

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 18k578
School Name: BROOKLYN BRIDGE ACADEMY
Principal: DR. MAX R. JEAN-PAUL

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: HIGH SCHOOL School Number (DBN): 18K578
School Type: TRANSFER SCHOOL Grades Served: 9-12
School Address: 6565 FLATLANDS AVENUE
Phone Number: 718-968-1689 Fax: 718-968-1678
School Contact Person: Kimberly Laboy Email Address: mjeanpa@schools.nyc.gov
Principal: Dr. Max Jean-Paul
UFT Chapter Leader: Shivika Rajkisore
Parents' Association President: Sheriesse Panton
SLT Chairperson: Sheriesse Panton
Student Representative(s): Daphtho Pierre Louis, Christopher Senat

District Information

District: 18 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue, Brooklyn, NY 11212
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-778-7305 Fax: 718-778-7385

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 563 Network Leader: Lorraine Boyhan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- ✓ List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- ✓ SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- ✓ The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Max R. Jean-Paul	*Principal or Designee	
Shivika Rajkisore	*UFT Chapter Leader or Designee	
Sheriesse Panton	*PA/PTA President or Designated Co-President	
Jovon Cowell-Pettway	DC 37 Representative, if applicable	
Christopher Senat,	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
CAMBA	CBO Representative, if applicable	
Patricia Grimaldi	Member/ Staff	
Erika Bogdany	Member/Staff	
Miriam Martinez	Member/ Parent	
Nancy Dominique	Member/ Staff	
Michelle Worrell	Member/ Parent	
Jenny Dan	Parent	
Daphtho Pierre Louis	Student	
LaShanda Haynes	Parent	
Lurna Louisy	Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- ✓ Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- ✓ School strengths, accomplishments, and challenges.
- ✓ The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

MISSION STATEMENT

Brooklyn Bridge Academy is a non-traditional high school that prepares students for graduation and post-secondary success. Through academic rigor, individual support, and community partnerships, students become actively engaged in their education and learn to make informed decisions about their lives and their futures.

Brooklyn Bridge Academy is a high school focused on re-engaging learners who are over-aged, under-credited and who were not successful in a traditional environment. Their entry point to BBA reflects their challenges in meeting the New York State Standards, the new Common Core Learning Standards, Regents goals, and preparing for life, college, career, and beyond.

As a transfer school, Brooklyn Bridge Academy (BBA), embraces a vision of college and career readiness for our students that is anchored in the belief that every student is a unique learner whose interest and passions we seek to spark and enhance through an enriched classroom and positive school experiences. Our students benefit and persevere from strong partnership with teachers, leaders, and all members of the school community who consider the academic success of our learners as their central mission. We are committed to shaping students' academic skills, drawing on their personal resilience and increasing their academic performance. The goals of ensuring that students are prepared with the academic and life skills that are aligned to CCLS are essential across all academic departments.

During the 2013-2014 school year, BBA was able to strengthen several areas which have been part of our overall goals. We continued to develop and transformed our school culture into one that is focused on student learning and success, staff development and growth and family engagement. We examined the instructional pillars and ensured alignment of our work to NYCDOE Instructional Expectations.

Through whole group and individual professional development, we focused on developing teachers' ability to build student critical thinking skills through an intense focus on reading comprehension and writing. The staff participated in long-term staff development over the summer and continues on a by-weekly basis. These teaching and learning opportunities have a strong emphasis on the Common Core Learning Standards and the New York State Standards, high impact differentiated and academic language development strategies, including Learner-centered/Literacy strategies, Bloom's Taxonomy and higher-order thinking skills. The strategies informed teachers of the importance of creating a classroom learning experience and environment with high levels of student engagement. Teachers hold all students to high expectations and recognize incremental progress as success. Teachers will work with administration to

review ratings and create specific learning targets around the teaching framework. These learning targets will be assessed by bi-weekly benchmarks and continuous feedback throughout each cycle.

The school administration shared data on the students and encouraged teachers to learn about students' literacy levels, build on prior knowledge, teach to different learning styles and reflect on how they can teach the oral, visual, auditory, and kinesthetic learners.

Moving Our Agenda Forward 2014-2015

In collaboration between teacher and administrator, an action plan was created to support the teacher's progression to the next level. Teachers meet individually with the administrator every two months to review and monitor progress towards outcomes. Modifications are made as necessary. Teachers meet in departments and in interdisciplinary teams to continue learning and to monitor progress of all students at the school.

Teachers continue to receive the following supports to develop their individual professional capacity:

- weekly participation in grade level team meetings;
- inter-visitations and demonstration lessons;
- peer mentoring;
- formal and informal observation feedback.

Our school wide creation of an argumentative rubric aligned to the Danielson Framework. Our focus this year is

1. Using Assessment in Instruction
2. Using Questioning and Discussion
3. Literacy Strategies across all content areas

Our Learning Culture and Expectations

- ✓ Students will develop the skills of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.
- ✓ Student will respond to Quick Writes. The use of "quick writes" is a practice that we continue to build on so that we are not only improving regents' scores to passing but we are preparing our students for college.
- ✓ Students will engage in high -quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking. Teachers will use question stems, in

order to facilitate high levels of discussions.

- ✓ Students will become independent in developing higher level questions for the purpose of academic discussion across BBA classrooms.

The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Partnerships to Support College and Career

Brooklyn Bridge Academy is founded in conjunction with New Visions and FEGS. Our core value is the social-emotional component of the child must be addressed prior to addressing the academic skills. This collaboration is essential in the development for the school model, instructional framework, and leads to college and post-secondary readiness. We continue to move forward by aligning our understanding of student-focused instructional practice. Teachers use various strategies to address readiness, and learning styles in a student-centered environment. Our Foundations classes in English, Math, and Science are designed for new students entering B.B.A. Students are taught skills in preparation for Regents based courses. This is evident in the increased passage rates of the regents.

Our learning culture includes:

- ✓ Dedicated advisors provided by FEGS
- ✓ Our learning environment which presents college information
- ✓ Speaker forums
- ✓ College Trip
- ✓ Parent Workshops
- ✓ Tools including: Navience and Datacation

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our Assessment Plan

Given the organizational structure of BBA to accelerate credit recovery assessment are central to helping meet our mission for our learners.

- Bi-weekly assessment aligned to CCLS, academic course goals, and Regents goals
- Informal assessments which include: quick writes, quizzes, projects, and unit exams.
- Regents Exams (January and June)
- RCT (Special Education Students/Final Year June 2015)

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students’ strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identified goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the number of students passing the ELA Regents examination by 5-10% in the 2014-2015 school year. 70% of all eligible graduates as indicated by their Individual Graduation Plans (IGPs) will pass the ELA Regents with a 65% or above by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to	Target Group(s)	Timeline <i>What is</i>	Key Personnel <i>Who is responsible for</i>
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<p>achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p><i>Who will be targeted?</i></p>	<p><i>the start and end date?</i></p>	<p><i>implementing and overseeing the activity/strategy?</i></p>
<p>Staff will use Periodic Assessments to gauge students' ELA skills and abilities, which will inform programming and curriculum design; Map BAR, gauge content and learning objectives to include explicit scaffolding in short and long term plan. By the end of the first Cycle, each department will have created specific curricula aligned with regent's standards. Lunch time and after school and weekend tutoring/programs will be conducted to accommodate as many students as possible. Prior to the June regents, students will have the opportunity to sit for the Mock regent's exam. Highlight skills and opportunities for Regents practice to familiarize students with the format and language of the exam.</p>	<p>Preliminary assessment in the month of December and January regents.</p>	<p>Full school year.</p>	<p>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Bartholemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Ms. Harris (Fordham), Educhange, Eskolta. Teachers & students also meet with Mr. Dorancy (TRIAD Consulting Strategies), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC),</p>

			Ms. Tiffany Tucker (Redemption).

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Allocated funding for the purchase and distribution of guides for the five Regents examinations, Periodic Assessment design, Summer professional development, and lunch time, after-school and weekend tutoring sessions.

CAMBA will allocate funds for monthly incentives for attendance and achievement. AIDP funds will be allocated.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2014-June 2015 as indicated below (customize):

- Supervisor per session (2 days per week) - \$3000
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

TITLE 1

- 1) Funding for 1 per session ELA teacher, Iva Gjoni, to reduce class size \$39,004
- 2) Absence coverage for teachers attending professional development - \$6,818
- 3) Per Session, guidance counselor, for parent involvement - \$2,690
- 4) Saturday Academy Program, credit recovery - \$14,760

OTPS:

Approximately \$70,000 is set aside for Teachers professional activities to sharpen their skills and improve student achievement. They are: Common planning time where they met in departments 3 times a week; scheduled joint staff professional development by-weekly. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Barthelemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Fordham PSO, Educhange, Eskolta. Teachers & students also meet with Mr. Dorancy (TRIAD Consulting Strategies), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC), Ms. Tucker (Redemption).

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

End of each Cycle (3 Cycles) passage rate and January regents scores.

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students’ strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identify goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

***To increase the number of students passing the Math Regents examination by 5-10% in the 2014-2015 school year.
70% of all eligible graduates as indicated by their Individual Graduation Plan (IGPs) will pass the Math Regents with a 65% or above by June 2015.***

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			

<p>Staff will use Periodic Assessments to gauge students' Math skills and abilities, which will inform programming and curriculum design; Map BAR, gauge content and learning objectives to include explicit scaffolding in short and long term plan. By the end of the first Cycle, each department will have created specific curricula aligned with regent's standards. Lunch time and after school and weekend tutoring/programs will be conducted to accommodate as many students as possible. Prior to the June regents, students will have the opportunity to sit for the Mock regent's exam. Highlight skills and opportunities for Regents practice to familiarize students with the format and language of the exam.</p>	<p>Preliminary assessment in the month of December and January regents.</p>	<p>Full school year.</p>	<p>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Barthelemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Ms. Harris (Fordham PSO), Educhange, Eskolta. Teachers & students also meet with Mr. Dorancy (TRIAD Consulting Strategies), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC), Ms. Tucker (Redemption).</p>
<p>Strategies to increase Parent involvement</p> <p>Our school will support parents and families of Title I students in conferences and during our Community Engagement monthly meetings:</p> <ul style="list-style-type: none"> • providing materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology; • providing parents with the information 		<p>Full school year</p>	<p><u>Parent/Guardian Responsibilities:</u></p> <ol style="list-style-type: none"> 1. 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; 2.promote positive use of extracurricular time such as, extended day learning

<p>and training needed to effectively become involved in planning and decision making in support of the education of their children;</p> <ul style="list-style-type: none"> • 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; <p>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.</p> <p>In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Community Associate, 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:</p> <ul style="list-style-type: none"> • 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; 		<p>opportunities, clubs, team sports and/or quality family time;</p> <ol style="list-style-type: none"> 3. encourage my child to follow school rules and regulations and discuss this Compact with my child; 4. volunteer in my child's school or assist from my home as time permits; 5. participate, as appropriate, in the decisions relating to my child's education; 6. respond to surveys, feedback forms and notices when requested; 7. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; 8. 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; 9. take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams; 10. share responsibility for the improved academic achievement of my child; <p><u>Student Responsibilities:</u></p> <ol style="list-style-type: none"> 1. attends school regularly and arrive on time; 2. complete my homework and submit all assignments on time; 3. follow the school rules and be responsible for my actions; 4. show respect for myself, other people and property; 5. try to resolve disagreements or conflicts peacefully; 6. always try my best to learn. <p><u>School Responsibilities</u></p> <p>Provide high quality</p>
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<ul style="list-style-type: none"> 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 Community Associate to serve as a liaison between the school and families. The Community Associate 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 Community Associate will also maintain a log of events and activities planned for parents each month and file a report with the central office; 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; schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning, evening or weekend, 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; <p>Our school will further encourage school-level parental involvement by:</p> <ul style="list-style-type: none"> encouraging meaningful parent participation on School Leadership 		<p>curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:</p> <ol style="list-style-type: none"> 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;
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<p>Teams, Parent-Teacher Association and Title I Parent Committee;</p> <ul style="list-style-type: none"> • supporting or hosting Family Day events; • 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; • 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; <p>School-Parent Compact</p> <p>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. Support home-school relationships and improve communication by:</p> <ul style="list-style-type: none"> • 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, weekend 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 			
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<p>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;</p> <ul style="list-style-type: none"> • 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; <p>Provide parents reasonable access to staff by:</p> <ul style="list-style-type: none"> • 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; • planning activities for parents during the school year, e.g., Parent-Teacher Conferences; <p>Provide general support to parents by:</p> <ul style="list-style-type: none"> • 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 • 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; 			

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students’ strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identify goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

End of each Cycle (3 Cycles) passage rate and January regents scores

Part 6b. Complete in **February 2015**.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students’ strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identify goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To Improve Teacher Effectiveness

During the 2013-2014 school year, BBA was able to strengthen several areas which have been part of our overall goals. We continued to develop and transformed our school culture into one that is focused on student learning and success, staff development and growth and family engagement.

*(S)Through whole group and individual professional development, we focused on developing teachers’ ability to build student critical thinking skills through an intense focus on reading comprehension and writing.

* (M)The staff participated in long-term staff development over the summer and on a weekly basis. These teaching and learning opportunities have a strong emphasis on the Common Core Learning Standards and the New York State Standards, high impact differentiated and academic language development strategies, including Learner-centered/Literacy strategies, Bloom’s Taxonomy and higher-order thinking skills.

*(A)Teachers will work with administration to review ratings and create specific learning targets around the teaching framework.

*These learning targets will be assessed by bi-weekly benchmarks and continuous feedback throughout each cycle. The school resources (Title 1) will contract additional support to help create targeted plans for teachers.

* (R)The school administration shared data on the students and encouraged teachers to learn about students’ literacy levels, build on prior knowledge, teach to different learning styles and reflect on how they can teach the oral, visual, auditory, and kinesthetic learners.

* (T) Teachers received the following support to develop their individual professional capacity: weekly participation in grade level team meetings; inter-visitations and demonstration lessons; peer mentoring; formal and informal observation feedback with teachers. In collaboration between teacher and administrator, an action plan will be created to support the teacher’s progression to the next level.

*Teachers met individually with the administrator every two months to review and monitor progress towards outcomes. Modifications were made as necessary. Teachers met in departments and in inter-disciplinary teams to continue learning and to monitor progress of all students at the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>B.B.A’s Theory of Action, is centered on building teacher capacity through job-embedded professional development structures and the self-efficacy of students through a community of care givers. Each department has an action plan and has reviewed the Danielson’s framework by dissecting and analyzing the components making sure we understand the expectations for each category.</p> <p>Domain 1: Planning & Preparation</p> <ul style="list-style-type: none"> Item analysis of NYS Regents and BARS leads to revision of the curriculum. This backwards planning method allows for the breakdown of the content based on academic importance. The content lends itself to us defining the skills necessary to be successful. Each skill is based on overarching goals for the content. This leads to assessment design which is connected to the skills and content that 	<p>Every 4 weeks, teachers’ conference with the Principal to evaluate the progress and effectiveness of teacher practice. We review goals</p>	<p>Full school Year</p>	<p>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition,</p>

<p>needs to be taught within the classroom, leading to fluidity in all aspects of developing the curriculum.</p> <ul style="list-style-type: none"> This same approach is used when thinking with regards to the elective classes that are within the department. We as a department figure out the content we wish to teach, move on to the actual big ideas and skills we wish for students to know, and then create the assessments that would adequately test the skills. These assessments tend to be more literacy based, because they are tied to the CCSS 1 & 8 because they lend themselves to citing evidence and defending ones point of view. <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> For classroom culture each department creates consistent classrooms where there is fluidity through all rooms. For instance in all of our rooms there is: <ul style="list-style-type: none"> Student work vividly displayed Expectations are clear and apparent Department goals for student whether skills or content based are apparent for all students Classrooms are warm and colorful Students are held to high expectations when entering the classroom, whether it is their behavior or the work expected from them. Instructional goals, essential questions, and aims are conveyed to the students so that they are aware of their own learning process. 	<p>and strategies in order to push for meaningful instruction</p>	<p>teachers participate in the following programs and/or work with consultants such as: Dr. Barthelemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Ms. Harris (Fordham), Educhange, Eskolta. Teachers & students also meet with Mr. Dorancy (TRIAD Consulting Strategies), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC), Ms. Tucker (Redemption).</p>
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<p>Domain 3: Instruction</p> <p>We continue to foster in our students and important commitment to academic success, as well as a unique understanding and sense of caring for each other and the environment. All areas of recommendations from the previous school quality review were addressed in the goals and with the teams.</p> <ul style="list-style-type: none"> • Questioning and Discussion Strategies • Formative and Summative Assessments • Literacy Strategies across all content areas. • Using assessment in instruction <p>By focusing on instructional strategies to increase engagement and mastery, we have witnessed increased credit accumulation and success with NYS regents, resulting in improved graduation rate and college readiness.</p>			
<p>Strategies to increase Parent involvement</p> <p>Our school will support parents and families of Title I students in conferences and during our Community Engagement monthly meetings:</p> <ul style="list-style-type: none"> • providing materials and training to help parents work with their children to improve their achievement level in 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; 		<p>Full school year</p>	<p><u>Parent/Guardian Responsibilities:</u></p> <ol style="list-style-type: none"> 1. 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; 2. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; 3. encourage my child to follow school rules and regulations and discuss this Compact with my child; 4. volunteer in my child's school or assist from my home as time permits; 5. participate, as appropriate, in the decisions relating to my child's education;

<p>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.</p> <p>In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Community Associate, 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:</p> <ul style="list-style-type: none"> • 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 Community Associate to serve as a liaison between the school and families. The Community Associate 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 Community Associate will also maintain a log of events and activities planned for parents each month and file a report with the central office; • 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 		<p>6.respond to surveys, feedback forms and notices when requested; 7.become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; 8.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; 9.take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams; 10.share responsibility for the improved academic achievement of my child;</p> <p><u>Student Responsibilities:</u></p> <p>1.attendschool regularly and arrive on time; 2.complete my homework and submit all assignments on time; 3.follow the school rules and be responsible for my actions; 4.show respect for myself, other people and property; 5.try to resolve disagreements or conflicts peacefully; 6.always try my best to learn.</p> <p><u>School Responsibilities</u></p>
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<p>Report;</p> <ul style="list-style-type: none"> • schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning, evening or weekend, 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; <p>Our school will further encourage school-level parental involvement by:</p> <ul style="list-style-type: none"> • encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee; • supporting or hosting Family Day events; • 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; • 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; <p>School-Parent Compact</p> <p>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. Support home-school relationships and improve communication by:</p> <ul style="list-style-type: none"> • 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, weekend 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 		<p>Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:</p> <ol style="list-style-type: none"> 1.using academic learning time efficiently; 2. respecting cultural, racial and ethnic differences; 3.implementing a curriculum aligned to the Common Core State Learning Standards; 4.offering high quality instruction in all content areas; 5.providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
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<p>families to receive translated documents and interpretation services in order to ensure participation in the child's education;</p> <ul style="list-style-type: none"> • 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; <p>Provide parents reasonable access to staff by:</p> <ul style="list-style-type: none"> • 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; • planning activities for parents during the school year, e.g., Parent-Teacher Conferences; <p>Provide general support to parents by:</p> <ul style="list-style-type: none"> • 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 • 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; 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Allocate funding for the purchase and distribution of guides for the five Regents examinations, Periodic Assessment design, Summer professional development, and lunchtime, after-school and weekend tutoring sessions.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below (customize):

- Supervisor per session (2 days per week) - \$3000
 - Professional instructional materials to support curriculum development during the regular school day.
 - Consumable instructional materials for use during extended day programs.
 - Teacher per session (2 days per week) for after school programs and differentiated professional development.
- In conjunction, with our CBO, we will host workshops to increase parental involvement by having curriculum nights, and community gatherings.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
20.	Specify a timeframe for mid-point progress monitoring activities.			

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Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We continuously do formal and informal assessments. We collect data related to the students’ strengths and needs for skill remediation through reports from the E.L.A. and Math departments, Progress Report, Regents data, HSST/ATS, and Mock regents exams. Action plans are created for the improvement of our instructional practice. There are by-weekly assessment/progress reports to identify any areas that need additional support, including counseling, case management and attendance outreach. We identify student goals and articulate high expectations through individual goal setting with the students through behavior management plans, individual graduation plans and individual student actions plans.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- (S) As a school, the major shifts have been to address literacy standards across all content areas.
- (M) We continue to implement reading informational text standards 1 and 10, writing standard 1, and speaking\listening standards 1 and 9. Embedded in the curriculum
- (A) Teachers will meet three times a week during common planning time to conduct student work analysis. In these meetings, low observation notes would have been collected.
- (R) Teachers will discuss student thinking, the standards required for students to know, and the gaps needed to address.
- (T) We will use our bi-weekly grading policy to review the strategies and implications.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Strategies to increase Parent involvement		Full school year	<u>Parent/Guardian Responsibilities:</u>
Our school will support parents and families of Title I students in			

<p>conferences and during our Community Engagement monthly meetings:</p> <ul style="list-style-type: none"> • providing materials and training to help parents work with their children to improve their achievement level in 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; <p>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.</p> <p>In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Community Associate, 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:</p> <ul style="list-style-type: none"> • 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; 			<ol style="list-style-type: none"> 1. 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; 2.promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; 3.encourage my child to follow school rules and regulations and discuss this Compact with my child; 4. volunteer in my child's school or assist from my home as time permits; 5.participate, as appropriate, in the decisions relating to my child's education; 6.respond to surveys, feedback forms and notices when requested; 7.become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; 8.participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and
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<ul style="list-style-type: none"> • 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 Community Associate to serve as a liaison between the school and families. The Community Associate 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 Community Associate will also maintain a log of events and activities planned for parents each month and file a report with the central office; • 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; • schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning, evening or weekend, 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; <p>Our school will further encourage school-level parental involvement by:</p> <ul style="list-style-type: none"> • encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee; • supporting or hosting Family Day events; • 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; • 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; 		<p>learning strategies whenever possible; 9.take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams; 10.share responsibility for the improved academic achievement of my child;</p> <p><u>Student Responsibilities:</u></p> <ol style="list-style-type: none"> 1.attendschool regularly and arrive on time; 2.complete my homework and submit all assignments on time; 3.follow the school rules and be responsible for my actions; 4.show respect for myself, other people and property; 5.try to resolve disagreements or conflicts peacefully; 6.always try my best to learn. <p><u>School Responsibilities</u></p> <p>Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s</p>
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<p>School-Parent Compact</p> <p>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. Support home-school relationships and improve communication by:</p> <ul style="list-style-type: none"> • 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, weekend 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; <p>Provide parents reasonable access to staff by:</p> <ul style="list-style-type: none"> • 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; • planning activities for parents during the school year, e.g., Parent-Teacher Conferences; 			<p>Standards and Assessments by:</p> <ol style="list-style-type: none"> 1.using academic learning time efficiently; 2. respecting cultural, racial and ethnic differences; 3.implementing a curriculum aligned to the Common Core State Learning Standards; 4.offering high quality instruction in all content areas; 5.providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
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<p>Provide general support to parents by:</p> <ul style="list-style-type: none"> • 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 • 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; 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

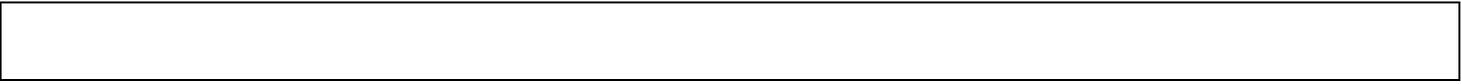
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the school’s recent Quality Review, the school continues to promote a strong family and community based relationship. In addition, the positive post-secondary options for students is clear and positive. The college connections in partnering with SUNY colleges like Herkimer.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal-setting with our students is very important. It is also important for our families to be aware of how their child is performing and expected date of graduation.

- (S) To communicate with students and families about the assessment or practice used to assist students on growth, or skills
- (M) Bi-weekly assessments
- (A) Teacher and Advisor meetings
- (R) A critical component of B.B.A. mission in the development of graduation plans for our students. This is a cross-department learning, sharing, and reflection.
- (T) At the end of each trimester this process is evaluated.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?	
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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)		Regents Prep Class iLearn Book End (school wide) Advisories Saturday Academy Regents Prep weekend English Coach	Small group and individual tutoring Double-period classes each day. On-line review for students failing the English Regents exam Regents review classes are available to all students who previously failed a Regents with less than a grade of 65 Intensive Regents Prep End of Day Book End Class which is 20 minutes of reading 10 Minutes of independent reading in each class every day at the beginning of each period	<ul style="list-style-type: none"> • Period 4 Lunch • After school, • Regents prep (1 week before regents) • Saturday & Sunday Regents Prep classes • End of each day • Saturday School
Mathematics		Regents Prep Class iLearn Advisories	Small group and individual tutoring Double-period	<ul style="list-style-type: none"> • Period 4 Lunch • After school, • Regents prep

		<p>Saturday Academy Regents prep weekend Mock Regents exam Math Coach</p>	<p>classes each day. On-line review for students failing the English Regents exam Regents review classes are available to all students who previously failed a Regents with less than a grade of 65 Intensive Regents Prep Mid-Day Book End Class which is 20 minutes of reading 10 Minutes of independent reading in each class every day at the beginning of each period</p>	<p>(1 week before regents)</p> <ul style="list-style-type: none"> • Saturday & Sunday Regents Prep classes • End of each day • Saturday School
<p>Science</p>		<p>Regents Prep Class ILearn Advisories Saturday Academy Mock Regents exam Regents prep weekend Make-up Labs Science Coach</p>	<p>Small group and individual tutoring Double-period classes each day. On-line review for students failing the English Regents exam Regents review classes are available to all students who</p>	<ul style="list-style-type: none"> • Period 4 Lunch • After school, • Regents prep (1 week before regents) • Saturday & Sunday Regents Prep classes • End of each day • Saturday School

			<p>previously failed a Regents with less than a grade of 65 Intensive Regents Prep Mid-Day Book End Class which is 20 minutes of reading 10 Minutes of independent reading in each class every day at the beginning of each period</p>	
<p>Social Studies</p>		<p>Regents Prep Class ILearn Advisories Saturday Academy</p> <p>Regents Review Mock Regents exam Regents prep weekend Social Studies Coach</p>	<p>Small group and individual tutoring On-line review for students failing the Living Environment Regents exam Regents review classes are available to all students who previously failed the Regents with less than a grade of 65. Intensive Regents Prep</p>	<ul style="list-style-type: none"> • Period 4 Lunch • After school, • Regents prep (1 week before regents) • Saturday & Sunday Regents Prep classes • End of each day • Saturday School
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<p>College and Career Counseling, Individual and small group counseling Academic and social emotional counseling</p>	<p>College & Career 1x per week Group & Individual every day Every day as needed Classes 1x per</p>	<ul style="list-style-type: none"> • Period 4 Lunch • After school, • Regents prep (1 week before regents) • Saturday & Sunday

		SAPIS LIFE SKILLS	week	Regents Prep classes <ul style="list-style-type: none">• End of each day• Saturday School
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Bartholemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Ms. Harris (Fordham), Educhange, Eskolta. Teachers & students also meet with Mr. Dorancy (TRIAD Consulting Strategies), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC), Ms. Tucker (Redemption).</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Coaches/consultants come in to work with departments and individual teachers on a weekly basis. Each department meets 3 times a week for common planning. Informal observations & feedback also take place.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
<p>We use observations & regents data analysis to measure effectiveness.</p>

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

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4b. 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.

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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 (CEP) 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local			
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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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Brooklyn Bridge Academy**, 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 the school and the families. The 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 the school community. **Brooklyn Bridge Academy** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 18	Borough Brooklyn	School Number 578
School Name 18-K-578		

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 Dr. Max Jean-Paul	Assistant Principal Ms. Kimberly Laboy
Coach Mike Tobin	Coach
ESL Teacher Iva Gjoni	Guidance Counselor Ms. Amelica Content
Teacher/Subject Area Shivika Rajkisore/Science	Parent Kady Celestine
Teacher/Subject Area Shani Zmora/Social Studies	Parent Coordinator Hilda Charles
Related Service Provider Iva Gjoni/ELA Teacher	Other
Network Leader(Only if working with the LAP team) Alexis Penzell	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	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	1
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)	200	Total number of ELLs	9	ELLs as share of total student population (%)	4.50%
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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														
Push-In											2	2	5	9
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	2	2	5	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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

	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	
TBE										0
Dual Language										0
ESL	3			5			2			10

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
Total	3	0	0	5	0	0	2	0	0	10
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														0
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													

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)														0
Total	0													

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the data to see how students perform and what we need to do in order to help ELLs succeed. Our main objective is to graduate as many of our students as possible. ELLs get additional time to work with teacher/teachers in order to improve their language skills so that they can pass the exams. they participate in Saturday school (Regents Prep). BBA is a transfer school. After we

admit the students, we check their transcripts and information about their language skills. Teachers, advisors and administration work closely together to see where the students should be placed, what courses the student must take, and what ESL needs the student has. Based on the previous data and information that we receive from teachers, we provide the student with the needed extra/ESL help.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
all students receive a reading, writing and math assessment as part of the intake process to assess their reading levels of English Proficiency. In addition, we coordinate a Parent Orientation at the beginning of the school year. Teachers, advisors and administration work closely together to view the ESL data – LAB-R and NYSESLAT. We view the data in order to have a better understanding of how the ELLs have improved from previous years. When we see improvement, we continue enhancing our lessons so that all our ELLs benefit and enhance their language skills. Data demonstrates where the students are, what we should do as a school to provide students with the necessary help from all teachers, not only from their ESL teachers. We compare students LAB-R scores with the NYSESLAT scores and see their improvements, in what areas they need help, we try to understand their language deficiencies and weaknesses in order to create lessons that will be beneficial to them in the future.

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](#))

Brooklyn Bridge Academy is a Transfer High School in its sixth year of operation. Our major objective is to graduate all our students according to their Individual Graduation Plan. Our ELL students are mainstreamed in their classes. Some of our ELA classes are taught by a licensed ELL teacher as we believe ELL strategies are good teaching strategies for all students. The ELL teacher also works with students during tutoring time. Moreover, our instructional delivery model is the workshop model emphasizing small class size, modeling, guided and independent practice, which provides ample opportunities for students to speak, read and write English.

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?

The school leadership and teachers discuss students' test result in weekly meetings during Common Planning Time. What the data reveals, help us understand what our ELLs need in order to improve their language skills. Therefore, we create programmes and lesson plans that are rigorous and differentiated. We have extended students' Independent Reading time. This have allowed for students to learn more vocabulary, read more and practice book disussions and test taking strategies. Teachers and administration (as well as advisors) meet and discuss the students' scores, needs and what we should do to help our ELLs improve their language skills. We meet three times a week in our departments and the ESL teacher works collaboratively with all teachers to make sure that ELLs are getting the necessary help. Our ESL Program in a pull out program. The ESL teacher works with the ELLs individually and also in the classroom, where she teaches English/ESL. Working collaboratively with other teachers, has helped us improve our lessons as a school and our ELLs have benefited and have, as a result, achieved higher grades.

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?
All content area teachers teach in such a way that they are building the students' English language skills. We all make use of dictionaries daily, we give practice tests and we all review vocabulary words and content daily. We use technology in our school. Students benefit from this because they are able to not only read from texts but they are able to understand the teacher better when there are visuals in front of them. We use powerpoint presentations in all of our classrooms, we do have computer labs, students are given computers/laptops to do research and/or view/read individually and in groups. Teachers share their experiences with the ESL teacher and administration.

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.).
Our Community Gatherings at the end of every Cycle serve as a culminating event for each trimester/cycle and provides students with a more demandin gopportunity to speak, write, read and listen to English. Each course is designed in such a way that it corresponds with students' grade level. We offer Foundations courses and more advance courses, such as Regents Prep and Post Regents. All of our ELL students receive individualized assistance in the least restrictive environment through mini-conferencing and increased levels of

student-to-student interaction. We offer Saturday school to all of our students, including ELLs. They have the chance to practice ELA and Math. For the upcoming year we will continue with our ESL program and will work on improving it and offering more resources and help. Computers are available in school and during teaching. Teachers use power point presentations, smart boards, different level books, etc. Our students, especially our ESL students, are given many opportunities to succeed. All the resources and services correspond to our ELLs grade levels.

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](#).)
Some of our school's activities to assist newly enrolled ESL students are: community gathering with parents taking part as well, an orientation conducted by the Principal, Advisors, Guidance Counselors, Teachers, etc. There are members of the staff/teachers in our school that speak several languages, as well as our Principal and Guidance Counselor, who help students by approaching them in the native language/approaching their parents in the native language. There are also parent school night, open school night, Regents Prep, and Community Get Togethers. (Native Language/Native Language materials are not used in inerventional programms). Test accomodations for ELLs are: ELLs receive time and a half. Brooklyn Bridge Academy is a transfer school. We receive transcripts from other schools – therefore, we do not conduct LAB-R tests. However, we do interview our students before admitting them to our school, we conduct meetings with parents, advisors and principal; the students do take an entrance test and we also communicate with parents and send letters home to let them know about the ESL program their child will be attending at our school.
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.
Some of our school's activities to assist newly enrolled ESL students are: community gathering with parents taking part as well, an orientation conducted by the Principal, Advisors, Guidance Counselors, Teachers, etc. There are members of the staff/teachers in our school that speak several languages, as well as our Principal and Guidance Counselor, who help students by approaching them in the native language/approaching their parents in the native language. There are also parent school night, open school night, Regents Prep, and Community Get Togethers. (Native Language/Native Language materials are not used in inerventional programms). Test accomodations for ELLs are: ELLs receive time and a half. Parents are notified regularly about their child's ELL program, test result, etc. Letters are sent home by the teacher/guidance counselor in English and parent's/student's native language. We meet with parents at the beginning of the school year, we hold parent teacher conferences, we send letters home, conduct phone calls and/or invite parents to our school for open nights. We provide parents with many opportunities to share and discuss our ESL/school plan for their child.
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 [\[see tool kit\]](#).)
Letters are distributed to parents regularly. Responses/surveys are secured/stored in our school. ATS reports are received with students' transcripts when they are admitted at Brooklyn Bridge Academy. Parents are notified about their childrens' NYSESLAT scores. The school sends letters (in English and native language) to parents to notify them about their children's NYSESLAT scores.
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.
ATS reports are received with students' transcripts when they are admitted at Brooklyn Bridge Academy. Parents are notified about their child's NYSESLAT scores. The school sends letters (in English and native language) to parents to notify them about their children's NYSESLAT scores.
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.

ATS reports are received with students' transcripts when they are admitted at Brooklyn Bridge Academy. Parents are notified about their child's NYSESLAT scores. The school sends letters (in English and native language) to parents to notify them about their children's NYSESLAT scores.

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. 
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices have mostly been similar to the ones previously requested/offered. In our school, we have a Push In ESL 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])?

The ESL/ELA teachers works with the students regularly. ELLs are programmed to take the same classes/courses that other students take but the teachers are aware of the lack of language skills for our ELLs. Therefore, teachers differentiate, use technology in their classrooms, students use computers and are given Independent Reading time daily and after school. The ESL teacher works closely with other teachers to ensure that ELLs are received the best service. Also the ESL teacher meets regularly with the ELL students during regular class hours and after school/extra time.

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)?

Pull out/Push In and After School hours. The ESL teacher teaches all our ELLs. The ESL teacher is also present in other classes for extra help. ESL teacher and student meet individually several times a week during lunch. Students are provided with extra help at any time during their classes

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.

Teachers differentiate and use the English Language/English Standards ensuring that all students are receiving rigorous and meaningful instruction. Our program is ESL. Students are pulled out by the ESL teacher, who helps them with their English Language skills. English is delivered by the ESL teacher and differentiation is used constantly. Native language support is provided by our advisor(s) who speak the students' native language (when needed). Delivery of lesson is done in English and texts used are at different levels of difficulty.

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?

Practice Tests, work closely with the ESL/ELA teacher as well as other teachers. ESL students are assessed biweekly. The teacher gives writing/reading/listening/speaking tests to see where the students are and what they need to improve their language skills. We also give practice tests to our students. ELLs are also assessed daily through discussions, classwork, homework and quizzes.

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).

Using technology, different level text, Independent Reading, test taking strategies, Regents Prep, extra time, teacher-student conferencing, etc. Newcomers start with our Intro courses. Teachers and students work together to see what the ELL needs are and how they can move to the next level. ELLs receiving service 4 to 6 years, move to higher courses, such as College Prep or Culture and Identity, where the level of reading/language is at the highest. Long term ELLs also take high level courses and electives. ELLs who tested proficient are moved on to either graduating high school or taking College courses.

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?

We use the workshop model, Power Point presentations, use of computer labs and technology in the classrooms. Various level texts. Frequent use of libraries/ESL library. All teachers at BBA create lessons that are easily accessible to all students and especially to ELLs. The use of handouts/charts, power point presentations, pictures, modeling, scaffolding are some of the strategies that all our teachers at BBA use, so that all students learn at different levels of difficulty. Book End is another strategy that has helped our students with reading comprehension. Students read independently daily for 20 minutes. Also our school/ESL libraries are very rich with books not only in English, but also in other foreign languages. Students/ELLs have access to glossaries, dictionaries, various level texts, etc.

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?

Common Planning Time meeting, teacher discussions and collaboration, staff meetings, feedback from administration, use of data to enhance and improve instruction.

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:				

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

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

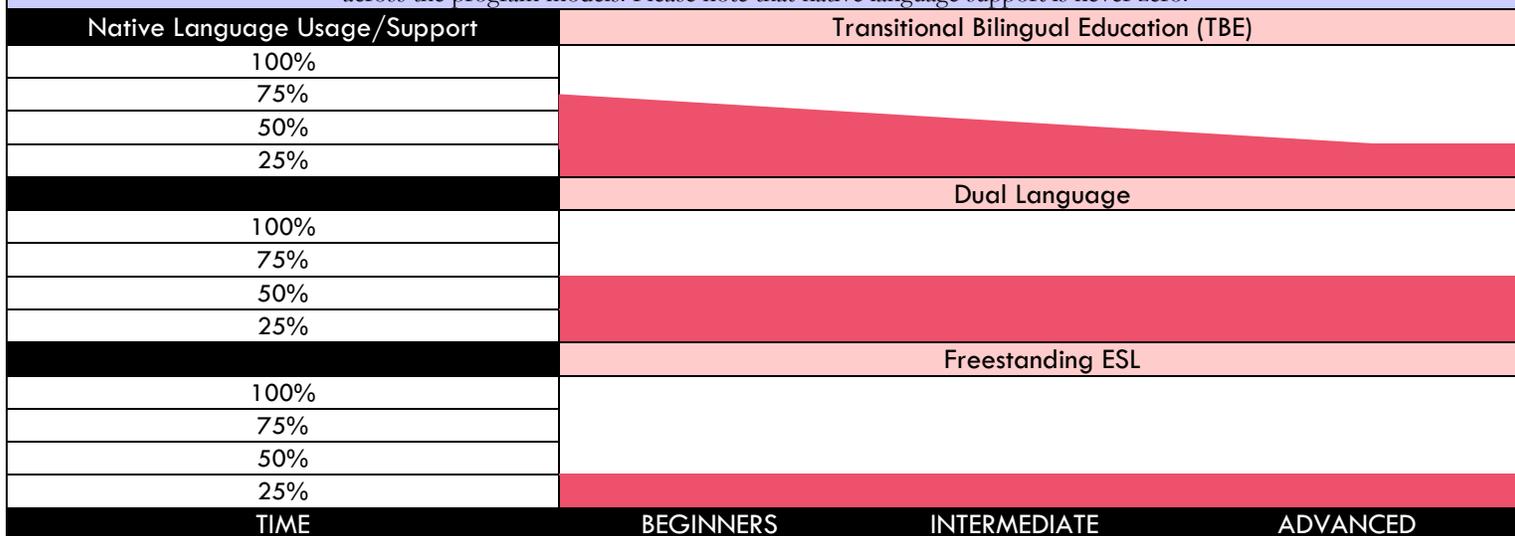
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
Saturday school, Regents Prep, Independent Reading/Book End (students read independently daily - school wide initiative), student teacher conferences, meet with ESL/ELA teacher after class. The ESL teacher co-teaches with the Social Studies Teacher. The ESL teacher also co-taught with the Math teachers. At BBA, we are infusing literacy and social studies and we are helping our students (ELLs) write and read more. Teachers collaborate and plan together so that ELLs get the needed help and the necessary instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELL students are reading more, practicing their language skills in their classes and all subject, practicing test taking strategies and passing their classes and the Regents exam.
11. What new programs or improvements will be considered for the upcoming school year?
ESL/ELA classes that incorporate the Common Core Standards and rigorous instruction and differentiated that help students with their language comprehension. Test practicing, Independent Reading and Book End. Meeting with students.
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students receive the same instruction that all other students receive. We ensure that all students in our school receive a high level, rigorous and meaningful instruction. All students receive same services from teachers and other staff members. ELLs participate in all our school's activities. We provide trips to museums/shows, sports, celebration, open night, college trips, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
School libraries, ESL libraries (books in English and Native Languages), Power Point presentations, pictures, computers/laptops, computer labs, etc. Smart boards are used throughout our school. Students can use and are provided with laptops/ipads. Students can use our computer lab to conduct research or learn. I-learn and Castle Learning are available online for all our students, including ELLs. Textbooks/books/beginners texts/medium level texts/high level texts are also available to all ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
ESL libraries, communication with students and parents in Native Language. The ESL library contains texts in foreign language (Spanish, French, Haitian Creole) and English. We also provide students with dictionaries in their native language and English. Glossaries are also available to the ELL students. .
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Choice of texts/books, technology, lesson plans are differentiated
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.
We receive the student's test score from his/her previous school (since we are a Transfer school). Parents and students meet with our Guidance Counselor/Advisors/Principal/Teachers. The discussions may be conducted in the parent's Native Language, if necessary. All ELLs participate in a Push-In/Pull-out ESL program based on parental choice when they first enrolled at Brooklyn Bridge Academy.
18. What language electives are offered to ELLs?
Spanish courses
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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Our ESL teacher and staff that service our ELL participate in professional development training that is offered throughout the borough through the Office of English Language learners and our CFN network on staff development days. ESL personal attends several ELL workshops per year. We have Staff PD every other Wednesday, when all our staff gets together and we discuss our students, needs and progress.

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?

Advisors, teachers, and guidance counselors communicate with the parents often. Parents take part in our community gathering, open nights, etc. Our bilingual Guidance Counselor and advisors do daily outreach to all of our students, including our Spanish and Haitian speaking parents. Our principal, advisors, and administration work closely with teachers to receive information about ELLs and to also provide teachers with needed information so that our ELL students can move on and improve their language skills. ESL teacher and principal meet often to discuss achievements and next steps. Administration works closely with the ESL teacher providing data, tests scores, etc. Every other Wednesday, we have staff PD where we discuss achievements, progress and next steps. Teachers are also provided with help on how to improve their teaching, questioning strategies, etc. Every other Wednesday, we have staff PD where we discuss achievements, progress and next steps. Teachers are also provided with help on how to improve their teaching, questioning strategies. Parents and school administration/advisors meet at the beginning of the school year. Parents are often contacted by the school or invited to our school to participate in introduction of programs. We try to accommodate all our students' needs, especially ELLs.

E. Additional Information

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

All students receive a reading, writing and math assessment as part of the intake process to assess their reading levels of English Proficiency. In addition, we coordinate a Parent Orientation at the beginning of the school year. Ensure all LAP team members have signed; send copy of assurance page to your senior ELL compliance and performance specialist. Bi weekly meetings are held during each Cycle where students progress reports are discussed. We use the CBO, F.E.G.S. and also the NYC Dept. of Education Translation Department. We hold 3 workshops throughout the year at the beginning of each Cycle.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **18-K-578**

Cluster: **Debra Maldonado** Network: **Alexis Penzell**

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.

Parents and students meet with our guidance counselor/advisor/principal/teacher. The discussion may be conducted in the parent's native language, if necessary. As of September 2013, Brooklyn Bridge Academy is a Transfer High School in its seventh year.

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.

All ELLs participate in a Push In ESL program based on parental choice when they first enrolled at Brooklyn Bridge Academy. Since Brooklyn Bridge Academy is a transfer school, guidance counselors and the principal review students' records to see what the students' needs are. Based on their records, guidance counselors and advisors as well as the principal contact the parents and conduct conversations that are in the parents' native language or English. Since our guidance counselor and principal speak various languages, they communicate with parents (and students) in the language that the parents understand best. If there is a need to translate written documents into the parent's native language, our guidance counselor/principal do/will do so. Also, during meetings with parents, the principal and/or advisors provide a translator if the parents speak another language other than English. So far, the school communicates with the parents in English; however, if the need to translate oral and written documents arises, the school will provide the parents with translators' translations. The findings will be documented by the school's staff (ESL teacher, guidance counselor and/or principal). The findings are shared with the ESL teacher and other teachers by meetings with teachers individually and/or during common planning time.

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.

Advisors will communicate with parents by telephone or by sending letters to parents written in the parent's native language. parents and advisors will meet to discuss a student's progress and the conversations may be conducted in the parent's native language. Our guidance councilors speak several languages and they will translate. If there is a need to translate written documents into the parents' native language, the school will do so. Our guidance councilor and principal will be able to translate written documents; otherwise, translation agencies will be found and put to use.

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.

Advisors will communicate with parents by telephone or by sending letters to parents written in the parent's native language. parents and advisors will meet to discuss a student's progress and the conversation may be conducted in the parent's native language. Our guidance councilors speak several languages and they will translate.

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

The school determines the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, the parent may be assisted by an interpreter in order to communicate freely and effectively. The school will maintain record of the primary language of each parent. The school, consistent with the regulation, will provide translation and interpretation services to all parents who require language assistance. Parents may choose to rely on an adult friend or relative for language and interpretation. If necessary, the school will use other Translation and Interpretation Units. All interpretation and translation needs will be provided in a timely fashion. Teachers, guidance counselors, advisors will interpret oral and written documents whenever necessary (and possible) in order for parents to communicate effectively with teachers, guidance counselors, school nurse and other school staff regarding information about their child's education. The school shall provide interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents who request such services in order to communicate with school staff and school officials regarding critical information about their child's education. Such interpretation services may be provided in school or by telephone. The school will provide the parent whose primary language is a covered language and who require language assistance services with a copy of The Bill of Parent Rights and Responsibilities.