



2013-14

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

DBN: (i.e. 01M001): **16K688**

School Name: **BROOKLYN ACADEMY OF GLOBAL FINANCE**

Principal: **DANNIELLE DARBEE**

School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dannielle Darbee	*Principal or Designee	
Pauline Brown	*UFT Chapter Leader or Designee	
Haakim Bey	*PA/PTA President or Designated Co-President	
Kim Warren	DC 37 Representative, if applicable	
Ieslet Elikens	Student Representative	
Veronica Elikens	Member/ Parent	
Kesian Davis Joseph	Member/Parent	
Demetrius Patterson	Member/Student	
Letitia McCrae	Member/ Parent	
April Frazier	Member/ DC 37	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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.

GOAL:

By June 2015, teachers will implement more rigorous CCLS-aligned units of instruction to increase the average score on the NYC Performance Assessment in ELA from 10.8 to 15, as indicated in SchoolNet.

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.

QR conducted in October 2013 rated Indicators 1.1. and 1.2 Developing, Low Regents pass rates as indicated on Progress Reports and Snapshot, MOSL NYC Performance Assessment End of Year scores and Baseline scores, Observation trends indicate areas for growth in Domain 3, specifically questioning and assessment. Progress Report and Snapshot Data indicates weaknesses in curriculum as evidenced by patterns in Regents exam success rate and NYC Performance Assessment trends, STARS and Transcript data indicate historic gaps in alignment between course grades and exam (Regents and Performance Assessment) outcomes.

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. Danielson Framework is used to assess instructional practice during formative observations, informal snapshots, and formal observations. Teachers create Professional Growth Plans (PGP) comprised of two goals; one goal for instructional practice based on observation feedback on a domain of the Danielson Framework and one goal for student achievement based on MOSL NYC Performance Assessment Baseline Data. Teachers will engage in individual and group professional development based on their MOSL goal. Mid-year Conferences and Scholarship Reviews will be conducted to review progress towards goals.
2. PD has focused on all four domains and components by identifying critical attributes and best practices for effective instruction. More targeted PD sessions have been conducted on Assessment (Component 3d) and Planning Instruction (Domain 1)
3. Instructional coaches will work with teachers to plan and implement effective instructional strategies leading to improved student outcomes.
4. Teachers will use Common Planning Time to develop CCLS-aligned units of instruction and performance tasks, as well as use the Tri-State Quality Rubric to analyze and evaluate units and tasks.
5. ASCD Consultant Donnell Gregory will work with teachers to continue writing CCLS-aligned units and implementing units in classrooms. He will also focus on creation of CCLS-aligned performance tasks and implementation of strategies to prepare students to succeed on performance tasks.
6. Living Environment and US History teachers will participate in New Visions Curriculum Projects to implement CCLS-aligned curricula. Global History teacher is also implementing New Visions Global CCLS-aligned curricula.
7. New Visions Living Environment, US History, and Math Coaches will work on-site with teachers to plan and implement CCLS-aligned units and performance tasks in their classes.
8. Principal will provide professional development on assessing student work and the inquiry cycle to plan and modify instruction. During common planning time, teacher teams will collaboratively assess student work to plan and adjust instruction.
9. Teacher teams analyze student work to plan instruction to address students' identified areas of need
10. Mock exams will be given periodically to assess student progress towards goal
11. School wide Literacy Skill of the Week initiative will be introduced to provide additional emphasis and support across the content areas on skill building exercises.

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

1. Principal, Assistant Principal, Teachers, Instructional Coach Dr. Gregory, New Visions Instructional Coaches

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

1. All teachers will implement two consistent formative assessment (CFUs) during each lesson
2. After each PD session, teachers will complete a Google form giving feedback.
3. A minimum of four evaluative observations will be conducted for each teacher over the course of the year. All components for Domains 2 and 3 will be rated for each observation.
4. MOSL and scholarship data will be used to determine impact on student progress.
5. Tri-State Quality Rubric will be used to evaluate rigor and CCLS-alignment as teachers create units

6. Improvement in quality of student work as assessed by CCLS-aligned rubrics											
D. Timeline for implementation and completion including start and end dates											
1. September 2014 – June 2015											
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											
1. Common Planning Time for PD, Monthly Danielson PD, scheduled inter-visitation, scheduled visits with instructional coaches											
2. Humanities and STEM Team meetings twice/week during Common Planning Time											
3. Shared documents on Google Drive for increased teacher collaboration											
4. Weekly Academic Advisory for “check-ins” to discuss students’ academic progress											
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).											
Interim Progress Reports will be sent home, CCLS Parent Workshops, Parent-Teacher Conferences, additional parent meetings scheduled during teachers’ professional periods and parent engagement periods when necessary											
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	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> • Title 1 and TL (FSF, etc.) Allocations will be used to support professional development in unit planning, creation of performance tasks, and looking at student work • TL CFN Allocation will be used to provide professional development and curriculum support from New Visions PSO to support teachers in data-driven instructional choices • C4E Allocation will be used for instructional coaches to work with teachers in planning and implementing rigorous curriculum 											

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.

Goal:

By June 2015, the yearly attendance will increase by 2%, as measured by ATS and the school's School Quality Snapshot

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.

Progress Report Data since 2011 has shown an increase from 73.3% to 80.3% in 2012-2013, but attendance dipped to 78% for 2013-2014 according to the School Quality Snapshot. The school has historically had an increasing number of LTA and over-age under-credited students since it opened in 2009. Improved attendance will result in a greater number of students making academic progress, which will lead to increased credit accumulation, passing rates on Regents exams, higher graduation rates, and increased college and career readiness skills.

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. Monitor Attendance Team consisting of AP Youth Development, attendance teacher, community coordinator, guidance counselor, and parent coordinator.
2. Attendance team will monitor daily attendance rate, identify students who are frequently absent (2-3 times per week), analyze patterns of low attendance, and 407s. Team will meet weekly to create action plans based on data and implement, monitor progress, and adjust those plans as necessary based on data.
3. Students who are frequently absent will be targeted for attendance improvement plans and weekly attendance progress reports. AP Youth Development and Guidance Counselor will monitor students' progress.
4. Daily phone calls will be made by attendance team members and teachers. Call logs are stored electronically in Skedula.com Anecdotal Log, and attendance team will follow up as necessary. Weekly phone calls will be made by Academic Advisor for every student in the school and logged via Skedula.com / Google Docs.
5. Home visits will be conducted for all frequently absent and LTA students.
6. Students with attendance issues will be assigned to meet with the AP Youth Development for attendance support.
7. Guidance Counselor will conduct re-entry conferences for all LTAs and create a plan for support.
8. Tutoring will be provided during lunch and Saturdays to help students make up missed instructional time and get extra academic support as needed.
9. A peer mentoring program, Peer Group Connection (PGC) in partnership with CSS will be implemented. Peer Mentors will be matched to incoming 9th Grade Cohort students and meet with them on a weekly basis in an 'advisory/outreach' group setting weekly.
10. An attendance newsletter will be sent home to parents on a periodic basis.
11. Incentives and recognition for improved attendance and perfect attendance will continue.
12. Parent workshops and events to message importance of regular daily attendance will be implemented.

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

1. Entire school community w/ emphasis on Attendance Team

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

1. Monthly Attendance comparison by Cohort to track progress. Goal for each Cohort to continuously increase each month
2. Rep Your Grade Attendance contest
3. Perfect Attendance and Improved Attendance by month incentives
4. Increase attendance rate to a minimum of 80% for all students with attendance below 80%.

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

1. September 2014 – June 2015

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

1. Attendance team meetings, "Kid talk" sessions, Inquiry meetings, weekly student council, monthly cohort meetings, weekly advisory meetings, young men's group, young women's group, weekly Academic Advisory, Peer Group Connection

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).

Interim Progress Reports will be sent home, CCLS Parent Workshops, Parent-Teacher Conferences, additional parent meetings scheduled during teachers' professional periods and parent engagement period when necessary, attendance newsletter, phone calls, home visits

Budget and Resource Alignment

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

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

- AIDP Start It! Grant Funding will be used to partner with CSS to implement the peer mentoring program (PGC) for upperclassmen and incoming 9th Grade Cohort
- Title 1 (1% Parent Involvement and SWP) will be used to provide incentives, recognition ceremonies, student leadership workshops/retreats, after-school activities, and parent workshops and events

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.

Goal:

By June 2015, parent participation will increase, as measured by the School Survey (Learning Environment Survey) parent response rate increasing from 27% to at least 30%.

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.

Learning Environment survey results indicate improvement in the areas of communication and lack of trust, but this is still an area for growth. Parent Satisfaction rates on the School Survey for 2013-2014 were in line with the Citywide Average, which is a significant improvement over prior years; however, only 27% of the parents completed the survey. Parents engagement on an individual basis is high in our school community, but we need to increase the collective parent voice in our community and encourage greater response rates.

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. Monthly Cohort meetings will be held with students to discuss progress, recognize progress/achievement/attendance, and inform students of upcoming events/activities. Parents will be informed of these events and activities and be invited to participate.
2. Student Executive Board will be re-created to include new 9th grade students and students who did not participate last year. A Coordinator of Student Activities will work with students to plan activities. Parents will be informed of this process and
3. Our Third Annual Meet & Greet was held for parents and faculty in October. Purpose was to provide an opportunity for parents to come to the school and discuss goals for the school year. Teachers provided curriculum, syllabi, and contact information.
4. Calendar of activities for senior class will be created, including Prom, Senior Trip, fun days, college tours, staff vs. student basketball series, and other extra and co-curricular activities so parents can be informed ahead of time and invited to relevant events
5. Scheduling additional parent meetings during teachers' professional periods and parent engagement periods
6. Teachers will maintain electronic anecdotal and outreach logs in Skedula.com of phone calls home
7. Teachers will send interim progress reports to parents. Report Cards will be mailed home and distributed to students.
8. Parents plan fundraising activities during the school day and events for families to engage in school community
9. PTA and SLT team meetings are scheduled for the entire year and information has been sent to parents and is sent out with every mailing
10. Parent workshops will be held based on parent interest survey responses
11. Parent Coordinator has been hired to support greater family outreach and engagement
12. Combined PTA/SLT and Advisory Board events to engage parents with school partners

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

1. Entire school community, including students, families and partners

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

1. 2014-2015 School Survey response rates
2. Greater parent and student participation in events
3. Increased parent voice in school initiatives

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

1. September 2014 – June 2015

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

1. Common Planning Time, Monthly Town Hall meetings, Parent Engagement Periods

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).

Interim Progress Reports will be sent home, CCLS Parent Workshops, Parent-Teacher Conferences, PupilPath.com used to communicate with parents, additional parent meetings scheduled during teachers' professional periods when necessary

Budget and Resource Alignment

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

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

- Title 1 1% Parent Involvement Allocation, AIDP Grant Funding, and TL FSF will be used to fund Parent Workshops, Recognition Ceremonies, Fall Annual Meet & Greet, Spring Awards Ceremony, and any other parent events

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 instruction, writing practice	Small Group, one-to-one, tutoring	8 th Period, before school and after school, Saturday school
Mathematics	Practice problems, peer tutoring	Small Group, one-to-one, tutoring	8 th Period, before school and after school, Saturday school
Science	Reading instruction, writing practice	Small Group, one-to-one, tutoring	8 th Period, before school and after school, Saturday school
Social Studies	Reading instruction, writing practice	Small Group, one-to-one, tutoring	8 th Period, before school and after school, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Self-assessment, inventories, surveys, discussion, etc.	Small Group, individual	During the school day and 8 th period After School if necessary

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Recruitment is done through the DOE Hiring Fairs and Open Market. DOE New Teacher Finder is also used to identify potential candidates. Retention strategies include creation of a collegial professional learning community, development of leadership capacity through opportunities to facilitate professional development and engage in distributed leadership roles to grow and advance within the structure of the school. Teachers may also have opportunities to create elective courses and design Common Core based curricula for those courses.

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).

Professional development on the Danielson Framework for Teaching is differentiated based on identified areas of need across school and individual Professional Growth Plans created by each teacher. Teachers will engage in small group Competency studies based on their instructional goals. Professional development in Understanding by Design for teachers to plan Common Core-aligned units will be provided by an ASCD consultant, Dr. Donnell Gregory. Math, Literacy, and Special Education Coaches are provided by New Visions, our support organization. Teachers are also provided with opportunities for off-site professional development through New Visions and the Danielson Group. Teachers are encouraged to seek opportunities to attend conferences and workshops in their content area. Teachers receive frequent formative and evaluative feedback on their instructional practice and goals.

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

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

Tax Levy and Title 1 funds are used to provide academic interventions, as well as support for Students in Temporary Housing (STH) including academic tutoring, supplies, transportation, etc.

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.

Committee made recommendations for MOSL Assessments. Instructional Leadership Team created assessment calendar, including Mock Regents and Interim NYC Performance Tasks. Teacher Teams create assessments based on looking at student work.

**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)

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.

DBN: 16K688

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	\$102,861.00	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	\$1,175,165.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 16	Borough Brooklyn	School Number 688
School Name Brooklyn Academy of Global Finance		

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 Dannielle Darbee	Assistant Principal
Coach type here	Coach type here
ESL Teacher	Guidance Counselor Cleo Dancy
Teacher/Subject Area Pauline Brown/Spanish	Parent Karen Bollers
Teacher/Subject Area Nandini Sinha/SS	Parent Coordinator Kim Warren
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	1	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)	176	Total number of ELLs	16	ELLs as share of total student population (%)	9.09%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE										0	0	0		0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	6	1		
Geometry	1			
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	10	1		
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. Because this relatively new high school has experienced frequent turnover in staff and administration, we are still developing consistent processes for admissions and intake. We refer to various sources to assess our ELLs' literacy skills, including, when available,

ATS reports of students' previous test results and previous report cards/transcripts/school information. For students not new to our school, we consult with their former teachers, and the ESL teacher assesses students informally at the beginning of the year for oral and reading comprehension, and writing ability. Previous NYSESLAT proficiency levels, when available, are used to group students and to plan for pull-out/push-in ESL instruction. For example, at the start of school year 2012-2013, the RLAT and RNMR reports showed that five of our ELLs scored at a beginning level on the previous spring 2012 NYSESLAT, and we programmed them to receive 540 minutes of instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
At the high school level, we notice data patterns across proficiency levels, and not across grades. Newly arrived ELLs typically progress faster in listening and speaking than in reading and writing modalities, and this is what we've seen on our NYSESLAT results. All of our students scored at a higher level of proficiency on L/S than on R/W. Data patterns on the NYSESLAT show the most significant growth in Listening Scores, with 11 of 16 students showing an increase from 2012 to 2013. Six of sixteen students moved up one level, including four students moving to Advanced levels. Writing scores remain static and there is some increase in Reading but not of significance.
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](#))
: NYSESLAT scores, reported on ATS RNMR reports, show that typically students achieve proficiency in listening and speaking before they achieve that level in reading and writing. This correlates with what is known about second language acquisition in children and adolescents. To support these students in their literacy development, teachers include specific literacy skills in their curriculum designs and lesson planning. Content area teachers are informed about their ELL students' proficiency levels.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. All classroom assessments are in English in our school; we do not have a bilingual nor a dual language program. Content area teachers differentiate assessments for ELLs to focus more on vocabulary, and to present content using simplified language. Students use materials in native language as a scaffold to complete work. For example, teachers may translate worksheets or exams into native language for students to use alongside English version.
 - b/c. We have not administered ELL periodic assessments in our school. Because our ESL teacher works here only two days per week, we have thought it better for our recent immigrant high school ELLs not to miss classroom instruction time, as they all need to catch up the content for Regents. Also, our ELL population is small, and their levels, needs, and progress are monitored closely and assessed ongoingly.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL students are provided with translating dictionaries and glossaries in the content areas, when available. Several of our ELLs' native languages are "lower-incidence" languages, for which there is a paucity of educational materials available. Classroom content area teachers all include specific vocabulary work and writing skills as part of their curriculum mapping.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We measure our success by the results on classroom and Regents exams, the annual NYSESLAT, and student performance in the content-area classes, as seen on report cards, portfolio work, class participation and assignments, and in teacher consultations. We use scholarship data from STARS to evaluate progress in individual courses.

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](#).)
 1. Students new to the NYC school system are administered the Language Assessment Battery by the ESL teacher, guidance counselor or Assistant Principal, within their first ten days in school. Based on this score, a determination as to eligibility for ESL instruction is made. Prior to the start of the school year, the ESL teacher and guidance counselor and the Assistant Principal will review students' scores on the NYSESLAT and program students for the appropriate mandated minutes of ESL instruction. Students who have scored as "Beginners" receive 540 minutes per week; those who score "Intermediate" receive 360 minutes; and those who score "Advanced" are meant to receive 180 minutes. Students who score "Proficient" may be given support, designed to help them to improve their reading fluency and writing skills in preparation for college.
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.
 2. Upon intake, parents are invited to the Parent Orientation, and are advised of the ELL program available at our school and of the programs available at other schools in our district. Parents who do not respond to invitations to our ELL Parent Orientation are contacted in their native language by phone (through DOE translation services) by the Parent Coordinator. Parents are given pamphlets in their native language (from EPIC toolkit), and are advised that BAGF currently only offers a parttime Freestanding ESL program. If parents express an interest in a different program, they will be informed of schools that offer those programs.
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 [\[see tool kit\]](#).)
 3. Entitlement letters, in both English and in students' home languages, are distributed by the ESL specialist, for students who are entitled, (new entitlements and continuing) and for students who are not entitled, because they scored proficient, either on the LAB-R or on the NYSESLAT. Parent survey and program selection forms are distributed at intake and during Parent Orientation. Parents who do not attend are contacted by the Parent Coordinator. Copies of program selection forms, parent surveys, and parent letters sent, are kept in the ESL binder in the office.
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.
 4. Students are placed in our ESL program based on NYSESLAT scores and in consultation with the ESL teacher, guidance counselor and parents. For newly enrolled students who might be ELLs as determined by the information on their HLIS and from an informal interview conducted by our ESL specialist, we administer the LAB-R assessment. We do not offer a bilingual program. For parents who do not speak English, we use the standard translated materials available on the DOE website for ELL programs that explain the DOE programs available, both downloadable print materials and the video clips.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

ATS Report RELC is used to identify all students who are eligible to take the NYSESLAT.
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. 
6. Our small school is in its fifth year. To date, all ELL parents have chosen Freestanding ESL. If, in the future, parents of newly-

enrolled immigrant ELLs request bilingual programs, we would either provide that, if the minimum number of students was met to create such a program, or we would suggest that the parents contact the high school enrollment office to find out which high schools in NYC currently offer a bilingual program in their language, as this information changes from year to year in the system.

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])?

ESL instruction is delivered using a responsive, flexible approach that combines push-in and pull-out sessions. Our ESL teacher is only here two days per week to work with our few (12) ELL students. Before the start of each semester, she consults with the principal and programmer to help ensure that scheduling the beginning level ELLs is done in such a way as to maximize her time with them.

We have too few ELLs to constitute a full class. The pull-out groups are heterogeneous in theory and homogeneous in actuality in proficiency levels. We try to program the beginning ELLs into the same classes for math, science, and history.

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)?

Our ESL specialist works here two days per week, teaching twelve 50-minute periods. She works with our beginning ELLs for at least ten of those periods, meeting the requirement of 540 minutes of ESL instruction for high school beginning ELLs, and with our intermediate ELLs for eight of those periods together with the beginners, to meet the requirement of 360 minutes for intermediate high school ELLs.

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.

Because we do not offer a bilingual nor a dual language program, all content is delivered in English only. Teachers participate in

ongoing PD on differentiation for SWDs and ELLs, and curriculum mapping is done with CCLS demands in mind, particularly focusing on enhancing reading and writing skills working with nonfiction texts. Instruction in all subjects is in English. The language of the class or a text is modified when appropriate, and includes vocabulary development. Visual, manipulative, and online materials are included in lessons to both present and to reinforce concepts taught. Bilingual dictionaries (and also monolingual dictionaries for those students who do not have strong first language skills) are given to each ELL, and translating glossaries are used in Regents prep classes when available. In the departmental content area classes, instruction is differentiated by frequent pair and group work, individualized assignments, choosing varied levels of reading materials, and use of graphic organizers to help scaffold students to read and listen for meaning. Extensive prereading activities are undertaken, including listening for comprehension and information. These activities are also part of our focus on Common Core Learning Standards. For example, to prepare students for Part I of the Regents and to meet ELA Common Core standards, before reading a novel, a modified biography of the author might be read, and students might take notes and answer multiple-choice questions on this biography. When reading text, to enhance comprehension, the new vocabulary in the text might be covered by the teacher in vocabulary development tasks with handouts. In order for students to develop their own vocabulary skills, strategies are employed, with references made to their content area subjects and future college studies, and connections with prior knowledge and experience are made. Sometimes, students work on text vocabulary on their own, employing both contextual guessing ("word attack skills") and dictionary skills. To develop writing skills and remedy common ESL grammar problems, ELL students are taught peer-editing activities, using an editing sheet (focusing mainly on mechanics and common grammatical and mechanical problems, subject-verb agreement, article usage, and verb tenses).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
. We only offer a freestanding ESL program here. To ensure that ELLs are appropriately evaluated in their native language at the start of the year, if we had a student who speaks Spanish as a first language, and is entitled to ESL service, then we would administer the Spanish LAB to determine their level of native literacy language skills. New York City offers no test for students who speak a language other than Spanish, and we do not offer a bilingual education program. Our ESL specialist speaks French and Spanish. She has helped to evaluate the native language ability of French-speaking students at the start of the year (both of whom scored proficient on the English LAB-R).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL specialist keeps in close communication with content area teachers for planning and support of ELLs. She monitors their progress in all four modalities of English acquisition throughout the year by working with them individually and in small groups, and by monitoring their classroom work.
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).

: 6. Instruction is differentiated for various subgroups. The school uses the online reading program, Achieve 3000, to differentiate reading and writing assignments. Teachers also differentiate reading and writing assignments by using modified readings, when available, and by offering alternative assessments (more choices, fewer required tasks)

6a) We have [TWO?] SIFE students. They are both struggling with basic literacy and numeracy skills. Teachers provide them with tutoring during lunch time and after school, and group/pair cooperative learning is often incorporated into lesson planning. Teachers differentiate both instruction and assessment for these students. It is challenging teaching high school immigrants who arrive here lacking basic native language literacy, and with deficits in academic learning.

6b) This year we have seven students who have been in the country for less than three years; these are the intermediate level ELLs from Yemen, Mali, Senegal, and Puerto Rico. The progress of these students is monitored closely, both in ELA and their content-area classes, with special consideration given to their listening comprehension needs and ability to follow both written and oral directions - as this seems to be their biggest challenge. During push-in ELA periods, the ESL specialist works with these students on specific skills they will need to master in order to pass the ELA Regents, including literary terms and analyses, and different writing styles (expository, persuasive).

The school does not currently (2013-2014) have any students who have been in the country for less than one year. Nevertheless, the school would provide intensive push-in ESL should it receive such a student. If the student speaks Arabic, Haitian-Creole, French or Spanish, the school is prepared with bilingual dictionaries and first language materials.

6c) For students who have been in the country 4 – 6 years, there is a heavy emphasis on interpreting and analyzing texts both

verbally and in writing. Essay writing skills are taught and reinforced by content area teachers, and students are meant to demonstrate mastery in writing introductions, bodies, and conclusions; including practice with general statements, thesis statements, topic sentences, development through detail, summarizing, paraphrasing, and concluding.

6d) [UPDATE FOR 2013 !!]The approach to long-term ELLs is different. The three special education students seem to have plateau'ed at an intermediate level in reading and writing; and the difficulty is more of general literacy, and less an issue related to second language acquisition. There are two other long term ELLs: one is a grade 9 student who has been held over.

6e. Our ESL specialist identifies former ELLs at the beginning of the year, based on ATS reports of NYSESLAT scores. We follow up with these former ELLs for two years. Notification letters are sent home to those students, in both English and in their native languages, informing parents that their children have scored proficient, and that they will be monitored by the school; invited to attend all after-school classes and small group tutoring sessions; and offered testing accommodations, for the next two years. The ESL specialist meets with those students, and with their teachers, regularly to monitor their work in school, and checking their reports cards. All staff are informed of the continuation of testing accommodations and other language support if necessary, such as the use of dictionaries and glossaries in class.

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?

Teachers of ELLs-SWDs plan curricula and lessons with the students' IEP's in mind, and instruction is modified to student needs. These students are sometimes partnered with helpful students. On a more general note, their teachers utilize graphic organizers and visual cues in instruction to make material comprehensible in different learning modalities, and a variety of groupings (individual, class whole, pair, and group) are used in instruction. The special-education CTT teachers meet with the ESL specialist every week to discuss ELL students' needs, progress, and issues.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The IEPs of all special needs students who are ELLs are adhered to. Curricula are modified to create opportunities for teachers to differentiate for students within the least restrictive environment. A variety of learning materials at different levels of difficulty are available in each subject. ELL-SWDs whose IEPs state they should be in CTT/ITT classrooms are scheduled as with other students at their grade level.

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

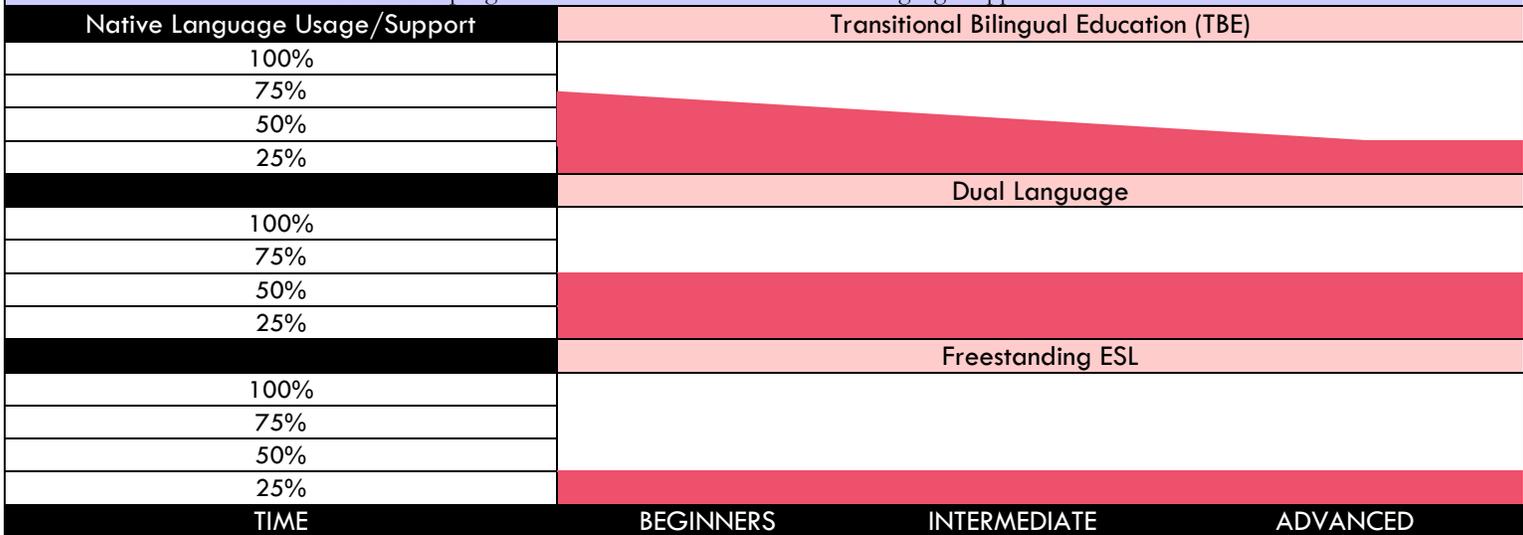
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- Intervention services are offered primarily in English, with minimal assistance in French and Spanish (generally for quick vocabulary support). As a school community, we are working to provide more outreach to students who have been ELLs from 4-6 years and to Long Term ELLs, with the constraints of having only a parttime ESL program. Intervention programs are offered within the content area classes. Content area teachers receive training in specific literacy and writing strategies that foster language development. These strategies include SQ3R, concept mapping, journaling, growing word walls, read alouds, morphemic analysis, paraphrasing, and use of the Cornell Note-Taking method. In social studies, the teachers often supplement traditional text books with additional materials, including online sources. In English, texts are selected with ELL student needs in mind. Students are often given a choice of books to read for a themed-unit.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As we are a small school, with a small number of ELL students, we are able to keep a close eye on our ELLs' academic progress and language development. Our ESL specialist is able to schedule instructional time with our ELLs, in conjunction with classroom teachers' input, in ways to maximize meeting students' needs, with flexibility, as needed. For instance she often pushes in to ELA classes, to support the ELLs in class assignments, and pull them later in the day for related lessons in vocabulary, concepts, or literacy skills. Content area teachers support ESL instruction using translated materials and small group instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- We are not planning to change the ESL program for next year, unless our demographics change and we enroll many more ELLs.
12. What programs/services for ELLs will be discontinued and why?
- No ELL programs nor services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded the same access to all school programs and activities as non-ELL students. Information about afterschool programs is sent home in both English and translations, and parent/guardian signatures are required of all students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- When available, translated materials, both print and online, are used to support ELLs in classrooms. Teachers also differentiate their lessons with considerable scaffolding, graphic organizers, and activities presenting the same content in different ways to meet the needs of all learners.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We do not have a TBE nor a Dual Language program. When available, content area subject teachers keep related print materials in different languages in their classrooms, such as glossaries, practice tests, and study books, in different native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All our ELLs, including our SIFE students, are in mainstream classes, where the activities are grade-level appropriate with support. Common Core ELA skills are emphasized across the curricula, corresponding to students' ages and grade 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.
- Our ESL instructor participates in the freshman orientation held before the beginning of the school year. ELL students' writing samples are collected and evaluated, and informal interviews are held with the incoming ELL students.
- When new ELLs enroll during the school year, they would be closely monitored by our staff, including our guidance counselor, ESL specialist, administrators and teachers. If additional ESL instructional time would be helpful, or necessary, we make the requisite programmatic changes.
18. What language electives are offered to ELLs?
- Our school does not offer language electives to our students; we are a very small high school. Students take Spanish as a foreign language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- 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.

1. The ESL teacher attends a variety of off-site workshops and turn keys the information to staff members. Teachers in all subject areas work with ELL students and will have an opportunity to participate in the professional development. Additional workshops will be presented to staff members during the following times: September 4th, Election Day, and January 28th

As part of the professional development plan, workshops to be offered may include:

scaffolding literacy development skills; aligning curricula with Common Core; differentiation for ELLs and SWDs.

PD on instructional strategies is offered at least once per month (first MOnday of every month). All PD includes differentiation strategies for all subgroups, including ELLs and SWDs. Teachers meet in teams two times per week to engage in inquiry work to target groups of students.

2. Teachers are offered CCLS PD to reinforce skills in working with nonfiction texts, a key element of the CCLS. During our weekly and annual PD sessions, topics that have been covered include differentiating instruction for all levels of reading abilities; aligning curriculum maps with CCLS; and introducing different resources for teachers, including online and print materials.

3. N/A

4. School wide professional development plans include daily common planning periods where classroom teachers share lessons and strategies on differentiation, data-driven instruction, and Common Core Learning Standards. Teachers will submit common planning notes to the principal. The ESL teacher and other teachers may also attend seminars and conferences offered by BETAC (the Bilingual Education Technical Assistance Center) and the DOE Office of English Language Learners which are held throughout the school year. These include workshops on the following topics: Teaching and Learning Strategies for English Language Learners with Disabilities, The Education of English Language Learners, and Differentiating Instruction: English Language Learners in the Mainstream Classroom, principles of Differentiated Instruction for ELL students in the mainstream classroom, as well as workshops related to compliance issues, such as understanding AMAOs. These workshops are free and are conducted during the school day. Attendance certificates, agendas and a list of resources will be kept on file in the main office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents of ELLs are afforded the opportunity to participate on the School Leadership Team and the Parent Association. A "Parents' Orientation" is also held, open to ELL parents. Parents of ELL students are invited to attend the monthly PA meetings, where translation services for parents of ELLs will be provided, either by DOE translation Services or by staff members.
 2. The school is partnered with New Visions for Public Schools.
 3. We do not have a parent coordinator. Surveys, such as the "Language Preference" survey are distributed to parents during Parent Association meetings. The DOE Translation Services department will be contacted to provide additional support with the translation of forms and translators at meetings.
 4. Efforts to meet the needs of the parents are made based on survey results. Parent workshops will be created based on feedback from the parents at PA meetings and from surveys. Workshops might include the following: English classes, computer classes, Understanding high school and graduation requirements, and college and career planning for families. Information regarding activities will be mailed home in the language(s) selected by parents on the Language Preference survey. Translation services will be available when needed.

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.

Because we are a new, small, school, in our fourth year of existence, it is possible that our demographics might shift in the future. For instance, many more incoming ninth grade ELLs might enroll here in future years. Should that happen, we will adjust our program to meet their needs.

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)
Danielle Darbee	Principal		10/1/13
Edwin Hankerson	Assistant Principal		10/1/13
	Parent Coordinator		10/1/13
Yael Seligman	ESL Teacher		10/1/13
	Parent		10/1/13
Pauline Brown/Spanish	Teacher/Subject Area		10/1/13
Nandini Sinha/SS	Teacher/Subject Area		10/1/13
	Coach		10/1/13
	Coach		10/1/13
Beverly Lawrence	Guidance Counselor		10/1/13
	Network Leader		10/1/13
	Other _____		10/1/13
	Other _____		10/1/13
	Other _____		10/1/13

	Other _____		10/1/13
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16k688 School Name: Brooklyn Academy of Global Finance

Cluster: 5 Network: New Visions

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.

We use reports from ATS to identify home language for parents. We also use surveys during parent-teacher conferences, PTA meetings, and other family functions to gain information regarding parents preferred language of communication. When we receive new admits, we speak with the parent/guardian to determine preferred language.

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 major findings are that we have a very small percentage of parents whose first language is Arabic. These parents also speak English, but prefer to receive communication in Arabic and English. We also have a percentage of families whose primary language is Spanish. Some of these parents do not speak English and require oral and written translation and interpretation. The majority of our families are English speaking. Findings are shared at SLT/PTA meetings as well as faculty meetings.

Part B: Strategies and Activities

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

Written translation services are provided using materials from DOE and provided in-house by school staff who speak Arabic and Spanish.

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

Oral translation services are provided by in-house school staff who speak Arabic and Spanish.

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>.

We will provide translated copies of the Bill of Rights and Responsibilities to all parents during PTA meetings, parent teacher conferences, and in our Main Office when necessary. Information is posted for parents in multiple languages. In-house Spanish and Arabic speaking staff are available to provide translation services as necessary. Any parent who needs translation and interpretation services will receive services provided through an outside vendor as necessary.