

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

School Name: BROOKLYN DEMOCRACY ACADEMY
DBN (i.e. 01M001): 23K643
Principal: ANDREW BROWN
Principal Email: ABROWN192@SCHOOLS.NYC.GOV
Superintendent: LASHAWN ROBINSON
Network Leader: LORRAINE BOYHAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Andrew Brown	*Principal or Designee	
Susan Petrey	*UFT Chapter Leader or Designee	
Mekeisha Mercer	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Abnesia Bethea	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cherise Littlejohn-Ross	CBO Representative, if applicable	
Khadijah Allen	Member/ Staff member	
Dulely Perez	Member/ Teacher	
Stephanie Foust	Member/ Parent	
Yolanda Holliday	Member/ Parent	
Shirley Vaughn	Member/ CBO	
Elizabeth Figueroa	Member/ Parent	
Eunice Hernandez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June of 2015 teachers will have participated in at least 5 subject area and interdisciplinary intervisitations at BDA in order to build on school wide practices of writing and instruction.

Comprehensive Needs Assessment

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

After implementing a common writing based practice, Quick Writes, across the curriculum there were gains in regents scores across BDA. After a quality review last February 2014 and a PPO visit this school year, it became clear that we can make our practice more consistent by using inter-visitations. Having teachers observe each other while having a specific focus will enable them to perform needs assessments with each other and identify how to consistently strengthen school wide practices.

Instructional Strategies/Activities

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

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

1. At the outset of the school year all teachers and the principal will participate in professional development outlining the continuation of school wide goals and practices. This includes Quick Writes and questioning and discussion using question stems from Bloom. Professional development topics include using 3b, goals for our quick write initiative, and ladder of inference. We also will do a book study on what great teachers (and counselors) do differently.
2. During regular department meetings in September and October teachers will continue to analyze work with one another in order to identify needs assessments within their department according to school wide goals and practices. In these meetings teachers will identify foci for department work throughout the year and for their intervisitations.
3. The principal and department heads will develop an intervisitation schedule so that each department has the opportunity to have multiple teachers observe a class at one time.
4. Teachers will utilize department meetings and some after or before school sessions in order to debrief lessons and determine next steps.
5. Intervisitations will begin in December by department. Principal and department heads will then develop inter-departmental intervisitation schedule which will begin no later than February.
6. Check ins with department heads and all teachers will occur on an ongoing basis.

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

1. Department heads have been identified in order to help focus the work of each teacher team. All of the department heads have been identified as PROSE Model Teachers.
2. Per session opportunities will be made available for staff members to meet before and after school.

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

1. Department heads and principal will meet weekly in order to discuss progress on the initiative including what the foci for each visit are, how teams are creating next steps, and what the follow up for next steps is.
2. Principal, alongside staff developer Dr. Jane Spielman, will conduct needs assessments in January, March, and May in regards to effectiveness of next steps.
3. Regents outcomes will be used as a measure.
4. Course passage rates will be used as a measure.

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

1. Professional development in regards to school wide goals and practices will begin in September.
2. Throughout September and October during regularly scheduled department meetings teachers will analyze work with one another in order to develop foci for intervisitations.
3. Teachers will begin intervisitations by department in December.

4. Intervisitations across subject areas will begin no later than February.
5. Check ins with department heads and all teachers will occur on an ongoing basis, as well as needs assessments in January, March, and May in regards to effectiveness of next steps. Needs assessment will be conducted by principal and staff developer Dr. Jane Spielman.

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

1. Per session will be made available to teachers for the after school and before school meetings.
2. Services rendered by Dr. Spielman and CEO.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June of 2015, the percentage of students earning a 65 or better on the Living Environment exam will increase to 50% as compared with SY 13-14 of 42%.

Comprehensive Needs Assessment

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

- In school year 2013-2014 16 of 38 students passed the Living Environment exam with a 65 or higher (42%). This number does not represent the work that we are doing to prepare students for college and career readiness.

Instructional Strategies/Activities

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

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

1. The Living Environment department members will work together in order to analyze data from last year's LE administration and identify skill areas where students, both individually and as a whole, need to make improvements. Teachers will then work with the principal and staff developer to ensure curriculum maps address these skill areas.
2. At the outset of the school year, teachers will work with the administration and our staff developer, Dr. Jane Spielman, in order to look at our quick write rubric and tailor it specifically to science and skills that are important for passage on the LE exam.
3. Living Environment prep courses will be mandatory for students who are scheduled to take the exam in January and June.
4. Prep courses will be made available after school 4 days per week in the 7 weeks leading up to both administrations of the exam.
5. Prep courses will be made available on Saturdays in the 5 weeks leading up to the exam.
6. PTA and SLT will do parent outreach to ensure parent and family awareness of the exams and up to date student progress.

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

1. Two teachers will be identified as prep teachers for both in school, after school, and Saturday classes.
2. Dr. Jane Spielman, of CEOptions will review science specific Quick Write rubric and ensure alignment to core curriculum along with the school administration. Funds will be put aside for teachers to do curriculum work outside of school hours to ensure reasonable time is given to revise and rework curriculum as needed.
3. After school and Saturday regents prep participation will be incentivized to improve attendance.

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

1. Attendance in regents prep for students who have been identified as regents candidates will be monitored throughout each term that the prep work is offered. This will include after school and Saturday prep.
2. Students will be offered a mock regents leading up to each exam the results of which will be analyzed by the teachers as well as the students.
3. Student benchmarks will be analyzed for each student as the term progresses. Culminating benchmark work will be analyzed by teacher teams.
4. Parent outreach will be done by both mailing and by phone..
- 5.

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

1. Regents data will be reviewed and Quick Write rubric will be made science specific by end of term1. Student benchmarks will be analyzed after the December 20th benchmark in term 2 and the March 11th benchmark in term 3.
2. Prep courses will be made available after school 4 days per week in the 7 weeks leading up to both administrations of the exam.
3. Prep courses will be made available on Saturdays in the 5 weeks leading up to the exam.
4. Parent outreach will be done by both mailing and by phone twice prior to each administration.

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

1. Per session will be made available to teachers for the after school prep classes as well as Saturday classes.
2. Per session will be made available to ensure proper curricular design.
3. Services rendered by Dr. Spielman and CEO.
- 4.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By May, by way of providing multiple parent school meetings on a quarterly basis throughout the school year, we will increase parent participation on the LES by 5% to 31% in SY 2014-2015.

Comprehensive Needs Assessment

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

Involving families in the school community is paramount to success. In School year 2011-2012 BDA had only 2% of families respond to the Learning Environment Survey which was a critical missed opportunity to better understand how families are engaging with the school. In 2012-2013, we were able to raise parent involvement to 12%. This past year (SY 13-14) had 26% of families respond to the survey. We have increased the parent participation by more than 10 times in the last three years. Although engaging the families of students who are older than in most high schools and have already been unsuccessful in at least on school can be difficult, we need to a better job in gathering input from them and using it to improve our school from their perspective.

Instructional Strategies/Activities

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

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

1. Work with the PTA president and parent coordinator to set the schedule of PTA meetings as the school year starts in order to make all stakeholders aware of the dates in advance. Advertise them within the school early and often and make parents aware of them through phone calls and email.
2. Partner with the parent coordinator and PTA president in order to develop a community communication plan.
3. Incentivize PTA meetings by holding raffles, encouraging new members to come and existing members to return. Incentivize PTA meetings by holding raffles, encouraging new members to come and existing members to return.
4. Use time in PTA and SLT meetings to discuss strategies for family involvement and gather input from association members in regards to boosting participation from other families.
5. Set up regular times for teachers to communicate progress to families, encouraging them to stay involved in the school community.
6. Engage students in the collection of surveys by creating a school wide goal of 40% completion on the parent survey. Incentivize with an assembly and motivational speaker.
7. Utilize parent/teacher conference days as additional time for families to fill out surveys and provide input to other members of the school community.

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

1. Parent coordinator and PTA president to contact the community and develop meetings that will continue to engage families.
2. Teachers to communicate progress to parents, encouraging them to become involved or maintain involvement in the school community.
3. Community based organization members to communicate progress to parents, encouraging them to become involved or maintain involvement in the school community.

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

1. PTA meeting attendance will improve or remain the same throughout the year.
2. Records of family outreach will maintain levels throughout the school year.
3. Attendance at parent/teacher conferences will improve in the fall and the spring as compared to SY 2013-2014.

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

1. PTA meeting schedule will be finalized after the first PTA meeting and communicated to families through flyers, calls, and mailings immediately.
2. PTA president, parent coordinator, and school administration will develop a community communication plan immediately following PTA elections.
3. PTA and SLT meetings are scheduled monthly with agenda items calendared two months prior.
4. In January 2015, BDA will have a re-engagement dinner to foster participating from BDA family members.
5. School community members will begin to alert families to the survey two weeks prior to its' availability and respond to progress as it becomes available from the DOE.

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

1. Time will be set aside for teachers and advocate counselors to contact families regarding the progress of students.
2. PTA schedule will be developed early in the year to ensure that all school community members have access to the meetings.
3. Gift cards and other incentives will be purchased as raffle items for PTA meetings.

Strategies to Increase Parental Involvement

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

Please see part A

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading intervention available during the day from special education teacher as well as literacy licensed teacher. After school ELA tutoring that includes strategies developed from regents item analysis, intake assessment, and teacher made assessments. Push – in special education services available.	Small group and one to one. Services will be adjusted according to need level and a focus set for a student or group of students. This will include grouping of students with a similar focus (ELL, SWD, students who have sat for regents and failed, low credit accumulation, and other specified foci). One to one will be utilized whenever it is determined to be the best mode of support.	During the day and after school. Services can be modified to meet the individual student needs including those who are unable to stay after, come early, or who have a modified schedule.
Mathematics	Math intervention is available during the day including in a SETSS environment for students with disabilities and also after school. Teacher designed activities include small, manageable tasks for students who are struggling. Push – in special education services available.	Small group and one to one. Services will be adjusted according to need level and a focus set for a student or group of students. This will include grouping of students with a similar focus (ELL, SWD, students who have sat for regents and failed, low credit accumulation, and other specified foci). One to one will be utilized whenever it is determined to be the best mode of support.	During the day and after school. Services can be modified to meet the individual student needs including those who are unable to stay after, come early, or who have a modified schedule.
Science	Science lessons and labs broken into small manageable tasks and students who are struggling are offered after school science intervention and individual lab assistance. Push –in special education services available.	Small group and one to one. Services will be adjusted according to need level and a focus set for a student or group of students. This will include grouping of students with a similar focus (ELL, SWD, students who have sat for regents and failed, low credit accumulation, and other specified foci). One to one will be	During the day and after school. Services can be modified to meet the individual student needs including those who are unable to stay after, come early, or who have a modified schedule.

		utilized whenever it is determined to be the best mode of support.	
Social Studies	Dual licensed special education/ secondary Social Studies teachers assigned to all core classes. Assignments are broken into small, manageable tasks.	Small group and one to one. Services will be adjusted according to need level and a focus set for a student or group of students. This will include grouping of students with a similar focus (ELL, SWD, students who have sat for regents and failed, low credit accumulation, and other specified foci). One to one will be utilized whenever it is determined to be the best mode of support.	During the day and after school. Services can be modified to meet the individual student needs including those who are unable to stay after, come early, or who have a modified schedule.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our model ensures that students have an advocate counselor provided to them. Advocate counselors provide support for students in terms of attendance, socio-emotional needs, clothing, housing, family services including counseling and other supports to make them successful. We also have a school guidance counselor.	Each student is provided a counselor who provides around the clock support as necessary. All students receive one to one counseling as well as group twice a week.	Before, during, and after the school day.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Teachers are identified through NYC Teacher Finder, which enable administration to locate highly qualified teachers with experience that will make them successful at BDA. • All teachers receive frequent classroom observations and written feedback with resources connected to the Common Core Learning Standards as well as the Danielson Framework. • Each teacher receives individualized professional development from the principal, assistant principal, and from CEOptions, an independent consulting group with 40 years of experience in education and a deep knowledge of Common Core as well as Danielson. • Multiple before and after-school opportunities available for teachers to develop curriculum both in and outside of curriculum teams. • Bi-weekly meetings in which teachers and administrators analyze student work, testing data, and present common core aligned tasks for one another's review.

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).
Administrators have been involved in job-embedded professional development involving teacher effectiveness. Utilizing the Danielson rubric administrators will work with teachers to develop individual professional development plans and focus PD days around the most pertinent components for our staff.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Money has been set aside for students in temporary housing so that we can provide them with school supplies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers participated in MOSL decisions throughout the summer. All parties came to the agreement to use default measures.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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.

BDA PARENT INVOLVEMENT POLICY

Brooklyn Democracy Academy High School works closely with parents and families to maximize engagement and participation in student success. Our partnership with the Jewish Child Care Association facilitates the development of strong relationships with families where they are supported in their role as partners in student success.

BDA SCHOOL PARENT COMPACT

Dear Parents and Families,

Brooklyn Democracy Academy High School (BDA) is committed to providing a high-quality learning environment that welcomes students and facilitates the development of skills to prepare them for post-secondary opportunities. This document outlines what our responsibilities are as a school, as well as how parents and families can support their children and our community:

Brooklyn Democracy Academy High School will:

1. Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Small class size; with a limit of 25 students per class (Average class size is 18)
- A focus on integrating the development of critical thinking skills across all subject areas
- Teaching students learning and reading strategies to support learning in all subjects
- Formal assessments every two weeks which evaluate both content and skills

2. Hold parent-teacher conferences during which this agreement will be discussed in relation to your child's achievement.

- Parent teacher conferences are held 3 times a year. (October, February, May)

3. Provide parents with frequent reports on their children's progress.

- Students receive biweekly progress reports; these outline grades in all classes and areas in need of improvement
- Parents are contacted when students are late or absent. Home visits are completed when contact has not been made for 2 school days.

4. Provide parents reasonable access to staff.

- Every student has an Advocate Counselor who is responsible for maintaining consistent communication with the family. Families can contact the counselor at any point or set up an appointment.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Parents are active in the Parent Association, Events honoring students, as well as being a consistent partner to the school in relation to students.

Parents and families are invited to classroom exhibitions at the end of the cycle

where students demonstrate what they've learned in various courses.

Brooklyn Democracy Academy Parents & Families commit to:

We, as parents, will support our children's learning in the following ways:

- Maintain communication with my son/daughter's advocate counselor
- Engage in conversations with my son/daughter regarding attendance
- Participate when possible in the Parents' Association
- Supporting my son/daughter in participating in positive afterschool and weekend activities
- Attending all Open School Conferences
- Attending Honor Roll events when my son/daughter is being honored
- Hold my son/daughter accountable for their responsibilities at home and in school

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School Parent(s) Student

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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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$124,038.09	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,555,503.00	X	See action plan

**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 23	Borough Brooklyn	School Number 643
School Name Brooklyn Democracy Academy		

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 Andrew Brown	Assistant Principal Sharon Evans
Coach Jane Spielman	Coach type here
ESL Teacher	Guidance Counselor Siobhan Morris
Teacher/Subject Area Audrey Trail/SS/SpEd	Parent type here
Teacher/Subject Area Dulely Perez/ELA	Parent Coordinator Khadijah Allen
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	202	Total number of ELLs	6	ELLs as share of total student population (%)	2.97%
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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											4	1	1	6
self-contained														0
Total	0	0	0	0	0	0	0	0	0	0	4	1	1	6

B. ELL Years of Service and Programs

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

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

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

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	1	1	0	1	1	0	4	0	0	6
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)											3			3
Advanced (A)											1		1	2
Total	0	4	0	1	5									

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											2		
	P											1		
READING/ WRITING	B													
	I											3		
	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	3			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>RCT</u>				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	2			
US History and Government				
Other <u>RCT Readin</u>				
Other <u>RCT Writin</u>				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. For all new admits to our transfer high school, we look at their test history, using information on their transcripts, on ARIS and on ATS. When an ELL student is admitted, our ESL specialist runs ATS reports (RLAT, RNMR, RLER) to learn their test history, their ELL status,

their proficiency levels according to NYSESLAT modalities, years of service, and SIFE status. This information informs us about students' tested English proficiency, and about which skill areas ought to be prioritized, and guides ESL instruction in our school. We have learned through experience that test scores, including Regents results, and HS transcripts showing accumulated credits, do not necessarily provide an accurate picture of students' academic skill levels. We administer our own intake test to gain a more reliable current picture. This test provides grade-level equivalents in reading, writing, and math skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2 & 3. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing; often this correlates with ELL SIFE status. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, essay writing organization, and Regents test preparation. Students are also supported in speaking skills, in preparation for internship job interviews, and classroom oral presentations.

[2012-2013: rewrite for 2013-2014 !!] Based on their most recent NYSESLAT scores, we currently have two intermediate level ELLs, two advanced level ELLs, and one long-term ELL who scored at a beginning level, based on very low reading and writing scores, despite his scoring at a proficient level in speaking and listening. This is not unusual for many transfer high school students, ELLs and non-ELLs, to demonstrate mastery in oral skills, and weakness in literacy.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
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?
4. We used the ESL Periodic assessments during our first year, (four years ago). We discontinued their use, for three reasons: 1, we did not want our ELLs to lose classroom instructional time -- transfer high school students are trying hard to "catch up" on their credits; 2, often, attendance and motivation are challenges for transfer high school students and we realized it is more important to ensure their attendance at Regents exams and the NYSESLAT; and 3, the results on the Acuity Predictive Assessments are consistent with NYSESLAT results (ie, our ELL students show literacy (and, often, math) skills below grade level, and need support in reading and writing skills.)

A closer look at our ELLs' Regents results history show a consistent pattern. It is harder for ELLs to achieve passing scores on the Regents exams that require considerable reading and writing -- the English, Global, and US History -- than on the math and science exams.

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?

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.).

8. We evaluate the results of our ESL program in a number of ways. We look at students' overall transcripts, their classroom work, their abilities to follow oral and written directions and to complete tasks appropriate to their level of language proficiency. We work with them on discrete skills, related to comprehension and writing strategies. We work with our ELLs on reviewing content material, particularly in history classes, because those classes require textbook reading work, to help them succeed on Regents tests. Our ESL specialist has a good rapport with our ELLs, with their teachers, counselors, and families, and this contributes positively to our ELLs' successful integration into school life.

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](#).)

Because we are a transfer high school, we have developed a unique intake process suited to our needs. Our part-time certified ESL specialist is part of our admissions team; upon request from an admitting advocate counselor, administrator, parent coordinator, guidance counselor, secretary or community worker, she meets with prospective students and their families to explain ESL services in our school, to conduct an informal language assessment and interview, and to help the family to decide if BDA would be an appropriate school choice.

During initial interviews, parents and students are told that BDA will try to meet the needs of all ELLs who are accepted for admission.

We do not offer a bilingual program.

Newly arrived immigrant students do not meet transfer high school criteria, of having been enrolled previously for at least one year in a NYC high school. Because we are not a 'first-time' school in NYC, we have not (yet) administered the LAB-R nor the HLIS. However, if a family speaks a language other than English, at the initial intake interview, we give that family the HLIS to complete, and explain its purpose.

In the unlikely situation whereby an older student might be recommended to our school from out of state, we would follow required admission procedures for ELL screening, including the HLIS with an informal oral interview conducted by our ESL specialist, and if deemed necessary, administering the LAB-R within ten days of admission to assess student's English proficiency level.

We offer admissions on a rolling basis throughout the year. Our ESL specialist runs ATS reports every two weeks (RLER, RLAT, RNMR) to determine if recently admitted students are ELLs, and thus eligible to receive ESL services based on their proficiency level, and to receive test accommodations, or, are former ELLs entitled to continuing test accommodations for two years after scoring proficient on the NYSESLAT.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

We occasionally receive requests from guidance counselors at other high schools looking for placement options for ELL students who are not succeeding in a regular high school setting. We explain to them the eligibility requirements for transfer high schools, and ask that they relay that information to parents. Usually these are not beginning level ELLs, and we have been able to offer them admission to our school. Because we are not a first-time NYC school placement, parents previously selected an English program choice when they first enrolled their child in NYC schools. We explain to parents during the preliminary intake interview that we do not offer a bilingual program, nor a dual language program, and that ESL services are provided by a part-time ESL teacher.

Parents do not select a particular ESL program for their child here, because we are a transfer high school, which is already an alternative placement, a specific program choice, a "last chance" school. Students attend this school because they were not successful in other school settings, and/or because they 'aged out.'

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].)
- At the beginning of the school year, our ESL specialist prepares letters, in English and in the home language, informing parents that their child continues to be eligible to receive ESL services, based on their proficiency level as demonstrated on their most recent NYSESLAT assessment, as recorded in ATS reports.
- We do not distribute Parent Survey and Program Selection forms because we are a transfer high school, and not a first time NYC admitting placement option. If there were an unlikely situation of a student from out of state requesting transfer high school admission, we would follow all mandated admission procedures, including distributing the ELL Parent Survey and Program Selection forms, showing parents the DOE ESL program video, and, if necessary, administering the LAB-R. We would distribute by way of standard mail and invite the parent in.
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.
- We currently offer limited ESL services: one parttime ESL teacher, and a SETSS teacher who works with students in their content area classrooms. We do not offer a bilingual program nor a dual language program. This is clearly explained to parents during the initial intake interview. Should there be continued entitlement letters, they will be maintained in the assistant principal's office.
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.
- Our ELL students are evaluated annually using the NYSESLAT assessment in the spring.
- Because we have never had more than seven ELLs enrolled at the same time in our transfer high school, all ELLs take the NYSESLAT together on the same day. If an ELL student is absent on that day, the makeup test section(s) are administered at a later date within the testing window. All parts are accounted for daily for each student taking the exam.
- Our ESL specialist is responsible for all tasks related to NYSESLAT administration, including ordering, parent notification, scheduling, administering, writing scoring training, packaging, and return of the assessments.
- ATS reports are used to determine NYSESLAT eligibility
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. 
- This neighborhood, Brownsville, is not an immigrant destination neighborhood. Our ELL students constitute a very small percentage of our student body. This is our sixth year of existence. If our demographics change in the future, and larger numbers of ELLs enroll in our school, or if many lower level English proficiency students enroll, we would adjust our ESL program. For now, we offer only a combination push-in/pull-out parttime program.
- Parents do not select a particular ESL program for their child here, because we are a transfer high school, which is already an alternative placement, a specific program choice, a "last chance" school. Students attend this school because they were not successful in other school settings, and/or because they 'aged out.'

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. ESL instruction is provided using a flexible combination push-in, pull-out model. All our students are focused on passing their classes and on preparing for Regents exams; this school is their second, or last, chance to graduate from high school. Our ESL specialist surveys the ELL students and meets with them individually at the start of each trimester to ask if they would like her to push in to their subject area classes, in addition to meeting during lunch time and at other scheduled pull out times. She is available to meet with students at other times, and also helps them on an as-needed basis with specific assignments, such as class projects, college essays, oral presentations, and Regents test prep.

In transfer high schools, each student receives an individualized program of study, depending on which specific credits they are missing, and which specific Regents exams they have yet to pass. There are no blocks of classes; all classes are in actuality mixed grades and mixed proficiency levels. Because we generally have had fewer than six ELLs at any one time, scheduling has always been done on an individual basis.

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)?
 2. According to NYS CR part 154, high school students who score at an advanced level English proficiency are meant to receive 180 weekly minutes of ESL instruction; and students at an intermediate level are meant to receive 360 minutes. This has been an ongoing scheduling challenge for us, having only a parttime ESL teacher in the building (one day a week). We try to create schedules that meet the mandated minutes. Unlike regular high schools, which have two academic terms each year, we operate on a trimester basis, offering students accelerated credit recovery. All schedules completely change twice during the schoolyear.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All instruction in our school is in English. Most transfer high school students have demonstrated academic skills considerably below grade level, as shown on our intake assessments in math and reading, on Acuity Predictive assessments, on standardized test results [Regents], and on student transcripts. All staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDS are held weekly for one hour, and during designated DOE PD days, in conjunction with our CFN academic support coaches, and our New Vision Learning Support Organization. We also have an literacy coach and a CFN New Visions Leadership/teacher effectiveness coach here on a weekly basis.

Individual teachers are helped with curriculum mapping, lesson planning, goal setting, and differentiation. We have 2 CTT teachers who provide Academic Intervention Services in the classrooms and for SETSS pull-out periods.

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

We do not evaluate our ELL students in their native languages. The purpose of our transfer high school is to help these older students graduate from high school. All ELL students are supported to help pass their content area classes and Regents exams. We do not have beginning level ELLs. Usually, most of our ELLs are longer-term ELLs, needing targeted instruction in reading comprehension and writing skills. Our ELLs who have technically received 4-6 years of service often have been in the country for more years, but have had attendance issues in schools. Our ESL instruction also focuses on student motivation to set goals, improve attendance and study habits, and develop job-search and workforce skills.

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

At this time, we only offer a parttime pullout ESL program for our few ELL students. Evaluation in the four modalities of English acquisition is done on an ongoing basis. Assessment occurs in the Fall and Spring as necessary.

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).

The purpose of our transfer high school is to help these older students graduate from high school. All ELL students are supported to help pass their content area classes and Regents exams. We do not have beginning level ELLs. Usually, most of our ELLs are longer-term ELLs, needing targeted instruction in reading comprehension and writing skills. Our ELLs who have received 4-6 years of service have been in the country for more years, but have had attendance issues in schools. Our ESL instruction also focuses on student motivation to set goals, improve attendance and study habits, and develop job-search and workforce skills.

As a small alternative high school with only five ELLs, we don't really have "ELL subgroups." All of our students are students with individual needs and situations that have prevented them from succeeding in previous high schools. Our main area of differentiation is in class program scheduling. Each student receives an individualized class program schedule, based on their academic levels in reading and math, and based on needed credits towards graduation requirements and needed Regents exams.

NEED TO UPDATE WITH 2013-2014 ENROLLMENT STATISTICS:

We have no newcomer ELLs who have received fewer than five years of service.

We have three long-term ELLs who have literacy skills several years below grade level.

We have only one ELLs who has received 4-6 years of service. (He has attended school in NYC for more years, but the ATS report indicates 5 YOS). One ELL who has completed six years of service is officially SIFE, and he also is a special education student with an IEP.

Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times.

All teachers include in their lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction, and frequent assessments. Our semesters are shorter because we are on a trimester system for accelerated credit recovery, and benchmark assessments are assigned every two weeks.

For our long-term ELLs, who are similar to most of our transfer high school enrollees, literacy skills development and support are crucial, and are part of every class lesson and professional development training. Former ELLs will continue to be monitored by the ELL instructor and will be provided individualized services in their classes as necessary.

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?

All teachers in our transfer high school employ several strategies to provide access to content material and to accelerate English language development. Most of our students struggle to pass Regents exams, and are challenged by the volume and level of required reading and writing on those tests, particularly the language-heavy assessments of history and English. All subject area teachers emphasize reading and writing skills, including in math, science, and PE classes.

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?

As a transfer high school, we do not have any self-contained Sp Ed classes; our students with IEPs are serviced in a CTT classroom setting, where they receive considerable individual attention, differentiated instruction that includes audiovisual aids to learning, use of graphic organizers, vocabulary development, content re-teaching, specific reading and writing skills, and specific test preparation skills and practice. :

Courses Taught in Languages Other than English

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

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

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

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

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

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

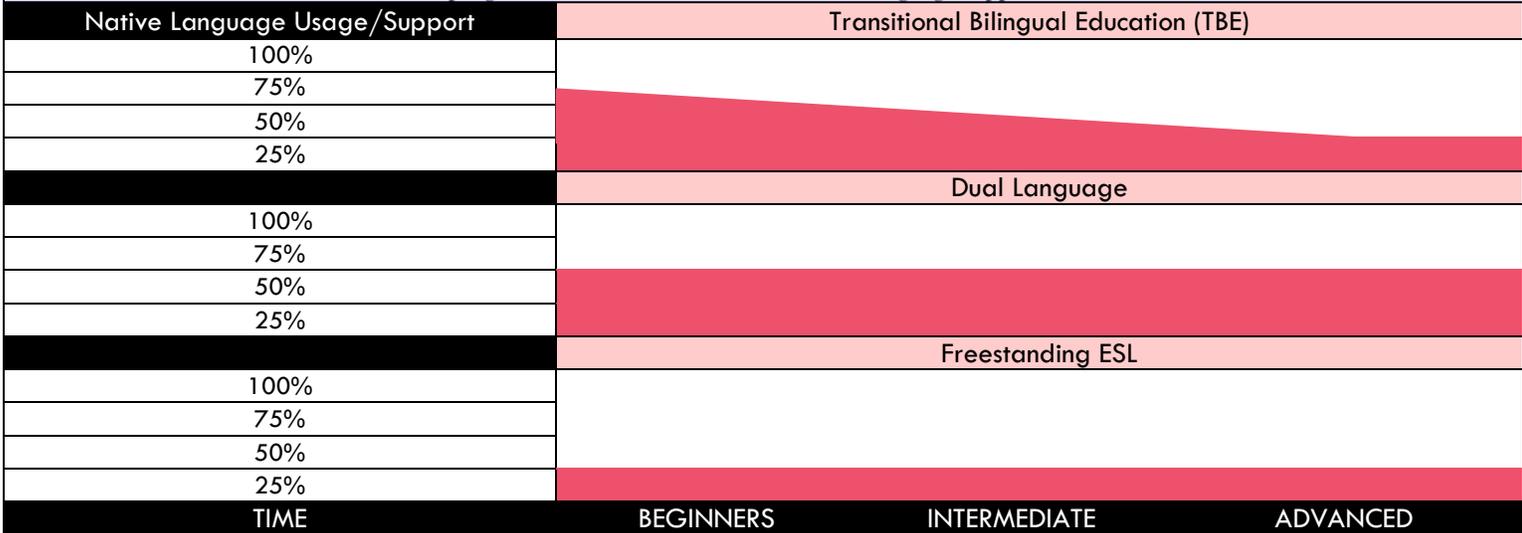
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

We have a very small population of ELLs, whose skill levels are not different from most of our transfer high school students. Personalized intervention is focused on student strengths; where possible, teachers allow students to complete assignments at their own pace. Time and resources are also allocated for re-teaching and 'catch-up' so that every student can achieve subject and skill mastery that will lead to passing their classes and passing Regents.

Based on student strengths and needs, lessons and assignments may be modified in any or all of the following areas: content, process, assessment, or learning environment. Many strategies that work well for struggling readers whose native language is English also help ELL students. Activating and building background knowledge, explaining key concepts, and vocabulary development, are essential.

All instruction in our school is in English.

BDA complies with all required modifications for assessment and instruction as stipulated. Based on formal and informal assessments, teachers make use of adaptive pedagogy, including: electronic resources, collaborative team teaching with SETSS and other support staff, cooperative learning, workshop model, with literacy workshops, classroom libraries; and project based learning.

Our extensive use of technology, including internet connected computers and Smartboards in every classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept development. Teachers receive PD from a New Visions coach, and from our CFN cluster.

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

We evaluate the results of our ESL program in a number of ways. We look at students' overall transcripts, their classroom work, their abilities to follow oral and written directions and to complete tasks appropriate to their level of language proficiency. We work with them on discrete skills, related to comprehension and writing strategies; study skills; and test preparation. We work with our ELLs on reviewing content material, particularly in history classes, because those classes require textbook work, to help them succeed on Regents tests. Our ESL specialist has a good rapport with our ELLs, with their teachers, counselors, and families, and this contributes positively to our ELLs' successful integration into school life. All teachers are aware of which students receive services and adopt strategies provided by our ELL provider.

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

No new programs nor improvements will be considered for the upcoming school year, unless our ELL population increases significantly. At the moment, only ___XXX___ # of ELLs are on our roster.

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

No programs nor services for ELLs will be discontinued, unless our ELL enrollment drops to zero.

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

All ELL students have equal access to all school programs and services. We have no bilingual classes, and no self-contained ESL classes. ELLs are all in 'regular' classes. Our ELL students are invited to participate in every supplemental service and after-school activity including academic after school and extracurricular athletics.

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

We have a very small population of ELLs, whose skill levels are not different from most of our transfer high school students. Personalized intervention is focused on student strengths; where possible, teachers allow students to complete assignments at their own pace. Time and resources are also allocated for re-teaching and 'catch-up' so that every student can achieve subject and skill mastery that will lead to passing their classes and passing Regents.

Based on student strengths and needs, lessons and assignments may be modified in any or all of the following areas: content, process, assessment, or learning environment. Many strategies that work well for struggling readers whose native language is English also help ELL students. Activating and building background knowledge, explaining key concepts, and vocabulary development, are essential.

All instruction in our school is in English.

BDA complies with all required modifications for assessment and instruction as stipulated. Based on formal and informal assessments, teachers make use of adaptive pedagogy, including: electronic resources, collaborative team teaching with SETSS and other support staff, cooperative learning, workshop model, with literacy workshops, classroom libraries; and project based learning.

Our extensive use of technology, including internet connected computers and Smartboards in every classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept development. Teachers receive PD from a New Visions coach, and from our CFN cluster.

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

N/A; we do not offer a bilingual nor a dual language program. We are a transfer high school, which is a specific alternative high school program choice for over-aged, under-credited students who have not succeeded in previous high schools, and for whom this is their last change to earn a high school diploma. We do not have beginning ELLs; and our intermediate ELLs are all long-term ELLs. Teachers make available translating glossaries in content area classes, but our ELL students have all chosen NOT to look at nor work with translated tests and translated instructional material. If in the future ELLs enroll in our school who request translated materials in their native languages, we will make such materials available.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

As a transfer high school, our students are over-aged and under-credited. Age and grade-level correspondance do not generally apply. Most of our students have skill levels in math and reading many years below grade level. It is not uncommon for our 19 and 20 year old students to have math and reading skills at middle school levels.

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.

Because we have so few ELLs, and we are not a placement for newly arrived immigrant students, we do not offer programs to newly enrolled ELLs before the start of the school year. If our demographics shift in the future, we will consider offering such a program.

18. What language electives are offered to ELLs?

We are a very small alternative high school. We do not offer language electives. We offer Spanish for students who have not completed two required foreign language credits before transferring to our school.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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 certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content areas, updating and turnkey-ing information about testing accommodations, IEP information when relevant for ELLs with IEPs, and sharing ideas for differentiation and language development support.

Most students in our transfer high school have academic skills well below grade level, and all staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our academic support coaches, and our New Visions Learning Support Organization. Individual teachers are helped with curriculum mapping, lesson planning, goal setting, and differentiating. All school staff, including pedagogues, administrators, secretaries, guidance, dean, and our parent coordinator, are offered opportunities to participate in ESL Professional Development. Guidance counselor receives network professional development to ensure proper transition for ELL students. Professional development for all staff members, including the mandated hours according to Jose P., are done within regular weekly pd sessions.

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?

All parents of prospective students must attend a lengthy in-person interview, and complete a written survey about their child. Parents meet with their child's Advocate Counselor, who stays in touch with families throughout the school year. Parents are invited to participate in the PTA monthly meetings, and are informed in writing, and in the language they have requested, when important meetings and parent workshops are scheduled. Parent workshops are scheduled based on feedback from written parent surveys and expressed interests and needs, to help their children succeed in this transfer high school, and to consider future, post-graduation options (college, trade school, military)

We offer an extensive Learn-to-Work internship program for students. Parents are part of the internship contract process.

Both our CBO partner, the Jewish Child Care Association, and our Learning Support Organization partner, New Visions, offer workshops and services for parents.

In our campus building there is an active PAL program which offers programs for teens and for families, including ongoing daily and weekly activities, and special events on weekends and during school breaks.

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.

Students in transfer high schools are here for two reasons: their lack of success in their previous high school(s), and their desire to obtain a high school diploma. Transfer high schools demand dedication and flexibility on the part of all staff to help meet these students' wide range of needs, and to help them move forward in their lives. Academic progress is not separate from working out challenges in their personal circumstances, and our staff is very committed to students' progress. Our ELLs are (painfully, often) aware of their literacy skill deficits, and they receive considerable individualized attention and support from their teachers.

A special feature of transfer high schools is partnership with a community-based organization that provides the school with trained Advocate Counselors, who meet with students at least twice weekly for counseling, and in daily group meetings, to help assess and monitor individual academic and personal needs.

The percentage of ELL students in BDA is quite small; negligible, with no beginning ELLs. If our demographics change in the future, we would adjust our program accordingly. For now, we will continue to work with a part-time ESL specialist.

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)
Andrew Brown	Principal		10/1/13
Sharon Evans	Assistant Principal		10/1/13
Khadijah Allen	Parent Coordinator		10/1/13
Yael Seligman	ESL Teacher		10/1/13
	Parent		10/1/13
Dulely Perez/ELA	Teacher/Subject Area		10/1/13
Audrey Trail/SS/SpEd	Teacher/Subject Area		10/1/13
	Coach		10/1/13
	Coach		10/1/13
Siobhan Morris	Guidance Counselor		10/1/13
Alexis Penzell	Network Leader		10/1/13
	Other _____		10/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23k643 School Name: Brooklyn Democracy Academy

Cluster: _____ Network: 563

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

Part A: Needs Assessment Findings

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

When students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator, advocate counselor) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish, French, and Haitian Creole who are available to help translate as needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our transfer high school is situated in Brownsville, which is not an immigrant destination neighborhood. It is rare that parents request a language other than English on the HLIS. Because we are a transfer high school, we do enroll students from outside this area, but because our students are older (16-21), and have previously been enrolled in NYC high schools, it is very rare that we have new immigrant families. Each year we generally have at most two or three families who request Spanish, and one or two requesting Haitian-Creole. Some years we have no families who have requested a language other than English. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, new students are admitted on a rolling basis. If their families request translation services, those teachers are informed by the administration.

Part B: Strategies and Activities

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

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For BDA school events and notices, if needed, our staff can translate the documents in-house, depending on the need, for Spanish, and Haitian Creole.

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.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, advocate counselors, guidance counselors, or school nurse, we have staff members who translate into Spanish and Haitian Creole when those parents attend. If our demographics change, and many more students from immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

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>.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of four schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit