exams will be given additional days to make it up.
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. 
The ESL program offered at our school is aligned with parent's requests. The program that is available embraces all different types of language. Many of the program tha the students use offer students information in their native language. We work on preparing the students for the 21st century. We provide information to our ELL parents through newsletter, during Parent-Teacher Conferences or individual meetings. We have an open door policy to our ELL parents to come and visit our classrooms to see what's taking place, to get a better understanding of their options. Students whose parents request a bilingual or dual language program will be advised to email the ELLProgramTransfers@schools.nyc.gov. The school will maintain a record of those students and parent requests. If there are 15 or more students with the same home language, and in the same or two continuous grades, then Brownsville Academy will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is delivered in a collaborative fashion where the ESL teacher works together with the general education and other subject area teachers to plan instruction in a differentiating manner to meet the needs of all English Language Learners in the school. The ESL teacher works together with other teachers to differentiate instruction so that all students are able to understand the lesson being taught. The organizational model for instruction is pull out method. Instruction in this class are differentiated and students are group based on their levels, their understanding of the English language, and skill that is being taught that period. The ESL teacher work closely with the ESL students to make sure that they understand what is being taught in the class. During the pull out sessions, students work on reading, writing, and communicating in English. Focus is also placed on preparing the students for the NYSESLAT and the different assessment that the students will be required to take that school year.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All staff members in the building are given a schedule tht notifies the teachers of all ESL students, their profiency levels, how many hours they are required by the law to be serviced based on their proficiency level, and when they will be serviced. Students labeled as beginners and intermediate receive 360 minutes of instruction per week in pull out method. Advance students receive 180 minutes of instruction in pull out method.

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.

A certified ESL teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting. One ELL student is proficient in the Reading/ Writing and Speaking section of the NYSESLAT. The other ESL student is proficient in the Speaking section of the NYSESLAT. The ESL teacher provides 180 minutes a week to the advanced students. The ELA mandated units will be provided by the certified ELA teacher. Our school currently has a part-time ESL teacher who provides services to students and collaborate with the ELA teachers to ensure students are receiving adequate support and understanding of strategies and skill taught to improve academic progress. Students receive 4 periods of ESL with a certified ESL teacher and the ELA mandated units will be given to students .

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teacher creates goals based on the NYSELAT exam. ELL's are evaluated throughout the year based on classwork and assessment that is provided and used by the ESL and classroom teachers. Lessons that are provided to the ELL students cover all four modalities. A pre and post assessment is used during the lesson in addition, the teacher takes conference notes of the student progress throught the lesson.
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).

SIFE Students

Although Brownsville Academy HS does not have any Students with Interrupted Formal Education. Sife students would be assessed to identify weakness and strengths. Individualized meetings with parents to provide them with an individual plan based on the needs of the SIFE student. A complete assessment for these students will be conducted to find out areas of deficiency to help provide necessary teaching and learning strategies. At the same time, we would refine and enhance students' prior knowledge and boost confidence. They would be supported with ESL and Guidance Intervention support services provided by the ESL Teacher and the guidance counselor. Literacy support would be provided in the classroom as well as individual tutoring provided by the ESL Teacher in the student's native language. The English Teacher and the ESL Teacher would also utilize a collaborative team teaching approach to address the needs of these students.

In addition, the following plans are also used:

Making an individualized student needs assessment

Creation of an AIS plan for the student focus on the literay and math component

Grade appropriate instructional support materials

Differentiation of instruction in all areas

Staff will receive professional development by the ESL teacher on strategies that benefit SIFE within the classroom

Professional development will also be offered in the new ALLAD assessment to identify SIFE students

An analysis of their scores on the NYSESLAT, ELA and Math assessment suggest that their problem is one of reading and writing.

Our action plan for this group involves:

An after school program, targeting reading and writing

Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

Plan for Special Needs Students

Our policy for special needs students includes:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

Collaboration between the ESL teacher IEP contact person.

Monitoring newcomer and SIFE student for possible special need status.

The delivery of AIS services after school.

Newcomers

When a new student is registered in our school, we provide an informal student orientation and the following resources to facilitate the transition. Newcomers work in pairs with students in the advance language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and reach them with ESL methodologies.

Achieve 3000 is used to support instruction.

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the After School activities

An informal assessment is provided to identify possible Academic Intervention Programs

Home School Communication

Long-term ELL

Making an individualized student needs assessment

Additional focus on Reading/Writing are given to Long-term ELL's.

AIS is provided to students

Differentiation of instruction in all areas

Former ELLs

ESL teacher push-in students class to provide extra academic support

Students are Encouraged to participate in After School activities

Differentiatin of instruction in all areas

aste response to questions here:

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?

Our policy for special needs students includes:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

Collaboration between the ESL teacher, IEP contact person, and general education teacher.

Differentiation of instruction in all areas

SIOp methods

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?

The general education teacher, Special Education Teachers and ESL Teachers work collaboratively in reviewing the IEP goals and developing a plan of action for the school year. Achieve 3000 is used to support students in academic success.

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

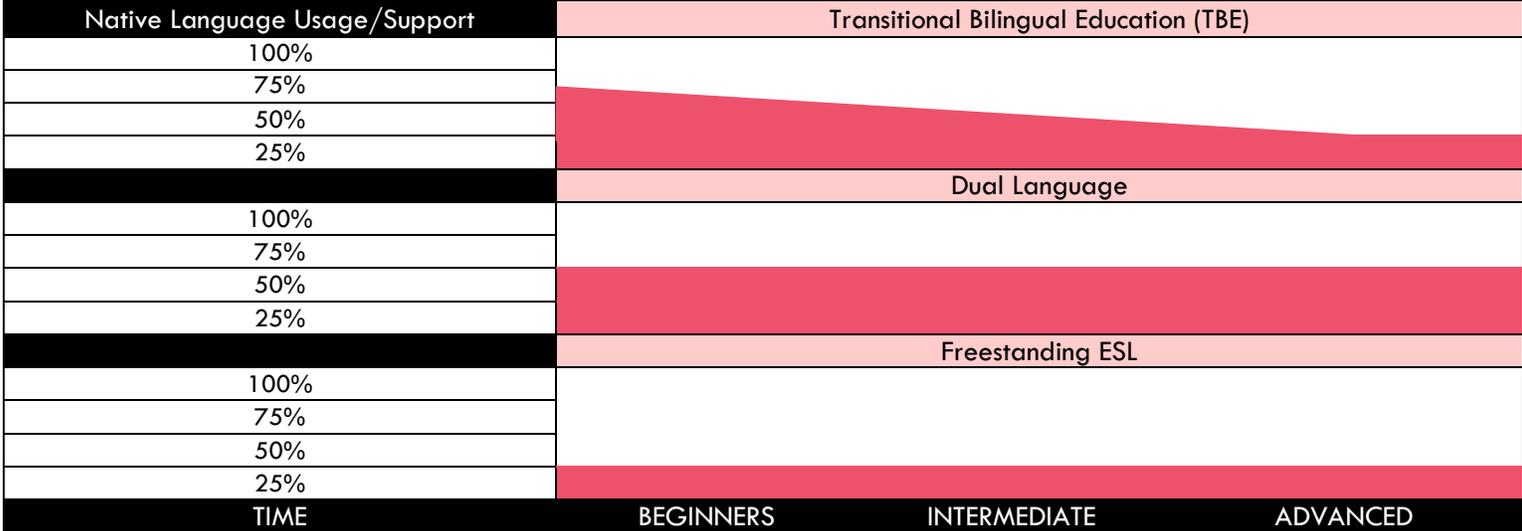
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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.
- Several different intervention programs and services are in place to support our ELL population. Achieve 3000 and an additional 150 minutes of instruction is provided to all ELL students every week through Extended Time Instruction. The SIOP plan is another form of intervention that is used in the school. The SIOP method is a lesson plan format that is used to support different ELL components. SIOP lesson plans are also used to tie together the different subjects in the school. Many visual, and hands on materials are included in this lesson format. Total Physical Response (TPR) and technology are also regularly used in the lesson.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Testing and class data are the assessments that are use to create goals and drive instruction. The NYSESLAT exam skills assessment, achieve 3000 and teacher created assesement are the assessments that is used. The data is reviewed often to make adjustments to instruction. All teachers of ELLs are aware. Currently the ESL program that is in place in the school is meeting the Listening/Speaking and Reading /Writing skills through the use of various methods.
11. What new programs or improvements will be considered for the upcoming school year?
- This school year the ESL teacher implemented the use of Achieve 3000 program. Which helps students develop the different modalities.
12. What programs/services for ELLs will be discontinued and why?
- There are no ELL programs that have discontinue in the school this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to any student in their grade level. Students are able to attend the after-school program where they will work on ELA, Math, Science, Social Studies and communication.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology plays a big role in our ESL program. The teacher has access to IPADS, computers and SMARTBOARD to support ELL students. Achieve 3000 is a technology based program that used to support students in content and language. The NYSESLAT and Beyond is another program that is used to build students in the different modalities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The Native Language of our students ia embraced in the ESL program. Different activities celebrating the students' native language are also used in the ESL program. Dictionaries and thesauruses in the students' native language and English are provided to assist the students in the class where appropriate.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The Common Core Learning State Standards and curricula are used to plan instruction and activities in the class. The different activities are differentiated based on the students' ages, grade, level of proficiency and ability.
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.
- Our parent workshop series are offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.
18. What language electives are offered to ELLs?
- Spanish is the only language elective that is offered in the school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

Our Part-time ELL teacher receives professional development through the network. Professional development will be provided to every teacher in our school building on a regular basis by the ESL teacher and principal. All of our teachers will be provided with common preparation periods during which the Principal will engage teachers in study group activities and best practices. These workshops are held on a weekly basis on all areas of the curriculum. The Principal, will also provide the teachers with professional development in Literacy and Mathematics. Differentiated Instruction is embedded in all lesson planning and workshops.

Lesson planning, thematic instruction and differentiation of instruction are some of the topics on the agenda. This staff development consists of study groups, modeling instruction and outside workshops. Part of the staff development will take place after school hours during the school year. Our teachers also attend professional development activities provided by DOE and by our CFN.

Professional development will be provided by the ESL teacher to Special Education teachers who will receive 10 hours of ELL training and general education teachers will receive the 7.5 hours of ELL training as per Jose P. mandate. Some of the topics include basic ELL background, the school ELL intake, initial language learning (phonemic awareness, phonics, vocabulary and comprehension instructional strategies), academic vocabulary, childhood and adolescent development considerations, technology-based interventions, co-teaching, joint -ESL and classroom teacher goal setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT and periodic assessment data to drive ELL instruction. In addition, teachers will attend workshops offered by DOE, and our CFN. These meetings will inform teachers about the compliance issues, identification of students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. We hope to have more ELL students come to our school in the next few years and this will be our planning year to prepare a quality program.

The school guidance counselor also helps teachers with ELL students. He helps with the transition from highschool school to college and beyond by involving their parents in the process of learning which schools best meet their child's needs.

Attendance sign-in sheets, copies of certificates of completion, as well as agenda's will be maintained in the school.

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?

In our school parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. Every effort is made to communicate in the parent's native language. All communication materials that are sent to their homes, is translated into Spanish (the dominant language of our student body). Our goal is to encourage families to be actively involved in the learning community of our school. The principal, staff and outside agencies will provide multiple workshops throughout the year to engage parents in the education of their children. If we have parents of newly enrolled ELL students, they will be provided with two orientation sessions. These sessions include the necessary information regarding their choices for the Transitional Bilingual, ESL or Dual Language Programs. These orientation sessions are separated and apart from regularly scheduled parent meetings and are conducted by the staff and the principal. Some topics that are covered: State standards, assessments, school expectations and general program requirements. Parents are invited to attend these workshops during the second week of September and /or June. A plethora of workshops are provided for the parents in English and Spanish. We occasionally invite community based organizations to send in special speakers and offer their services to our parents. We will evaluate parental needs by having parents fill out surveys indicating the type of workshops and/or services they would like us to offer.

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.

Part VI: LAP Assurances

School Name: Brownsville Academy HS

School DBN: 17K568

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katwona Warren	Principal		
Lana Phillips	Assistant Principal		
Kim Day	Parent Coordinator		
Johane Bryant	ESL Teacher		
Dawn Risueno	Parent		
LaToya Kittrell	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Kevin Rank	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K568 School Name: Brownsville Academy of High School

Cluster: 1 Network: 107

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

Part A: Needs Assessment Findings

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

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language that they can understand, we used background information on our ELL population, observation of actual beginning of the year registration and review of the HLIS for the ELLs in our program. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The ESL teacher confer with the parents by telephone, and in one to one conferences on their individual communication 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.

Our school is located in a section in Brooklyn where the community as a whole is very diverse. This year, by far the dominant language spoken by parents is English. We do have two families whose primary language is Spanish. We used the inventory of languages from the HLIS, the OTELE report, and face to face communication with our families to assess the oral language needs of parents. Information regarding these findings are provided to the school community during faculty conferences, grade level and teacher team meetings.

Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The school will distribute translated letters to identified parents whose native language are spoken at home. Since the Department of Education provides translated copies of all parents letters, these letters are printed and distributed at the same time as English letter. The notices announcing events occurring in our school will be translated in Spanish. ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours.

Also, we plan to have interpreters in Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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

Oral interpretation services will be provided ELL provider and/or other in-house by school staff. Since Spanish is our ELL parents primary language, we have teachers to interpret in Spanish during school activities. The notices announcing special events will be translated into the native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and learn strategies and ways to help improve their child's academically. This will also encourage parents to become more active by attending PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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

As per A-663 we will provide each parent whose primary language is a covered language and who require assistance service with a copy of the Bill of Parent Rights and Responsibilities in the main office, and the parent coordinator's office. We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.