

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K423

School Name:

BROOKLYN FRONTIERS HIGH SCHOOL

Principal:

ALONA COHEN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Frontier High School School Number (DBN): 15K423
Grades Served: 9-12
School Address: 112 Schermerhorn Street, Brooklyn, NY 11201
Phone Number: 718-722-4727 Fax: 718-722-7219
School Contact Person: Alona Cohen Email Address: Acohen6@schools.nyc.gov
Principal: Alona Cohen
UFT Chapter Leader: Naadu Blankson-Seck
Parents' Association President: Evelyn Pugh
SLT Chairperson: Alona Cohen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Gwendolyn Davis
Student Representative(s): Dioselina Almanzar
William Holmes

District Information

District: 15 Superintendent: LaShawn Robinson
Office of Superintendents
Division of Transfer High Schools
1150 East New York Avenue Suite 304
Brooklyn, New York 11212
Superintendent's Office Address: LRobinson5@schools.nyc.gov
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-363-7436 Fax: 718-778-7385

Borough Field Support Center (BFSC)

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Alona Cohen	*Principal or Designee	
Naadu Blankson-Seck	*UFT Chapter Leader or Designee	
Evelyn Pugh	*PA/PTA President or Designated Co-President	
Marvin Bracey	DC 37 Representative (staff), if applicable	
Gwendolyn Davis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tashonna Frazier	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Keone Germain	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Millie Henriquez McArdle	CBO Representative, if applicable	
Maureen Perch- Edwards	Member/ Parent	
Carmen Ortiz	Member/ Parent	
Sherri Williams	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lillian Dyer-Joseph	Member/ Parent	
Neil Pergament	Member/ Staff Member	
Maria Sandoval	Member/ Staff Member	
Kate Rubenstein	Member/ Teacher	
Mike Haines	Member/ CBO Representative	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. Brooklyn Frontiers High School (BFHS) is a high school that serves entering ninth grade students who have fallen behind their peers by two or more years. We offer a personalized educational experience for students, recognizing the unique strengths and needs of each individual. The academic program is designed to challenge each learner and implemented in a supportive environment that emphasizes the value of critical thinking skills, personal relationships and student self-advocacy. We are committed to ensuring that students stretch their goals beyond graduation and gain the skills and self-confidence to successfully transition to college and careers. The school model is based on the Good Shepherd transfer school model that has been shown to be effective in leading to positive graduation outcomes for students who have previously been truant or have dropped out of high school. The model is based on a holistic support structure that is provided by the DOE and our Community Based Organization (CBO) partner, Good Shepherd Services. The school falls under the transfer school funding/ accountability model because of the challenge associated with serving this population.

2. The majority of our students present with gaps in their literacy and numeracy skills. 100% of our students are classified overage and under credited. 47% of students have IEPs. Our school exclusively serves students entering from middle school who have been held over twice in elementary and/or middle school.

3. The elements of the Framework for Great Schools in which BFHS made the most progress over the past year have been Rigorous Instruction and Collaborative Teachers. A major focus of our work through the Learning Partners Program (LPP) was to develop the collaborative practices of teachers through introduction of the Japanese Lesson Study approach for professional learning. The departments focused on addressing feedback from our 2013-14 Quality Review that indicated that an area of growth was rigorous instruction, especially as it pertains to questioning by teaching and students discussions. Each department created a year long goal that was based on their highest leverage areas for increasing rigor of instruction. As a result of this work, we observed the following increases in Regents data from June 2014 to June 2015

	June 2014		June 2015	
	Passing (65+)	65+ and 55+ for students eligible for safety net	65+	65+ and 55+ for students eligible for safety net
Integrated Alg	51.43%	60.00%	60.87%	82.61
Comp. ELA	45.83%	66.67%	66.67%	66.67%
CC ELA	N/A	N/A	85.71%	92.86%
US History	15.22%	23.91%	51.35%	54.05%
Global History	12.50%	25.00%	41.67%	50.00%
Living Environment	35.71%	39.29%	48.48%	63.64%

Our key areas of focus for 2015-16 are continuing to develop collaborative teachers and increasing the rigor of instruction. While some department engaged in rounds of Lesson Study as a result of our involvement in the Learning Partners Program, other departments only had an opportunity to explore the process as they develop other structures for collaboration. We would like to leverage our participation as a partner school in the Learning Partners Plus program

in 2015-16 to deepen the work to develop collaborative teams. Additionally, while we have see significant gains in Regents data, we would like to continue to develop students' skills to independently engage in rigour tasks.

15K423 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	190	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				31
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	3	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	100.0%	% Attendance Rate		73.8%
% Free Lunch	82.8%	% Reduced Lunch		6.5%
% Limited English Proficient	3.6%	% Students with Disabilities		46.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		74.0%
% Hispanic or Latino	24.9%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.31	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	37.5%	Mathematics Performance at levels 3 & 4		52.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- **Shared curricula promote consistency in consistency across classrooms :** In 2014-15, teachers developed and codified curricula for a portion of core courses. The curricula include curriculum maps, outcome maps, unit plans and individual lessons and materials. Because Brooklyn Frontiers only admits students who have been held over twice, many students enter with significant academic deficits. It has been necessary for teachers to develop custom curricula to meet their specific needs and develop a pathway for them to achieve New York State graduation standards. Teachers use CCLS and NYS standards to plan content outcomes collaboratively during department meetings and organize them over course sequences. Individual teachers then write each course component and submit it for review. As a result, the impact we have seen through teacher classroom observations that student engagement has been increasing across all classrooms.

- **Outcomes-based instructional system creates clarity for both teachers and students around mastery of skills:** All courses are developed by teachers using an outcomes based system which define the competences that students must demonstrate mastery of in order to earn credit. Each credit-bearing course is composed of six course specific and four school-wide outcomes. The school-wide outcomes (Extract, Justify, Communicate, Reflect) are derived from Common Core standards and, given all of our students’ past academic challenges, are repeated in all courses in order to reinforce these skills.

- **Universal math intervention program supports all students :** A major component of our work in 2014-15 was to focus on the development of a math intervention program for all incoming 9th graders. The math department tracked the students’ engagement, work completion and skills in order to iteratively refine the instructional strategies used.

- **Focus on problem solving rather than task completion:** The math department has shifted to implementing Common Core aligned algebra courses, they worked to teach mathematical habits of mind to students and move away from algorithmic strategies. As a department, all teachers focused on teaching students how to gather and organize data as a foundational mathematical Habit of Mind. Individual teachers worked with a teaching coach to introduce other habits of mind into their classes.

- Needs:

For the 2015-16 school year, we will need to build on the work that had begun in the 2014-15 to increase students’ cognitive engagement in tasks. This need is primarily defined by students' current performance on Regents exams. While there has been an overall increase in performance (data shown in Section 4) , there is still room to increase passing rates. Additionally, observation ratings and qualitative observation data indicate that teachers would benefit from support to develop their skills in domains 3b and 3c.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of student passing classes will do so with higher grades relative to June 2015, indicating that these students have accomplished mastery on the "Exceeds" level rather than the "Meets" level for more outcomes in their classes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Lesson Study: We will continue to develop our Lesson Study approach to improve pedagogy through our affiliation with the Learning Partners Plus program. For our lesson study, all departments will select foci that are will lead to end of the year goals of increasing students' abilities to engage in higher order thinking as evidenced by their ability to solve complex problems and engage in high level discussions. The departments will meet every other week for a 135 minutes block. The lesson study process involves identification of target student skills, development of a jointly planned lesson to develop the identified skills, observation of the lesson and collection of student work by all teachers who planned the lesson, analysis of student work relative to identified target skills, and reflection of the process. A new round of lesson study is developed based on the analysis. Each round lasts approximately two months.</p>	<p>All teachers</p>	<p>September - June</p>	<p>Model Teachers and Learning Partner team members will meet with the principal weekly in order to create agendas for meetings. All department meetings will be facilitated by Learning Partner facilitators who will serve as Model Teachers or teachers leaders.</p>
<p>As lessons and pedagogical approaches are developed through Lesson Study, teachers specifically design instruction so as to create broad</p>	<p>All teachers</p>	<p>September-June</p>	<p>The SpEd AP will work with Learning Partner team members to ensure that the lessons will support both ELLs and</p>

access for all students. Teachers will select classrooms in order to carry out the jointly developed lessons.			SWD. All of our students are overage and under-credited and therefore do not constitute a subgroup.
We are switching our grading system to JumpRope in order to be able to better communicate course progress to students and their parents.	All teachers, students, parents, GSS staff	September to June	The data specialist will be responsible for supporting staff members in the use of JumpRope.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Department Facilitators will lead each biweekly Lesson Study meeting. Facilitators will meet with the principal weekly to discuss progress and develop agendas • 3 model teachers will serve as “Lead Learners” who will open up their classrooms as learning sites • Professional development time has been added to biweekly meetings on lesson study in departments in order to create longer blocks of PD time 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By Dec 2015, 5% of student passing classes will do so with higher grades relative to Dec 2014, indicating that these students have accomplished mastery on the "Exceeds" level for more outcomes in their classes.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

· We have worked diligently over the last four years to establish a supportive school culture in order to counteract the negative associations many of our students have based on their previous experiences in middle school. In our first year (2011-12), our per capita suspension rate was 0.821. In our current year, our per capita suspension rate is 0.314. This is significant because this indicates that there are fewer serious incidents in the community and that it feels safer. We believe that a safe environment is necessary in order to achieve academic success with students.

· The partnership with Good Shepherd Services allowed us to provide supports and services not usually available in high schools. Good Shepherd Services is an integrated partner, providing supports that are critical to the functioning of the school. The daily attendance outreach, individual counseling and small group advisories have helped develop students’ skills to effectively function in a high school setting. Given that we exclusively serve students entering high school after having been held back twice previously in elementary and middle school, this type of growth as a result of the support provided by GSS is especially significant.

- We have a relatively high attendance rate when compared transfer schools that serve an overage-under credited student population. The attendance rate ranged from 77-81%, indicating that students are students have a sense of belonging in the environment.

Needs:

· Course passing rates for first period classes continue to be low at an average of 28% for the 2014-15 school. The overall course passing rate average across all periods for the same time span was 40.60. The low rate is mostly due to late arrival or absence from first period. In 2015-16, we will be focusing on shifting aspects of our school environment and culture in order to be support students to arrive and be successful in their first period classes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The average course passing rate for first period for the 2015-16 school year will increase by 20% relative to the first period course passing rates in 2014-15 as a result of supports and interventions that will be introduced.

Part 3 – Action Plan

Students will work collaboratively with administration and the Student Leadership as part of the DOE’s Student Voice Collaborative (SVC) to create new structures and initiatives within the school focused on increasing first period attendance. Students will create a tool for data collection to better understand the reasons that peers do not attend first period. They will then use this information to formulate a approach for addressing some of the identified barriers.

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers and GSS counselors will co-teach a new “Freshman Seminar” during term 1 designed to orient all incoming students and understand and connect to resources in the school that may be very different than the ones that they knew in middle school.</p>	<p>All incoming 9th graders</p>	<p>Sept 2015 to December 2016</p>	<p>5 teachers and 5 GSS counselors</p>
<p>A new “Engagement rubric” that was developed this year will be implemented in all classes. The goal of the rubric is to more transparently define for incoming students what engagement looks like and provide students with opportunities to receive or self-assess their behaviors relative to an expected standard.</p>	<p>All students</p>	<p>September 2105 to June 2016</p>	<p>All teachers will implement the rubric in classes. Counselors will implement the rubric in Group.</p>
<p>The whole staff will engage by bi-weekly system/ structure refinement and development to improve communication between DOE and GSS staff for the purpose of improving student outcomes</p>	<p>All staff members</p>	<p>September 2105 to June 2016</p>	<p>A PD team composed of teachers, counselors and administrators will design the PD program</p>
<p>We are going to shift our school policy to allow food in the classroom during 1st period. This is in response to students’ feedback that some did not have time to eat their breakfast before arrival in the building. We anticipate that more</p>	<p>All students</p>	<p>September 2015</p>	<p>School foods personnel will ensure that that Grab and Go Breakfasts are available for all students. Teachers will enforce the new guidelines for eating in the classroom, modifying this rule</p>

students will chose to attend first period if they can eat while doing work and that the students who had previously chosen to attend instead of eating will now be in a better physical and mental mindset for the school day.			as needed for either academic or safety reasons.
We expect to switch our grading system to JumpRope in order to be able to better communicate course progress to students and their parents and between teachers and coaches.	All teachers, students, parents, GSS staff	September 2105 to June 2016	The data specialist will be responsible for supporting staff members in the use of JumpRope.
Students will work collaboratively with administration and the Student Leadership as part of the DOE's Student Voice Collaborative (SVC) to create new structures and initiatives within the school focused on increasing first period attendance. Students will create a tool for data collection to better understand the reasons that peers do not attend first period. They will then use this information to formulate a approach for addressing some of the identified barriers.	Students, key staff members who support SVC facilitation and administrators	September 2105 to June 2016	Three Student Voice Collaborative students will lead the work for the year. They will regularly attend meetings in the school and with other students from other participating schools. Administrators will assist students in designing and implementing both their data gathering protocols as well as interventions.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Teachers will be paid to serve as part of a PD committee • 80 minutes of bi-weekly PD time will be used to support this activity • JumpRope will be licensed in order to improve communication • Incoming 9th graders will be programmed for Freshman Seminar during 7th period Monday, Wednesday and Fridays of term 1. 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Credit Accumulation will be monitored at the end of term 1 in order to see if the increased supports have led to any positive changes in first period course passing rates.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Department Meeting- Every Tuesday for 55 minutes- Teachers meet in their departments to continue work on a year-long project that they initiated focused on improving instructional practices after examining feedback from our School Quality Review in 2013-14, which stated: “

Deepen instructional practices to provide students with multiple opportunities to be actively engaged in higher-order thinking discussions resulting in high quality student work products.”

Meetings are facilitated by a teacher leader who meets weekly with the principal to review work and prepare an agenda for each upcoming meeting. The focus of these teacher- principal meetings is also to provide the lead teachers with feedback and support in order to develop their facilitation skills.

- Department Meeting- Every Thursday for 55 minutes- Each department determined an additional focus area and devoted this time to group work targeting it. For example, the math department is focused on analyzing the three Common Core Algebra Regents that have been administered and refined its scope and sequence for teaching algebra. The science department is focused on creating common approached across all science classes for reading texts. The arts department developed projects that emphasized class collaboration.

- Affinity Groups- At the beginning of the school year, all teachers were polled about areas in which they would like to develop their individual skills. A list with six focus topics were distributed to teachers and they self-selected into Affinity Groups that matched their interest. Groups identified a facilitator and goal for the work and will have met for approximately 7 sessions of Monday PD time by the end of the school year.

- As part of the DOE Learning Partners Program, we have worked with a host school, East Brooklyn Community High School, to learn about their approach to Professional Develop. They focus on conducting a series of Japanese Lesson Studies to introduce and evaluate instructional approaches. Lead teachers from each of our academic departments have participated partner visits to learn about this approach. The science and math department at

- The school has a PD committee that is composed of teachers and administration and has met approximately once every two months to review the efficacy of full staff PD and suggest changes. As a result, the schedule of PD was altered to concentrate each type of full staff PD (ie

Needs:

Although teachers were very engaged in the multiple PD opportunities that involved teacher teams this year, they also identified the need to simplify what we are focusing and create more coherence and continuity. This information was collected through feedback provided by teachers through end of year 1:1 teacher conferences as well as

relatively low positive response rate by teachers of 68% to questions pertaining the focus and coherence of the professional development program.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

There will be a 20% increase in teachers’ satisfaction with professional development as measured by the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Each department will be led of a facilitator. Departments will engagement in Lesson Study. This approach is a structured method for planning and experimentation with new pedagogical techniques</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Department facilitators, Model Teachers</p>
<p>Through the Learning Partners Plus program, teachers will have the opportunity to meet with teachers from other teams observe their teacher teams. Teachers will be able to share their resources not just within our school, but also across partner schools.</p>	<p>Learning Partners Plus Program team members</p>	<p>September 2015 to June 2016</p>	<p>BFHS principal in collaboration with principal from other LPP partner schools.</p>
<p>As a staff, we will focus on improving communication between DOE and GSS staff members and between BFHS staff and parents/ guardians. Currently counselors are the only ones involved in reaching out to parents. We use biweekly PD time to develop new approaches infusing a stronger academic focus into the work with parents.</p>	<p>All staff members</p>	<p>September 2015 to June 2016</p>	<p>Administration and PD Committee members</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Department meeting time will be used for Lesson Study. LPP team members will be compensated for meeting during their prep periods to work with the principal to plan sessions. Prep period coverages will be provided to teachers who substitute for other teachers who are visiting LPP partner schools. After school PD time will be used to refine DOE/ GSS communication structures and strategies.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

At least 60% of teachers will report satisfaction with their department teams on an in-house survey that will be administered to all teachers. Questions will specifically focus on issues of coherence and continuity, with language taken from the 2014-15 NYC School Survey.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

As part of the NYC DOE Learning Partners Program, our school focused on further developing our teacher teams. A survey was created and administered to all staff in department teams in January in order to assess specific focus areas. Teachers across all department stated that they wanted to incorporate more opportunities to examine student work in order to ensure that instructional decisions are grounded in evidence of learning. Additionally, survey feedback indicated that facilitation of department meetings could be more structured. As a result, we were able to modify our support structure for lead teachers. Weekly planning sessions with the principal and the teacher- leaders who facilitate the department meetings are focusing on reviewing the past week’s work, opportunities and/ or concerns and developing a plan for the upcoming week. The principal is therefore aware of all team work occurring in departments and is able to provide specific feedback relative to instructional implementation when conducting classroom observations. The principal and teacher leaders ensure that opportunities to regularly exam student work are designed into sessions.

The positive response rate for Effective School Leadership was higher for Brooklyn Frontiers High School than the City Average, with an 88% positive response rate.

Needs:

Observation feedback is critical for teacher development. While all observations were completed in a timely manner relative to contract requirements, in order to better support teacher growth and development, the timing between observations needs to be more evenly spaced for all teachers. This has been an issue identified both by the principal and assistant principal as an areas of personal growth.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers observations will be complete with each teacher’s series of observations being evenly distributed throughout the entire school year. This will result in continuous feedback on classroom instruction throughout the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The principal and APs will meet at the beginning of each week to plan which observations each will conduct. At the end of each week, all administrators will again meet to share their observations. This will not only lead to more regular observations, but also to better quality feedback since all potential observers will be informed</p>	<p>All teachers</p>	<p>September 2015 to June 2016.</p>	<p>Principal, AP, SpEd AP</p>
<p>A system for tracking the time lag after each observation for providing verbal and written feedback will be developed. The resulting data will be analyzed to get a better understanding of trends for each administrator performing observations as well as to then adjust practice.</p>	<p>Principal AP AP of SpEd</p>	<p>October 2015 to June 2016.</p>	<p>Principal, AP, SpEd AP</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher prep periods will be utilized for 1:1 meetings in order to provide teachers with feedback</p> <p>The parent coordinator will utilize after school time to meet with parents to plan events and workshops</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Observation data from Advance as well as an in-house tracker will indicate the rate of observation completion as well as the dates when verbal and written feedback was given. This will be used to monitor process towards the end of the year goal. To determine if the current rate of observation is on track with the year end goal, the current rate will be compared to a calculated on-track rate that will be determined individually for each teacher based on the observation option they each selected for the year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths

- Students’ Good Shepherd Services coaches serve as points of contact for parents. Coaches engage parents daily for attendance outreach and to discuss concerns or celebrate achievements. Parents form relationships with their students’ coach through daily attendance outreach calls and regular phone each ins that are initiated by the coach. Parents are always able to contact their student’s coach if they have any questions about their student’s progress. Our parent coordinator encourages PTA participation by regularly communicating with parents via their preferred modality (email, phone or text). Additionally, in order to accommodate parents with physical disabilities who otherwise would not be able to participate in the PTA, this year, meetings have been moved to an off-site, wheelchair accessible location. We have created opportunities for video conferencing when parents have not been able to attend Parent-Teacher conferences.
- This year, the PTA led a Meet and Greet for parents of new students before the school year began. All of the parents of new students were invited to come to a gathering where parents of returning students explained school approaches and opportunities for involvement. Parents discussed their experiences, fears and hopes having students who have repeated been held back in school. This helped foster a safe feeling in the community and helped us communicate to families that, despite any negative experiences they have had with the school system, they are understood and needed as part of our school community. We continue to add regular events that are designed to encourage parents to come to the school and be an active part of the community. These include: Youth Development Potluck, Celebration of Cultures, and Bingo Night.
- As per our 2014 NYC School Survey, 95% of parents reported being satisfied with the School Culture and 98% of parents reported, “I feel welcome.”

Needs

As we work towards increasing our academic rigor as well as student success rate, we will need to incorporate new data systems for providing parents with data that they can easily understand. Additionally, for students who are not demonstrating academic success, we need to better leverage parents as resources in order to support them.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in participation in the PTA as a result of collaborative processes between school administration and the PTA members to effectively inform and educate parents about their children's academic performance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We expect to switch our grading system to JumpRope in order to be able to better communicate course progress to students and their parents and between teachers and coaches. Parents will be provided with passwords accounts that they can use to monitor student progress. Parents will be able to monitor progress on mobile devices.	All parents/guardians	September 2015- June 2016	The data specialist will be responsible for supporting staff members in the use of JumpRope.
Additional workshops will be developed alongside the PTA in order to create trusting relationships and develop parents' understanding of academic expectations and associated supports. These will include ongoing opportunities to education families on both the Youth Development practices and how they are implemented at BFHS as well as outcomes based grading and instruction.	All parents/guardians	September 2015- June 2016	The parent coordinator would work collaboratively with DOE and GSS staff members in order to coordinate parent workshops

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I family engagement funds will be used to provide parents with refreshments for both planning meetings and actual workshops.

Tax Levy funding will be used to license JumpRope.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Parent participation in PTA meetings will be tracked. We will observe a 5% increase in attendance at PTA events focused on academics.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All incoming 9th graders are administered a diagnostic reading inventory and running records	Really Great Reading-multisensory instruction in decoding	small group	during the school day
Mathematics	All incoming 9th graders are administered diagnostic math inventory	Math Intensive	small group	during the school day
Science	Low Regents scores	Regents Prep	structured whole class and small group	during the school day
Social Studies	Low Regents scores	Regents Prep	structured whole class and small group	during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students participate in school based group and individual coaching sessions Students with mandated counseling indicated on their IEP	participate in school based group and individual coaching sessions Mandated counseling	group and one-on-one	during the school day, after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • All teachers hired are fully certified and teach in their license area • Hire teachers to provide in-house support to all teachers in implementing blended learning initiatives and literacy development programs across subject areas. Teachers will work with both students and staff directly to understand need and support PD for other staff members. • Use per session to fund teachers to meet in teams to assess student results and develop instructional programs to match identified needs • Utilize Title I funding to reimburse teachers for educational expenses associated with advance degree programs and HQT status • Provide ongoing PD opportunities for teachers through the CFN to further develop skills • Develop relationships with organizations such as Math for America, Peace Corp Fellows, and Teaching Fellows to recruit candidates that are highly qualified and interested in working with an academically challenged student population • Hire a consultant to support all teachers in implementing data tracking strategies to inform instruction and development of pedagogical skills.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Meeting times are structured in order to give provide more continued focus opportunities. The 55 minute department meetings will be held on Tuesdays and Thursdays. The 80 weekly minutes of afterschool professional development time will be moved to Tuesdays. Departments select their Thursday activities. For two Tuesdays a month, the professional development time will be added to the department meeting time, thereby creating a 135 minute block for teachers to meet. We anticipate that on these two Tuesdays per month, departments will embark on

Lesson Studies to jointly develop and evaluate new instructional approaches. All departments will participate in a minimum of three rounds of Lesson Study throughout the year.

- For the other two Tuesdays every month, departments will engage in work that supports the Lesson Study, including reading scholarly articles and learning about pedagogical approaches from outside experts. Topics will be decided with the guidance of the PD committee. The 80 minute professional development time for these weeks will focus on joint Good Shepherd Services/ DOE sessions to continue to develop engagement communication strategies.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers work in their departments to agree on the “outcomes” or level of skills that students must demonstrate in order to receive credit for a course. While teachers may create their own assessments, teachers frequently co-create or share assessments so that they are uniform across teachers.

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, a Schoolwide Program school must identify in its Schoolwide

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	149,002.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,229,068.00		

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Brooklyn Frontiers High 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Brooklyn Frontiers High 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

School-Parent Compact (SPC) Template

Brooklyn Frontiers High 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 423
School Name Brooklyn Frontiers High School		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Alona Cohen	Assistant Principal Neil Pergament
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lauren Rugg	School Counselor type here
Teacher/Subject Area Lauren Rugg/Biology	Parent Evelyn Pugh
Teacher/Subject Area Maria Sandoval/ESL, SpEd	Parent Coordinator Michael Haimes
Related-Service Provider type here	Borough Field Support Center Staff Member O'Mayra Cruz
Superintendent LaShawn Robinson	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	177	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	7	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	3

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	2	0	1	2	0	0	3	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	2	2	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	1	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other TW/FU	0	0	0	0	0	0	0	0	0	0	1	1	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	3	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	1	0	2	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	1	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	1	0	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	1	0
Integrated Algebra/CC Algebra	3	0	3	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>N/A</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	3	0	2	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	4	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>N/A</u>	0	0	0	0
Other <u>N/A</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses multiple assessment tools to assess the early literacy skills of our ELLs. All incoming students complete a one-on-one reading assessment that consists of an oral reading fluency assessment and Really Great Reading's Diagnostic Decoding Surveys. The data from assessing the literacy skills of our ELLs shows us that some of our ELLs have moderate to significant decoding deficits. These students are placed in a reading intervention class (Linguistics). Our ELLs who are strong decoders but require support in reading comprehension and developing fluency skills are programmed for an advanced reading class (Power Reading). Assessing all incoming 9th grade students and tracking the progress of students programmed for reading intervention courses provides us with valuable data that we use to determine whether further interventions are needed. This data informs our instructional plan because we offer students a personalized educational experience. Student programs are designed to challenge each learner, but at the same time provide them with all necessary supports to achieve academic success and are geared to meet students where they are academically.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Patterns across our two previous years indicate that our ELLs generally score higher on the Listening and speaking portions (often scoring at Expanding/Commanding levels) of the NYSESLAT than they do on the Reading/Writing portions (often scoring at Emerging/Transitioning levels). We have not assessed any students using the NYSITELL and as a result are not able to provide any data.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Given the patterns across our two previous years, with our ELLs generally scoring higher on the Listening and Speaking portions (often scoring at Expanding/Commanding levels) of the NYSESLAT than on the Reading/Writing portions (often scoring at Emerging/Transitioning levels), our instruction will focus on raising ELLs skills in academic language both in reading and in writing. As stated above, reading intervention classes are assigned based on skill level. All students receive structured writing instruction through their core English Language Arts class. Additionally, our English Language Arts teachers lead other school departments in a school-wide effort to align writing instruction.

In reviewing the data provided by the AMAO tool, we found that no AMAO 1 data was provided for our ELLs. There is data provided for AMAO 2. The data indicates that all current and former ELLs are at risk level 3 or above due to being overage and under credited. The data also reveals that some of our ELLs were one or two questions away from scoring at the next level proficiency. This is useful information that we will use to:

1. Share with students so that they get a better understanding of where they stand.
2. Share with teachers so that they can better support students in their classes.
3. Use to design a NYSESLAT prep course during trimester 3.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. The patterns across proficiency and grades years show us that the levels of our ELLs range from Beginner/Entering to Advanced/Expanding. We have one student at the Beginner/Entering level and the rest evenly are evenly distributed between Transitioning and Expanding. Our ELLs take tests only in English as their dominant languages have been determined to be English.

b. Instead of the ELL Periodic Assessment, we as a school use Really Great Reading's Diagnostic Decoding Surveys and Phonics Boost Skills Assessments as well as the assessments within the reading intervention classes in which our ELLs are enrolled (LINGUISTICS and POWER READING) as well as progress reports 12 times per year within English Language Arts classes. The results of these assessments is used in programming students within leveled English classes to meet their needs, match ELLs with opportunities to receive 1:1 and small group tutoring in after school setting and to set specific goals for their preparation and progress for the NYESLAT.

c. From these periodic assessments, we are learning that approximately half of our ELLs have moderate to severe decoding difficulties that then we address within the reading intervention classes. ELLs' native languages are not used in periodic assessment as our ELLs' dominant languages have been determined as English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A (We are a 9-12 school).

6. How do you make sure that a student's new language development is considered in instructional decisions?

We make sure that a student's new language development is considered in instructional decisions by working with teachers to help them learn about second language issues for our ELLs, especially as they potentially differ from other language and academic language development needs that affect all of our students' experience. Within our school, our students have all fallen two years behind their peers. We have found that for many of our students, ELLs and non-ELLs, acquiring academic language is a key factor in helping our students access grade level reading and to work towards grade level writing. In this vein, we examine our ELLs' writing both in their NYSESLAT-specific academic writing tasks and in their class work. Especially as many of our ELLs have been receiving ESL services for more than 6 years, part of our inquiry addresses areas where we can try to determine what issues may be second language learning related and what could be more general academic language acquisition areas. Where we can determine language issues that relate to second language learning as separate from our school-wide focus on academic literacy, we address these needs by discussing them with teachers and suggesting interventions for instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A (We do not have a dual language program)

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our program for ELLs by assessing credit accumulation and Regents pass rates .

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

According to our school's admission policies and in our school's design to serve students who are already in NYC schools and have fallen behind their peers for two years, all students entering our school have already attended NYC schools before they attend our school. Therefore all students will have been administered the HLIS and have taken the LAB-R or NYSITEL in their previous schools. The entries for all of these components are checked in ATS when students are admitted. As students have already been administered the HLIS by a different school by the time they are admitted to our school, our process of native language support during the intake process centers around general admissions procedures for our school, communicating our school's mission of providing academic interventions for students who have fallen two years behind their peers, and any other admissions questions that families have. These native language supports are provided by our Department of Education bilingual staff members (staff members are fluent in Spanish, French, Haitian-Creole, Portuguese, Swahili, Hebrew, Nepalese and American Sign Language). In the case that our bilingual Department of Education staff members are not available, we use translation and interpretation services of our full-time staff members who are bilingual and work with our school's partnering Community Based Organization, Good Shepherds Services. If we are not able to accommodate a family's language needs within our school and Good Shepherd staff, we use the Department of Education's translation services.

During the intake appointment, a staff member who conducts an oral interview in English and is also able to speak the students' native language assesses students' language needs. If we find that a student's language needs had not been identified or assessed within their first five school days, we would administer the state required identification tests within five days of enrollment. Maria Sandoval, AP of Special Populations, would conduct an informal oral interview to assess the student's English level. As stated previously, we have staff members that speak several languages, so we will be able to accommodate the needs of many parents and students with home language support during the intake process. If we do come across a family with a HL not spoken by one of our staff members, we will use the services of the Department of Education's translation and interpretation unit. If in the identification process it is determined that administration of the Spanish LAB is warranted Ms. Sandoval, who is a certified bilingual (Spanish) special education pedagogue will administer the Spanish LAB. We would then use the results of the identification test to determine whether students are entitled to bilingual/ESL programs and services and use identification test data to inform instructional programs and initial language allocations.

Ms. Sandoval annually evaluates English Language Learners (ELLs) using the NYSESLAT and is able to administer the HLIS, NYSITEL, and Spanish LAB if necessary. Ms. Sandoval uses the RELC report to identify ELLs as soon they appear on the school's ATS. Ms. Sandoval administers some components of the NYSESLAT (i.e. Listening and Reading sections) and trains a team of other staff members to administer other portions when necessary.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As stated previously, students admitted to our school have already attended a NYC school prior to coming to our school, we are prepared to fully follow the SIFE identification process for students who might be new to NYC, but still fit our admission criteria. Maria Sandoval, AP of Special Populations, is able to assess students using the SIFE questionnaire and evaluating student work within 30 days of initial enrollment and make an initial SIFE determination. Ms. Sandoval will administer the oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE in the appropriate student home language.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

As stated previously, students admitted to our school have already attended a NYC school prior to coming to our Brooklyn Frontiers. If we admit a student new to the NYC public school system that has been identified, as a SWD the ELL identification process will be conducted and the LPT will meet within 20 days of the student being admitted to determine whether the student should or should not take the NYSITELL. Stagnant members of the LPT include Maria Sandoval, AP of Special Populations and Millie Henriquez McArdle, GSS Director. Revolving members of the LPT include the student, parent, and GSS coach. Once the team meets, Principal, Alona Cohen, reviews the recommendation and makes a determination. Principal Cohen will then submit her determination to the superintendent for final approval.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Maria Sandoval, AP of Special Populations distributes all entitlement and non-entitlement parent notification letters in both English and the families' preferred HL. Copies are maintained in students' cumulative files, which are kept in a secured location.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Maria Sandoval, AP of Special Population will contact families and inform them of their right to appeal their student's ELL status in both English and their preferred HL.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We hold a family orientation in September. At that time, we hold workshops to explain our academic program and the ENL supports that students will receive as part of it. All parents of eligible students are invited to the workshop to learn more about program options, interpretation services are provided. If a parent does not come to the information session or any other event at the school, the Parent Coordinator or designated school staff will reach out to parents one by one as feasible to ensure that they receive the proper documents and are aware of their options. We use phone calls, repeat phone calls, and registered letters to reach parents. All students are paired with a coach who can communicate with families in their native language. The coach conducts outreach to the families in English or their native languages and invites them to come to the school to discuss their program options. Parents of ELLs will have received an entitlement letter by mail. We will then provide families with 1:1 time with a coach, the ENL teacher and an administrator to discuss their choice and to fill out the program selection forms. This will take place following the ELL option workshop. We inform the parent that the default placement is a bilingual program. If the parent chooses the default placement or a program that is not offered at our school, we will let the parent know that in order for their student to be enrolled in the program, they need to transfer to another school. We will also inform the parent that we will record their preference and once fourteen other parents request the same program, we will offer it. The letters are mailed and maintained by Maria Sandoval, AP of Special Populations after identification via the RELC report in ATS.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As our students have a history of being enrolled in a New York City school as a component of their admission to our school, most families have already completed the Parent Survey and Program Selection forms at their child's previous school. Maria Sandoval, AP of Special Populations, maintains copies of these Program Selection forms from students' cumulative files and works with students' previous schools to obtain copies of the Program Selection form in the cases where a student's cumulative file has not been received by our school. In the case that no Parent Survey and Program Selection form can be found or a program families have previously chosen becomes available, Ms. Sandoval along with the student's coach, reach out to parents by phone, registered mail and home visits if necessary. All written communication is provided in the families' in both English and the family's preferred HL. Ms. Sandoval maintains these records in a secure file system.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Maria Sandoval, AP of Special Populations will contact parents directly by phone, email, and/or registered mail to ensure that Parent Survey and Program Selection forms, provided to them in both English and their preferred HL, are completed and returned. Ms. Sandoval maintains these records in a secure file system.
9. Describe how your school ensures that placement parent notification letters are distributed. Maria Sandoval, AP of Special Populations will distribute placement parent notification letters to students and via mail both in English and in their preferred HL. Ms. Sandoval maintains these records in a secure file system.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is maintained in the student's cumulative record. Ms. Sandoval maintains these records in a secure file system and provides access to ENL teachers and pertinent stakeholders.
11. 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.

In order to administer all sections of the NYSESLAT to all ELLs each year, Maria Sandoval, AP of Special Population, creates a testing calendar to cover the length of the testing window planning for multiple opportunities for each ELL to take each section of the NYSESLAT in order to account for possible student absences. As soon as the window begins for training other teachers to administer portions of the NYSESLAT, Ms. Sandoval convenes a team of 2-3 additional teachers who participate in training and norming to learn how to administer and score the Speaking and Writing portions of the NYSESLAT. Students are individually administered the Speaking portion of the NYSESLAT first, as the testing window allows. Students are administered the Listening, Reading and Writing portions of the NYSESLAT in a group, with multiple sessions scheduled in case students are absent during testing administration. To allow for the untimed nature of the test, students are permitted as much time as they require to complete the NYSESLAT. Ms. Sandoval works with the team of trained and normed teachers to oversee the scoring of the Writing portion of the NYSLAT. Ms. Sandoval works with students' coaches who have been absent during the testing period to call home multiple times to ask students to come in. We also have contingency plans to send registered letters home and make home visits should the need arise. In order to determine NYSESLAT eligibility, we reference the RLER report in ATS.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Maria Sandoval, AP of Special Populations, will distribute continued entitlement and transitional support parent notification letters in both English and the preferred HL to students and via mail.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years, 100% of our ELLs' parents have selected our ENL program. None of our ELL families have requested to switch to another program option. We expect this trend to continue given our school's targeted literacy and math interventions and social emotional supports provided for students who have fallen two years behind their peers and the lack of other similar schools and resources in the area. Where our ELLs' families are committed to helping their children develop their English language skills, they have also chosen our school because of our focus in working with students who are two grades behind their peers. In this way, the parents of our ELLs express concern over helping their children accumulate credit toward graduation and see our ENL program as one more literacy support offered through our school. If there are parents who would like their children to be enrolled in a program we do not offer, we will assist them in finding another school. In addition, the trend noted above helps us plan for future programming by ensuring that ENL teachers are prepared to teach a variety of courses so that ELLs students can be provided with the necessary ENL supports while at the same time progressing through the necessary coursework required to earn a Regents or Advanced Regents diploma.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 In our program model, students are placed in a heterogeneous class. Integrated ENL is offered in daily 55-minute classes taught by Lauren Rugg, one of our biology teachers. Ms. Rugg is currently enrolled in an ENL Certification program. Maria Sandoval, AP of Special Populations teaches a standalone ENL course called Linguistics where the lowest level ELL students are enrolled. Ms. Sandoval is a certified ENL teacher. In addition, students requiring additional minutes of instruction are programmed for a standalone ENL course taught also taught by Ms. Sandoval.
 - b. TBE program. *If applicable.*
 N/A
 - c. DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 The organization of our staff ensures that our ELLs receive the mandated number of minutes of instruction in ENL as ELLs receive an individualized course schedule depending on their level of ELL proficiency. Integrated ENL services are provided within Biology classes for 55 minutes 5 times a week (440 minutes a week). The literacy skills of each incoming student is assessed and if the students is found to have decoding deficits, they are programmed for a literacy intervention class taught by an ENL teacher for 55 minutes 3 times a week (165 minutes). In addition students are also programmed for a standalone ENL class taught by an ENL teacher for 38 minutes 5 times a week (190 minutes). Entering ELLs receive 540 minutes of instruction, 100 of those minutes are provided through direct, standalone instruction. Transitioning and Expanding students receive at least 180 minutes of instruction through a combination of Integrated ENL or standalone ENL services. We currently do not program students for HLA instructional minutes since the model we follow is a Freestanding ENL program.
3. Describe how core content is delivered in each program model. 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.
 Core content is delivered in Ms. Rugg's biology class through the Sheltered English approach. Other instructional approaches include Push-In support, co-teaching, purposeful student grouping, written and oral instructions and multi-sensory teaching strategies. In Ms. Sandoval's targeted literacy intervention, core content is delivered using a direct method. Additionally, regular feedback every 2-3 weeks to students and families along with weekly meetings with a student coach allow for individualized feedback to student and goal setting for academic progress. Books in ELLs' native languages are available in classroom libraries as well as bilingual dictionaries and glossaries for content area vocabulary. ELLs' performance is consistently monitored and assessed and instructional planning is continually adjusted based on the data from student work.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are asked to identify their native language during the intake interview. School staff that is fluent in the native language is able to assess students' comprehension and communication skills in the native language. The translation unit is contacted if there is no one on staff fluent in the student's native language.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by incorporating instruction and assessment of English speaking, listening, reading and writing within English Language Arts classes with a focus on developing ELLs' academic language skills. Students are assessed in speaking through participation in Socratic Seminars, they are provided several opportunities to engage in accountable talk conversations that also involve the assessment of their listening skills. Reading and writing skills are assessed in all classes in many different ways. Students receive feedback on assessments 4 times per trimester.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

We differentiate instruction for each of the ELL subgroups in the following ways:

a. In addition to the regular ENL instructional time, SIFE students will receive one on one and group counseling (once and week and twice a week, respectively). SIFE students will also receive co-teaching services and additional tutoring sessions after school.

b. In addition to the regular ENL instructional time, newcomer ELLs will receive after-school tutoring specifically designed to address literacy skills in English.

c. In addition to the regular ENL instructional time, Developing ELLs students will also receive afterschool tutoring (Outcomes Recovery) to work on comprehension and test taking strategies.

d. In addition to the regular ESL instructional time, Long term ELLs will receive targeted literacy supports and tutoring in comprehension and test taking strategies.

e. Former ELLs will receive transitional ENL services for up to two years. These services include individual and small group tutoring, literacy intervention classes, English classes with two teachers in the room, and other accommodations that the former ELLs teachers deem necessary. For up to two years, former ELLs receive testing accommodations as necessary to support their instruction and learning, including testing in a separate location, extended time on tests (i.e. "time and a half"-- the required testing time plus half that amount), a third reading of the Listening Section of the English Language Arts Regents exam, bilingual dictionaries and glossaries and simultaneous use of English and Alternative Language Editions of state tests for which the state provides translated copies and oral translation for lower-incidence languages and writing responses in the native language for state tests. Testing accommodation decisions are made in collaboration with former ELLs' teacher and the school administration in accordance with the best judgment of the ELLs' needs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

As our students have a history of being enrolled in a New York City school as a component of their admission to our school. We are prepared to fully follow the re-identification process as outlined in the ELL Policy and Reference Guide, for any student that meets our admission criteria. Maria Sandoval, AP of Special Populations, will manage all aspects (as outlined in the ELL Policy and Reference Guide) of both the initial identification process as well as the re-identification process, both 6-12, as needed.

8. 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 ELL-SWDs use Universal Design Principles (UDP) when designing and delivering instruction in order to provide access to academic content areas and accelerate English language development. This includes providing both written and spoken versions of texts, having online translation tools and dictionaries available, and using subtitled videos. Teachers adapt texts; use embedded questions, writing frames, graphic organizers, model texts, and explicit and timely feedback. Teachers also collaborate across departments to align writing instruction and feedback. Teachers use word walls and explicitly teach content area vocabulary. Additionally, both ELLs and native English speakers are assessed and, if deemed eligible, programmed into literacy intervention classes that focus on phonics, decoding of text, and improving accuracy and fluency in reading in English.

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

Chart ELL-SWDs are programmed into ICT ELA, Math, and Elective classes. This ensures that students who need additional support are provided with both an appropriate pace for instruction as well as materials that are accessible at the equivalent grade level at which they are reading. The criteria used to place ELL-SWDs in ICT classes include a review of the students IEPs. Additionally, all students are assessed and, if deemed eligible, programmed into targeted literacy intervention classes.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

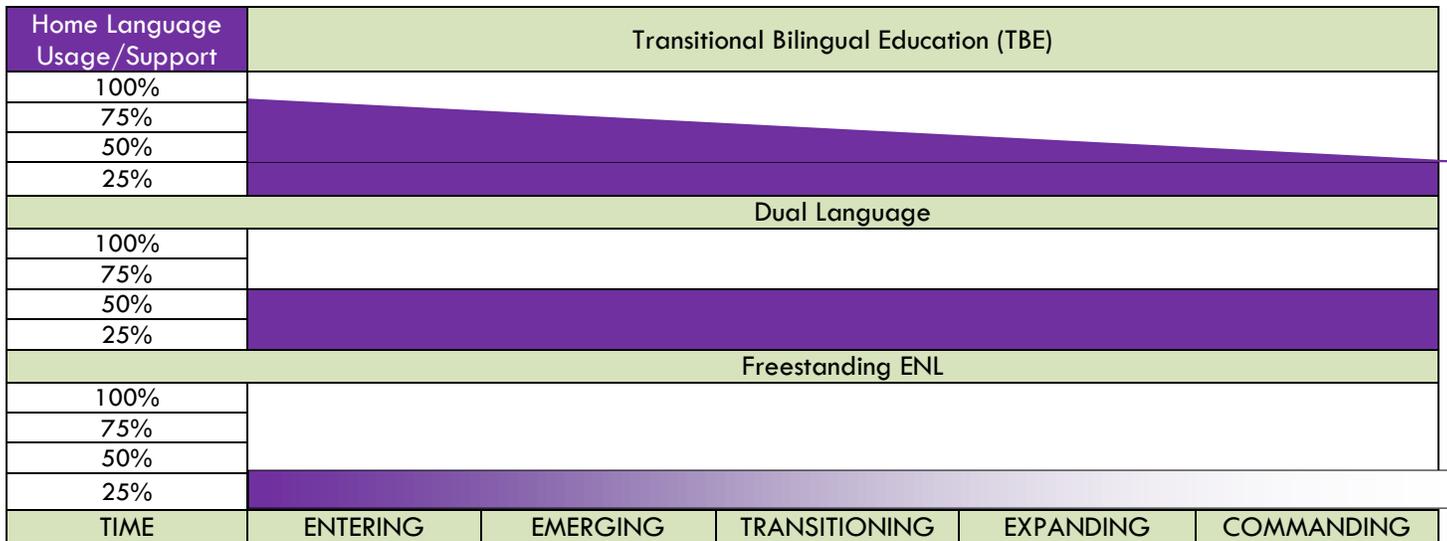


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Targeted interventions for our ELLs exist in all subject areas. For ELA, our ELLs will be placed in a literacy intervention class, Linguistics, which meets either two or three times a week for a 55-minute period. Linguistics focuses on spelling, vocabulary acquisition, accuracy, and fluency in reading and is taught in English by ENL teachers. Math intervention services are provided during after school tutoring sessions. All students including ELLs are also offered after-school academic support in the form of 1:1 and small group tutoring with content area teachers 5 afternoons a week. Targeted interventions for students in social studies and science are offered daily after school and by appointment at lunch in a 1:1 student/teacher setting as well as during the last 2 days of every cycle (three times a year). In addition, Regents Prep courses are offered for all subject areas that end in a Regents examination. Interventions in the students' native language are not currently provided, but bilingual staff members are available to support students as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program can be measured as effective in providing our ELLs a wide range of second language support. We are also effectively providing support to our ELLs in our efforts to align school wide expectations and instruction in writing as well as the ways in which teachers adapt materials to students' reading levels. Our challenge is to help our ELLs develop the academic language skills both to help them raise their English language proficiency but also to help them succeed across their content area classes. We are working toward strengthening our approach to academic language instruction.
12. What new programs or improvements will be considered for the upcoming school year?
For the coming school year, we will ensure that content departments select ELL student work when they collectively examine student work. In our school-wide inquiry work, one of our Long Term ELLs will be observed by a range of teachers using low inference observation tools in order to assess teacher practices that could be implemented to help increase student independence and to strengthen student academic performance. In addition we will begin a Culture Club where students and staff members of various cultural backgrounds will meet during student lunch and discuss ways in which cultural diversity can be celebrated throughout the school community.
13. What programs/services for ELLs will be discontinued and why?
We do not have plans to discontinue any of our current programs or services for ELLs.
14. 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 equal access to all school programs such as clubs (Double Dutch, Gay Straight Alliance, Math Strategy), 1:1 and small group tutoring, field trips around New York City (Chinatown, Lower East Side Tenement Museum, 826 nyc, Chinese Scholar's Garden in Staten Island), local and regional college campuses, and activities. Afterschool, our students, including ELLs, are offered academic tutoring. The Student Leadership group provides additional student-led activities in the afternoons and on weekends, for example the Hispanic Heritage Celebration, Café Rise, Thanksgiving Multicultural Celebration, our end of the year Student Celebration, and the Breast Cancer Walk. All of our students, including ELLs, are eligible to participate in Learning to Work paid internships. Supplemental services such as translation, extra tutoring, and access to educational information for families are offered on a case-by-case basis. ELLs are invited to participate in these opportunities by their GSS coach and/or teachers. Many ELL students take advantage of provided enrichment opportunities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials used include classroom projectors and SMART Boards, Just Words multi-sensory materials, Phonics Boost, digital recorders for recording and transcribing, and MacBook computers for each student in every classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
When possible, ELLs are assigned to a coach whose speaks their native language and who provides academic and social counseling in both Spanish and English. In the classroom, online tools such as Google translate, are used. Students have access to instructional videos in their native language with English subtitles and in English with native language subtitles through Discovery Education. Native language glossaries and dictionaries are also available.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services, support and resources correspond to ELLs' age and grade level, as the focus of our school is to provide age appropriate access to our students who have fallen two years behind in their academic progress. Classroom libraries are leveled and designed to provide high interest materials for high school students that require low reading level skills. Scaffolds, outlines, and adapted texts with embedded questions are used to ensure that ELL-SWDs are provided the necessary supports appropriate for their cognitive needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students and families meet with a staff member for an intake appointment. At that time, student and family needs are assessed and resources aligned to support students.

19. What language electives are offered to ELLs?

We currently offer French, Spanish, and American Sign Language as a foreign language elective.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a DL program at our school.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The professional development plan for all ELL personnel at the school is based on the existing school-wide professional development model. As a school, we use outcomes to assess student learning, outcome-based assessments, teachers work to deliver timely and useful feedback on student performance to students, families, and academic coaches. Additionally, the ESL teacher works with teachers to refine their course outcomes to include language objectives that ELLs will need to be taught in order to access the information. Within departmental team meetings, the ESL teachers work with content area teachers to examine and refine outcomes, outcomes-based assignments to reflect second language learning needs. The ESL teacher is engaged in professional development for the Really Great Reading Phonics Blitz program and has participated in a 3-day QTEL training. School wide professional Development is provided through a Lesson Study approach. Meeting times are structured in order to provide more continued focus opportunities. The 55-minute department meetings will be held on Tuesdays and Thursdays. The 80 weekly minutes of afterschool professional development time will be moved to Tuesdays. Departments select their Thursday activities. For two Tuesdays a month, the professional development time will be added to the department meeting time, thereby creating a 135 minute block for teachers to meet. We anticipate that on these two Tuesdays per month, departments will embark on Lesson Studies to jointly develop and evaluate new instructional approaches. All departments will participate in a minimum of three rounds of Lesson Study throughout the year. For the other two Tuesdays every month, departments will engage in work that supports the Lesson Study, including reading scholarly articles and learning about pedagogical approaches from outside experts. Topics will be decided with the guidance of the PD committee. The 80-minute professional develop time for these weeks will focus on joint Good Shepherd Services/ DOE sessions to continue to develop engagement communication strategies.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

To support ELLs as they engage in the Common Core Learning Standards, Maria Sandoval, AP of SpEd and ESL will work with content area teachers to help ensure that course outcomes, assignments, and teacher feedback includes approaches to facilitate second language acquisition.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to support staff to assist ELLs as they transition from middle to high school, staff members work with students' coaches to identify and respond to transition-related needs. Additionally, the application process to enter our school entails a thorough interview process for both the student and their family during which areas needing potential support are identified. This allows the students' coaches to both support them at the school level in peer, group, academic, and teacher interactions as well as working with them and their families to access outside services when necessary. Our College Access Coordinator works with all students, including ELLs, to familiarize them with and to help facilitate the college application process and post secondary opportunities. All staff members involved in the transition of our students participate in a variety of both in-house and outside professional development.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

ELL training for all staff including non-ELL teachers will be conducted by Maria Sandoval, AP of Special Population over a course of full staff and departmental professional development meetings across the year. Topics will include: ESL strategies, methodologies and second language acquisition, instructional scaffolding techniques, developing differentiated instruction strategies for English Language Learners, Understanding by Design as well as administration and interpretation of the NYSESLAT to assist teachers in using appropriate strategies to address the learning needs and styles of ELLs. In addition, teachers use 2 55-minute common preparation periods per month as a forum to share best practices and to support individual teacher growth as well as to build community. Records of teachers' participation in these trainings are kept as sign-in sheets from the meetings.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Families attend an Orientation/Enrollment meeting in late August. At this time the goals of the program, language development progress, language proficiency assessment results and language needs of the student are discussed. Translation services are available from DOE/GSS staff members or a translation agency.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All paper files are kept in the school records room. There are also electronic records kept on Google Drive, JumpRope, and PowerSchools. Maria Sandoval, AP of Special Populations, will ensure that all pertinent documentation is maintained in a secure location.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement at our school, including parents of ELLs, begins in the initial stages of registration. In order to enroll in our school, students must have fallen behind in their academic studies by two years. Parents attend the initial intake meeting with students and families learn together about our school's model of supporting students. Families decide to enroll based on their interest in the academic and social supports offered by both students' academic coaches and content area teachers. After enrollment, parents are included in Family Orientation, Parent Teacher Conferences, IEP meetings, monthly Parent Teacher Association meetings, Outcomes Workshops, Youth Development Workshops, potluck dinners, dinner sales, and through the Parent Teacher Association. The parent coordinator organizes family orientation events and supports the PTA in organizing meetings and workshops. The school's bilingual staff and the Department of Education's translation unit provide translation and interpretation services as needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school was developed and is run in partnership with Good Shepherd Services, who provides a bilingual director, multilingual coaches for our students, a Learning to Work internship coordinator and administrative support for our school. Good Shepherd Services can also link our students' families with existing parent workshops and services to ELL parents within their communities. Based on parent interest and need, school-based workshops and services to ELL parents will be provided in collaboration with Good Shepherd Services, and our ESL teachers.

5. How do you evaluate the needs of the parents?

We evaluate the needs of our students' parents beginning in the initial interview, using a format created by Good Shepherd Services. Some parents' request services at the time of entry to our school and others are connected with services for themselves or for their children as needs arise. Since many of our students will be the first in their families to attend college, we anticipate that a bulk of our parent needs will center on learning about the college preparation and application process as well as financial aspects of supporting students through college. We also anticipate ongoing assessment of parent needs through phone calls and meetings with students' academic coaches, the parent coordinator and in Parent Teacher Conferences.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities address the needs of the parents because they are driven by parental input both through in-person meetings to decide on activities and through phone outreach to determine parents' needs. The parent coordinator also surveys parents at the end of parent events to assess the effectiveness of parental involvement activities and parents' ideas for new and continued parental involvement activities. The school's bilingual staff and/or the Department of Education's translation and interpretation unit provide translation services on an as needed basis.

D. Additional Information

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

As our school design is formulated around working with students who have been enrolled in New York City schools but have fallen two years behind their peers, our ELLs have already experienced academic failure when they begin ninth grade at our school. As the majority of our ELLs have been receiving services for more than 6 years by the time they enter high school and have been performing higher on their Speaking and Listening portions of the NYSESLAT, through all of our work with our students, ELLs included, we work to assess their current literacy needs, determine the best educational practices for helping them achieve grade level literacy skills and meet Common Core Learning Standards and to help our students re-engage with school in a positive way. We see our role as ENL teachers and content area teachers for our ELLs as needing to determine the intersection of our students' second language learning needs, academic content learning needs and factors aside from language learning that impact their performance in school. Our model is a

collaboration with Community Based Organization, Good Shepard Services, which provides counselors for our students, our College Access Counselor, our Learning to Work Coordinator and other supports to help us support our students toward their graduation from high school.

Part VI: LAP Assurances

School Name: **#INGEST ERROR!**

School DBN: **15K423**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alona Cohen	Principal		9/16/15
Maria Sandoval	Assistant Principal		9/16/15
Michael Haimes	Parent Coordinator		9/16/15
Maria Sandoval	ENL/Bilingual Teacher		9/16/15
Evelyn Pugh	Parent		9/16/15
Lauren Rugg	Teacher/Subject Area		9/16/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
LaShawn Robinson	Superintendent		9/16/15
O'Mayra Cruz	Borough Field Support Center Staff Member <u>ELL</u> <u>Compliance Speci</u>		9/16/15
Neil Pergament	Other <u>Assistant Principal</u>		09/16/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15K423** School Name: **Brooklyn Frontiers**
Superintendent: **L. Robinson**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When students enroll in our school, parents' home language and preferred language for written and oral communication is assessed through the initial interview. As stated in the LAP, our school's admission policies and in our school's design to serve students who are already students in NYC schools and have fallen behind their peers for two years, all students entering our school have already attended NYC schools before they attend our school, Therefore all students will have been administered the HLIS and have taken the LAB-R in their previous schools. Because students entering our school have already been administered the HLIS by their previous schools we do not administer the HLIS. The entries for all of these components are checked in ATS when students are admitted.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for both written and oral communication at Brooklyn Frontiers include, Spanish, Haitian Creole, Fu and Twi.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents typically disseminated every year during the first week of school include a student handbook and lunch forms. Monthly calendars, Notice of IEP meetings, and monthly mailings that include student progress reports are distributed monthly. Bilingual staff members translate most documents. Documents needed to be translated to a language not spoken by BFHS staff are submitted at least two weeks ahead of when needed to the Department of Education's translation unit.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings with parents include parent-teacher conferences, IEP and PTA meetings as well parent meetings around attendance, academic engagement, and student behavior. Many templates for the notices listed above as well as other important DOE notices are available in translation at the Translation and Interpretation Units intranet site and are printed on an as needed basis.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation supports are provided by our Department of Education bilingual staff members (staff members are fluent in Spanish, French, Haitian-Creole, Portuguese, Swahili, Hebrew, Nepalese and American Sign Language). In the case that our bilingual Department of Education staff members are not available, we use translation services of our full-time staff members who are bilingual and work with our school's partnering Community Based Organization, Good Shepherds Services. If we are not able to accommodate a family's language needs within our school and Good Shepherd staff, we use the Department of Education's translation services. Many templates for important DOE notices are available in translation at the Translation and Interpretation Units intranet site and are printed on an as needed basis.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation supports are provided by our Department of Education bilingual staff members (staff members are fluent in Spanish, French, Haitian-Creole, Portuguese, Swahili, Hebrew, Nepalese and American Sign Language). In the case that our bilingual Department of Education staff members are not available, we use interpretation services of our full-time staff members who are bilingual and work with our school's partnering Community Based Organization, Good Shepherds Services. If we are not able to accommodate a family's language needs within our school and Good Shepherd staff, we use the Department of Education's interpretation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will be informed by the LAC via email about how to use translation services and over-the-phone interpretation services. In addition, a list of bilingual staff members (and languages spoken) will be compiled and shared with all staff members.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The LAC will ensure that the above listed notification requirements are posted and/or distributed to all pertinent stakeholders. In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, we provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We locate these translated versions of this document, in the covered languages, on the New York City Department of Education's website. In a clear location near the primary entrance to our school, we post a sign in each of the covered languages, indicating the availability of interpretation services. We use the Interpretation Services Available signs as posted on the New York City Department of Education's website.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Our office staff, which answer the phones and greet families in the main office, either translate themselves (French and Spanish) or match families with translators through our school and Good Shepherds staff.

We do not currently have a school population with parents of more than 10% of the children at our school who speak a primary language that is neither English nor a covered language. In the case that our school population's language needs shift so that we have a group of parents whose language needs are not covered by our staff, we will obtain translation from the Translation and Interpretation Unit, post signage and create forms in order to facilitate communication for the families of all of our students. We will use the information posted by the New York City Department of Education's website as a guide to obtaining information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The mechanisms used to gather feedback from parents on the quality and availability of services include, but are not limited to NYC School Surveys results and conversations with families.