

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K439

School Name:

BROOKLYN INTERNATIONAL HIGH SCHOOL

Principal:

KATHLEEN RUCKER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Brooklyn International High School School Number (DBN): 13K439
Grades Served: 9 - 12
School Address: 49 Flatbush Avenue Extension, Brooklyn, NY 11201
Phone Number: 718-643-9315 Fax: 718-643-9516
School Contact Person: Kathleen Rucker Email Address: KRucker@schools.nyc.gov
Principal: Kathleen Rucker
UFT Chapter Leader: Eileen Meeker
Parents' Association President: Dunia Hernandez
SLT Chairperson: Dunia Hernandez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lina Talledo
Student Representative(s): Victoria Alvarez
Julius Hoessel

District Information

District: 13 Superintendent: Kathy Pelles
Superintendent's Office Address: 335 Adams St, Brooklyn NY 11201
Superintendent's Email Address: KPelles@schools.nyc.gov
Phone Number: 718-923-5181 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn NY 11201
Director's Email Address: Aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941

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)
Kathleen Rucker	*Principal or Designee	
Pat Doherty	*UFT Chapter Leader or Designee	
Dunia Hernandez	*PA/PTA President or Designated Co-President	
Yilan Yang	DC 37 Representative (staff), if applicable	
Lina Talledo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Victoria Alvaez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Julius Hoessel	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dima Drozdovska	Member/ Parent	
Andrew Hoessel	Member/ Parent	
Fred Wambolt	Member/ Staff	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Contextual Information about your school community:

The Brooklyn International High School (BIHS) is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve approximately 350 students who come from over 40 different countries and speak 30 different languages. We are a member of The Internationals Network for Public Schools (INPS), one of fifteen such International high schools in the city and a member of the Performance Standards Consortium, one of approximately 40 schools in New York City that use authentic performance-based assessment tasks. Both INPS and the Consortium provide support and professional development for teachers.

All of the International High Schools in New York City follow the "Internationals Approach." This approach is built upon five core principles. These principles inform all aspects of our structure, pedagogy and operations, and include:

Heterogeneity and Collaboration

We strive to attract as diverse a student population as possible in terms of ethnicity, country of origin, native language, race, gender, English proficiency and academic level. All of our classes are untracked and completely heterogeneous. Our students speak 30 different languages and represent almost 40 nations. Students from the same countries come from a wide range of urban and rural areas where schooling may be limited. Some are refugees or asylum-seekers.

Research has shown that students learn best when they learn from each other. Thus in every class, students work together in small cooperative learning groups. Only through working together can they complete the interdisciplinary projects assigned to them. Through various extracurricular activities students have the chance to collaborate in new and different ways.

Experiential Learning

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school's four walls. These include field trips, expanded learning opportunities and career internships.

BIHS has a comprehensive career internship program. All students in their junior year complete a twelve-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work. Students become aware of future possibilities as they acquire job skills while working in schools, hospitals, courts, museums, law firms, computer labs, community-based organizations (CBOs), non-profits, and private enterprise. We have found that the experience is so profound as to influence students' choices of college majors during the college application process.

Experiential learning also means "hands-on" activities, role-plays, and simulations, which occur in all content area classes as a result of our teacher-designed, project-based curricula.

Language and Content Integration

Students at BIHS come to us with a wide range of academic and linguistic needs. We believe that language development is achieved through interdisciplinary content area instruction while working in heterogeneous groups. Learning and

language are social constructs and in order to develop language proficiency, students need a sense of purpose, a forum for negotiating meaning with each other, and an opportunity to demonstrate tangible results of their learning. Interdisciplinary student-centered project-based instruction provides scaffolded accessibility for students at different levels of proficiency (including newcomers and students reading proficiently, SIFE students, long term ELLs, and as an alternative placement to Special Education) , while making similar language and content area connections across disciplines. These projects culminate in written and/or oral presentations in order to provide numerous opportunities for our English language learners to use language in various settings. A wide range of technology is integrated into all classes thus allowing students to use different modalities to demonstrate what they know and can do.

In addition to developing students' English language skills, we promote native language acquisition and literacy. We have an aging collection of native language books in various languages that range from illustrated children's books to novels and textbooks on a variety of levels. Students complete native language projects in all grades, such as writing native language/English children's books and bilingual brochures about human rights violations in native countries, or about U.S. citizens' rights. The school supports after-school native culture clubs and cultural festivals. The clubs and festivals affirm our students' cultural identity which has proven to support academic development by providing a safe haven for students and a welcoming and orienting community for newcomers.

Localized Autonomy

We believe that decisions about instruction, operations, and budget are best made by those who are closest to our students – our staff. As a result, decisions are made collaboratively in a group where all constituencies of our learning community are represented. As a PROSE school within the New York City Department of Education, we are fortunate to have even greater flexibility in decision-making on a broader scale.

One Learning Model for All

Recognizing that everyone in our learning community is continually growing and acquiring new knowledge and skills, our faculty adhere to the same principles that guide our classroom model of instruction. Teachers work collaboratively in teams to plan, differentiate, and scaffold curriculum for all students. At weekly meetings, teachers discuss the progress of their students and analyze data around teaching and learning to better meet the needs of their students.

As part of our ongoing professional development, time is scheduled for teachers to visit one another's classrooms to learn from each another and reflect on practice. These targeted intervisitations optimize growth and development among staff members. Our teachers have a great aptitude for reflecting upon their work and making appropriate adjustments. They are skilled at both incorporating feedback into their projects and providing meaningful feedback to one another.

The Brooklyn International High School eagerly seeks out strategic collaborations and partnerships to further the academic opportunities afforded our students. BIHS is an iZone school, a Digital Ready School, and a Learning Partner School:

- As an iZone School, BIHS has participated on various workshops, professional development opportunities, and affinity groups, focused on the use of technology with English language learners.
- As a Digital Ready School, BIHS has developed expanded learning opportunities for our students as we work with our partners throughout the year and in various capacities. Partners include BEAM Center, TriBeCa Film Institute, Brooklyn College Collaborative, Magic Box Productions, Stoked, BRIC Arts, and others. Students are also involved in internships throughout the city as a way of expanding learning beyond the four walls of the school. Additionally, our teachers have been involved in Digital Ready's Mastery Collaborative and next year we will serve as Active Members in the Mastery Collaborative 2015-16, joining a team of schools across the city to share and create resources for mastery/competency-based schools.

- As a Learning Partner School, the principal and teachers engaged in bi-weekly meetings and monthly school intervisitations related to using technology to support English Language Learners; improving questioning and discussions through Socratic seminars; and strengthening performance-based assessments. And in the 2015-16 school year we will continue working in Learning Partners to develop a restorative justice program tailored to the needs of new immigrant English Language Learners.

After reviewing the Framework for Great Schools Report 2015 and performing an internal needs assessment, we believe that our greatest progress has been in the area of collaborative work amongst our teachers. By strategically budgeting and scheduling planning time, teachers are able to engage in data analysis, curriculum design, and study groups in order to determine how to best meet their students' needs. Moreover, our participation in the Learning Partner Program allowed teachers to work collaboratively across schools in our Learning Partner cohort.

Our review revealed that we would like to strengthen family ties and this will be our focus for the 2015-2016 school year. Historically, we have had high attendance at our monthly family meetings and conferences, but we would look forward to expanding the ways in which families can participate in our school community.

13K439 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	345	SIG Recipient	N/A
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	1	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	4
# Foreign Language	N/A	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.1%	% Attendance Rate			94.0%
% Free Lunch	71.7%	% Reduced Lunch			N/A
% Limited English Proficient	82.5%	% Students with Disabilities			2.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			18.4%
% Hispanic or Latino	22.2%	% Asian or Native Hawaiian/Pacific Islander			48.4%
% White	11.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.98	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.0%	% Teaching Out of Certification (2013-14)			35.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			3.92
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	50.7%	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	93.9%	% of 2nd year students who earned 10+ credits			94.3%
% of 3rd year students who earned 10+ credits	90.5%	4 Year Graduation Rate			89.3%
6 Year Graduation Rate	87.0%				
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
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 Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

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:

- Differentiation of curriculum through the use of Kathie Nunley’s Layered Curriculum and embedding student choice in projects assignments and collaborative project roles
- Interdisciplinary portfolio projects
- Vertical Alignment of curriculum through grades 9 to 12 and horizontal alignment across the disciplines on each grade level; facilitated through weekly meetings and common planning time
- Common planning time for higher quality curriculum development
- Emphasis on development of critical thinking skills
- Expanded Learning Opportunities with outside partners build 21st century skills
- Explicitly stated goals (school-wide through to teams and teachers)

Needs:

- Small group academic support and counseling for individual students
- Continue to incorporate literacy-based professional development work for teachers

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, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, all teachers will participate in literacy-based professional development through a selection of activities that may include intervisitations, curriculum shares, and literacy workshops offered through The Internationals Network for Public Schools and the New York State Performance Standards Consortium. Teachers will include evidence of their literacy-based professional development in their end of the year professional portfolio.

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) <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 New York Performance Standards Consortium will provide professional development for teachers including discipline-specific workshops, intervisitations and moderation studies focused on analyzing tasks and student work.</p>	<p>ELLs,SIFE, SWDs, LTAs, STH</p>	<p>07/15-06/16</p>	<p>Laura Berson</p>
<p>Before, during and after school targeted small group supportacademic support classes</p>	<p>ELLs,SIFE, SWDs, LTAs, STH</p>	<p>07/15-06/16</p>	<p>Laura Berson</p>
<p>Utilize literacy-based PD modules from our network, The Internationals Network for Public Schools, to strengthen instructional strategies</p>	<p>ELLs,SIFE, SWDs, LTAs, STH</p>	<p>07/15-06/16</p>	<p>Pat Doherty, literacy coach</p>
<p>Hire F-status teacher for individualized support for at-risk seniors. Literacy coach will assist f-status teacher in determining effective practices for supporting students.</p>	<p>ELLs,SIFE, SWDs, LTAs, STH</p>	<p>07/15-06/16</p>	<p>F-status teacher, literacy coach</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>The literacy coach, assistant principal, and teachers will participate in these activities. Schedule adjustments include building in time for small groups of students to meet for extra support with coursework.</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	X	Title III, Part A		Title III, Immigrant		
X	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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Principal and AP will meet with teachers in January as part of our portfolio review process to assess teacher progress towards their literacy goals. Adjustments will be made to our PD calendar if needed depending on teacher needs. Principal, AP and guidance counselor will meet in January to review student progress data including course pass rate and student portfolio completion to assess the impact of small group academic supports.

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.
- The Framework for Great Schools Report 2015 shows that 95% of students responded to the School Survey and had a 91% or higher positive response to the social-emotional learning category. Each cohort of students presents with different challenges and needs, based on family or immigration experiences. For example, we have seen an increase in the number of unaccompanied minors from Central America this past year. We are always looking for effective methods to strengthen social emotional learning for all students, especially chronic absentees and students in temporary housing.

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.

By June 2016, 50% of teachers will be trained in Restorative Justice practices and by June 2016, 80% of students will experience Restorative Justice practices in the classroom resulting in an increase in student attendance rates and an increase in Supportive Environment metrics on the Framework for Great Schools students survey.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Through the Learning Partners Program, teachers across three schools will exchange best practices around	ELLs, SIFE, SWDs, STH, LTAs	7/15 – 6/16	Model teachers; other teachers; Literacy Coach

Restorative Justice. Teachers within BIHS will turnkey the training.			
Restorative Justice curriculum will be modified for the targeted populations.	ELLs, SIFE, SWDs, STH, LTAs	7/15-6/16	Model teachers; other teachers; Literacy Coach
Continue to partner with Interborough Counseling Center to provide on-site individual counseling to at-risk students. Increase access to counselling services by adding an additional full-time social worker.	ELLs, SIFE, SWDs, STH, LTAs	7/15-6/16	Social Worker, Guidance Counselor

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.											
Model teachers, guidance counselor, social worker, literacy coach, AP and other teachers will be leveraged to achieve this goal.											
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		SIG/SIF		PTA Funded		In Kind	X	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.
The Learning Partners Program has a mid-year check-in which will include a reflection on our progress towards this goal. All model teachers, literacy coaches, and other teachers will participate in this reflection. Additionally, student feedback will be analyzed as we plan next steps in implementing restorative justice.
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:

- Common planning time with teams
- Team model facilitates communication within the school community
- Literacy coach meets with teams to facilitate inquiry projects tailored to specific concerns raised by teacher teams
- Professional development committee meets weekly for shared decision making and the open exchange of ideas
- Numerous partnerships with CBOs to meet the socio-emotional and academic needs of our students
- Teacher portfolio including curriculum shares and intervisitations allows for individualized professional development
- Team collaborative interdisciplinary projects strengthen teacher practices and horizontal skill and content alignment. Additionally provides a supportive and authentic opportunity for student presentations.

Needs:

- Continue to build in common planning time for teachers across teams
- Share guidelines for effective team meetings including norms and protocols
- Allot additional time for content-area meetings

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.

Beginning in November 2015, model teachers will meet monthly to share best practices around team meeting facilitation as measured through the end of the year teacher portfolio reflection on collaborative teaching.

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) <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>
Share best practices for team meeting facilitation	All teachers	9/15 – 6/16	Model teachers, literacy coach
Share best practices exchanged during Restorative Justice training, meetings, and activities	All teachers	9/15 - 6/16	Model teachers
Plan for content area meeting time	All teachers	9/15 - 6/16	PD Committee
Continue to reflect on and improve teacher portfolios including enhancing intervisitations and curriculum shares	All teachers	9/15 - 6/16	PD Committee

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>Human resources will include model teachers, literacy coach and the professional development committee (principal, assistant principal, literacy coach, UFT chapter leader and a representative from each grade-level team).</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	X	In Kind	X	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>Curriculum shares provide mid-point benchmarks for reflection and continuous improvement planning.</p> <p>Admin and Professional Development Committee meet on a weekly basis to monitor an overall cycle of continuous improvement planning. Each team will have one member from the administrative team in attendance to monitor team facilitation.</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 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:

- Teachers encouraged to attend professional development sessions tailored to teachers’ individual needs
- Systematic integration of best practices
- Weekly principal’s newsletter
- Holistic approach to improving student behaviors involving family and community
- Effective, actionable feedback to improve practice
- Teachers are comfortable inviting administration into classes; administration is viewed as a resource
- Professional Development Committee serves as a sounding board for reflecting on strategies or activities prior to and following implementation
- Leadership is supportive professionally and emotionally; straightforward, transparent, and open to new ideas; sensitive to home and work balance; recognizes teachers’ strengths and celebrating work
- School leaders visit classes regularly

Needs:

- Prioritizing and managing workload to allow principal to maintain continuous presence in classes and to facilitate ongoing cycle of informal feedback and support

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, school leaders will reflect on ways to improve their efficiency in terms of managing workload. School leaders will work with leadership coaches and mentors to implement time management strategies as measured by teachers receiving actionable feedback from administrators and colleagues at least six times a year including: two intervisitations, two curriculum shares, and a minimum of two administrator observations.

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>
Meet regularly with leadership coach to reflect on task prioritization and time management	AP and Principal	09/15-06/16	AP and Principal and leadership coach
Continue to support effective practices established this year to preserve feeling of trust and support including weekly newsletter, classroom visits and regular check-ins with teachers.	AP and Principal	09/15-06/16	AP and Principal
Meet regularly with Internationals Network and affinity group principals to exchange best practices.	Principal	07/15-06/16	Principal
Begin meeting monthly with critical friends group within the Internationals Network to further develop leadership abilities.	Principal	09/15-06/16	Principal and leadership coach

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>Human resources include AP, principal and leadership coach.</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	X	In Kind	X 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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In January of 2016, principal and AP will meet with teachers as part of our mid-year teacher portfolio check-in. As part of this reflection process, we will ask the teachers for feedback on our leadership thus far.

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:

- Partner Organizations
- Family engagement work including monthly family meetings , including specific weekly time dedicated to outreach
- Student-led conferences
- Families feel like this is a safe and intellectually challenging place for their children
- High attendance at family conferences

Needs:

- Offer more opportunities for families and students to learn together
- Find better ways to communicate with families
- Include more family members as chaperones on trips
- Team goals should also relate to family engagement
- Update website more often
- September welcome meeting should be a cultural night so that families feel comfortable and not intimidated

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 of 2016, teams will have implemented specific goals to increase family involvement resulting in higher attendance at family meetings and other school-wide events, celebrations and excursions.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Restorative Justice practices will be shared with families through parent and student workshops.</p>	<p>Teachers and families</p>	<p>09/15-06/16</p>	<p>Model teachers, other teachers</p>
<p>Grade-level teams will create goals to improve family engagement. Parent coordinator will meet monthly with teams to support implementation of this goal.</p>	<p>Teachers and parent coordinator</p>	<p>09/15-06/16</p>	<p>Teachers and parent coordinator</p>
<p>Students will complete surveys to determine best ways to communicate with their families</p>	<p>students</p>	<p>09/15-06/16</p>	<p>Teachers and parent coordinator</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>Human resources include all teachers and parent coordinator</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>X</p>	<p>In Kind</p>	<p>X</p>	<p>Other</p>

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>The professional development committee will check in with teams in January to reflect on progress towards their individual goals related to family engagement.</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)	Semester grades, progress reports, ELA Regents score, teacher recommendation	Small group tutoring, after school programs in the arts, Regents prep	Small group and one-to-one tutoring	Before, during and after school
Mathematics	Semester grades, progress reports, teacher recommendation	Small group tutoring, after school programs (math support, Engineering Club, Chess Club, Tech Squad)	Small group and one-to-one tutoring	Before, during and after school
Science	Semester grades, progress reports, teacher recommendation	Small group tutoring, after school programs to strengthen language and collaboration skills	Small group and one-to-one tutoring	Before, during and after school
Social Studies	Semester grades, progress reports, teacher recommendation	Small group tutoring, after school programs to strengthen language and collaboration skills	Small group and one-to-one tutoring	Before, during and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Semester grades, progress reports, teacher recommendation, attendance	Individual and small group counselling sessions with social worker and guidance counselor, family conferences	Small group and one-to-one	Before, during and 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"> • Highly qualified teachers are recruited from Teachers College, NYU, Internationals Network for Public Schools and the NY Performance Standards Consortium. • Teachers work in interdisciplinary teams and are responsible for a cohort of 85-95 students. Teachers are provided with common meeting and planning time. • Our literacy coach provides targeted professional development for all new teachers and other teachers on an as needed basis.

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"> • Teachers will engage in high quality professional development through bi-weekly discipline meetings, weekly team meetings, targeted coaching, intervisitations, intravisitations, curriculum shares, CFN 106 academic coaching, Digital Ready, iZONE, Internationals Network for Public Schools, FabLab@Schools and various other CBOs. • The Professional Development Committee plans our PD events based on the needs of their grade level and content level teams. • As a PROSE school, teachers complete portfolios which documents their professional growth aligned to school, team and individual goals. • Community partners such as Beam Center, Stanford FabLab@Schools and BRIC provide specialized PD related to technology including digital fabrication techniques, film making and design principles.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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.
All teachers use multiple assessment measures to gauge student understanding and growth over time. We are a project-based school, so within each project, students are provided with a variety of tasks designed to span the ability levels and interest areas of our students. Teachers share curriculum with colleagues at team and discipline meetings for feedback on multiple assessment measures. The professional development committee reviews assessment data and designs professional development activities to assist teachers in using this data to improve instruction. This year we will continue to utilize Schoology, a Learning Management System, which aligns teachers’ formal and informal assessments with tasks and allows for a more in depth analysis of assessment data. Monthly professional development sessions will include professional development to ensure that teachers are using this platform effectively.

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	\$273,676	X	
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,323,604	X	

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.

The Brooklyn International High School

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Brooklyn International 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. **The Brooklyn International 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

**The Brooklyn International High School
School-Parent Compact (SPC) Template**

The Brooklyn International 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 and Assessments.

1. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

2. 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

3. 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Brooklyn International HS</u>	DBN: <u>13K439</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> 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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

Literacy Enrichment

Our NYSESLAT data indicates that there is a gap in student achievement between the listening/speaking and reading/writing sections of the test. Data shows that 64% of our students are categorized as advanced or proficient for the listening/speaking section whereas only 31% of our students are categorized as advanced/proficient for the reading/writing sections. Because of student need, three ESL certified teachers will run reading and writing workshops in English for a heterogeneous group of ELL students including newcomers, SIFE and Long-Term ELLs. Each class listed below has one teacher and they use a variety of texts including poetry and short stories, along with native language dictionaries and online resources such as Brainpop as well as teacher created materials like adapted texts. The classes are offered on the following days and times:

3:05 - 5:05 (After School) Mondays & Wednesdays (September - June) - 60 sessions - 12th grade

7:45 - 8:45 (Before School) Wednesdays & Thursdays (September - June) - 60 sessions - 12th grade

3:15 - 5:15 - (After School) Mondays (November - June) - 25 sessions - 11th grade

Math Enrichment

Because SIFE students and newcomers need extra support, Math teachers will supplement their classes with basic numeracy skills for students with lower level Math skills. They will also enhance Math learning in more advanced concepts for students who are ready for Calculus. Therefore, two dual certified ESL/Math teachers will provide after school classes in English to improve learning in this core subject area. The classes use online resources like Brainpop, Khan Academy and GapMinder along with teacher created materials compiled from the IMP curriculum, online resources, and textbooks. These classes are offered on the following days and times:

Calculus Support - (After School) Wednesdays 3:05 - 6:05 (September - June) - 30 sessions & 1 Saturday/month from 9-2 (10 sessions) for 15 students

Basic Math Support - (After School) Mondays, Thursdays & Fridays 3:15 - 5:15 (September - June) - 90 sessions - 11th Grade

Enhancing Academic Oral English Language to Support English Literacy and Social Studies

About 20 ELLs from grades 10-12 participate in learning about tolerance, bias, racism, and sexism. They discuss these issues learning domain specific vocabulary. Students internalize both the vocabulary and concepts as they then develop workshops to teach other students about these same issues. Students also facilitate these workshops at parent meetings in both English and Native Language as well as at teacher professional development sessions. As Snow, Met and Genesee (1989) discuss in their research, content provides real meaning that is an inherent feature of naturalistic language learning. Consequently, students acquire language through this service-learning model of teaching and become more conversant in English in addition to increasing their academic presentation skills. This course is taught in English by a dually certified teacher in ELA & ESL. They use many materials from Facing History and teacher created materials from a variety of online resources that include adapted texts. This course meets:

3:05 - 5:05 - (After School) Mondays (September - June) - 30 sessions

Enhancing Academic Oral English Language through Entrepreneurship

Part B: Direct Instruction Supplemental Program Information

In this course, students learn about entrepreneurship and incorporate the language of persuasion to improve academic oral English language. About 15 ELLs from grades 9 and 10 work collaboratively on an experiential project, building skateboards. Since this part of the course occurs in September and October, newcomer ELLs begin to build their oral fluency by acquiring domain specific vocabulary and using procedural language structures. After they complete the skateboards, and acquire more English language, they work on marketing topics to build their brand and sell it. At this point, students learn persuasive techniques and language structures as well as content specific vocabulary and the concepts of marketing like marketing mix, target market, price, product, place, promotion, logo, slogan, etc. Students learn how to choose a target market and create their brand including advertising, a logo and slogan to fit this target market. Eventually, they pitch their brand in a simulated class competition so they can practice their academic presentation skills. This course is taught by an ESL teacher in conjunction with a dual certified ESL/Social Studies teacher who is also a Certified Entrepreneurship Teacher through the Network for Teaching Entrepreneurship (NFTE). The materials used are adapted from NFTE as well as online resources such as "Persuasion Across Time and Space" (November 2012). This course meets on the following days and times:
3:05-4:05 - (After School) Wednesdays (30 sessions)
3:05-4:35 - (After School) Fridays (30 sessions)
(September - June)

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

Technology for ELLs PD

It is widely accepted in the ESL community of educators and researchers that instruction must be differentiated to meet the linguistic and academic needs of heterogeneous students in our classrooms. Carol Tomlinson, a leading educator and author describes differentiation as having one set of learning outcomes for all students, but students are given multiple pathways to achieve these outcomes. In Teaching English Language Learners Through Technology, Erben, Ban and Castañeda (2009) argue that the current capacity for technology can facilitate differentiated instruction by:

- providing many options to learn the academic content
- offering various processes to make sense of the content since linguistic needs are varied
- giving choices in how the students produce evidence that they have mastered the academic content given their linguistic needs

In order to help teachers incorporate STEM content into lessons for ELLs to support the Title III program and to differentiate any subject to meet the academic and linguistic needs of our English Language Learners, 12 teachers will participate in ongoing professional development offered by Nancy Otero and Dara Ross. The first group of four teachers, a mix of content and ESL certified teachers, left their classes to attend all day sessions, from 8:45 - 3:30 on 10/1, 10/15, 10/22, and 10/29. There will be two more groups of 4 teachers each, who will also attend a set of 4 professional development sessions from 8:45 - 3:30 each throughout the year although the dates are still to be decided. This professional development enhances teaching and learning for newcomers by giving tools to teachers to differentiate so they can meet the academic and linguistic needs of students. It is also an example of how The Brooklyn

Part C: Professional Development

International High School implements strong supports to increase graduation rates because technology not only helps differentiate, but it also motivates students who have difficulty learning in traditional classroom settings because of their linguistic needs.

- Some topics include:

Using Circuitry to Create E-Textiles for ELLs

Arduino Programming for ELLs

Science Simulations Using Processing for ELLs

- Science Teachers - 2

Dance Teacher - 1

ESL Teachers - 6

Dual Certified Math/ESL - 2

Dual Certified ELA/ESL - 1

- Nancy Otero is a mathematician, psychologist and d.thinking enthusiast with a passion for hands-on invention that empowers vulnerable populations and motivates learning. She collaborates with the TLTLab at Stanford University where she jump-started FabLab@School around the world. Her work focuses on professional development, laboratory development, facilitation of workshops and curriculum development. She researches the impact that project-based experiences have on students; her work has been featured in IDC, FabLearn, SRCD, and more. In Mexico, Nancy is the co-founder of Makers in Residence. In Brooklyn, she is the founder of ActiveEmergence and she is collaborating with BeamCenter as director of Professional Development and Research.

- Dara Ross is an ESL certified pedagogue with 12 years experience teaching in the New York City Department of Education and two years teaching abroad.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Rationale:

While many parents of English Language Learners cannot help their children directly with work because of language barriers, the article "Building Collaboration between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities," argues that parents of ELLs impact higher achievement of students in other ways, like actively participating in parent teacher conferences and attending school based parent meetings (Delgado-Gaitian 1990; Goldenberg 2004 in Waterman and Harry 2008). Therefore, our goal is to engage parents in meaningful ways because their engagement in our school ultimately increases the achievement of our ELLs. As such, the Parent Coordinator conducts a needs assessment of ELL parents to determine which CBOs to invite and which topics to cover at monthly parent meetings that will increase parent engagement to ultimately increase student achievement for ELLs. All information sent to parents of ELLs regarding these meetings is translated, printed and mailed home. Also, we purchase a subscription to School Messenger, which telephones parents of ELLs in their native languages to remind and inform them of parent teacher conferences and

Part D: Parental Engagement Activities

parent meetings. In addition, we pay translators to stay during the meetings so parents of ELLs have access to important information to help their children succeed. They use a device in which they speak and parents have headphones so they can easily hear the correct language. We purchase batteries periodically for these 50 devices. We also purchase food for these meetings (within the allotted \$250) as well as metro cards for ELL parents who cannot otherwise afford to attend.

- Topics specific to ELLs at these 2 hour supplemental monthly meetings that last from 6:00pm - 8:00pm include:

- 1 - 10/16 & 1/15 - College Prep, College Application, and Financial Aid Processes (specific to immigrant and ELL issues). These workshops are geared to help the parents of our ELL's prepare students for college by explaining the process of SATs, and resources available, like free SAT prep classes, as well as how to navigate the college application system and to learn necessary vocabulary needed to apply for financial aid to colleges. We also disperse information like which colleges have support systems for ELL students. These workshops are facilitated by our Guidance Counselor, Ken Kastenbaum in conjunction with a certified ESL teacher, Laura Berson.

- 2 - 1/15 & 6/11 - Mentoring and College Readiness - These workshops will focus on ELL student progress towards graduation and the extra help opportunities and extra curricular activities available to support our ELL students. The concentration will be on how parents of ELL's can help their Beginner and Intermediate students pass the ELA exam and become college ready.

- ELL parents are invited to school events, college visits, and other trips to encourage communication between the school and home, which will ultimately improve student achievement. We do so using School Messenger.

- Additionally, most of our ELL students are newcomers, so many of their parents do not understand how college works in America. Therefore, parents often cannot give their children adequate support when trying to apply for or choose colleges. In order for us to provide students with supplemental guidance, we organize several college trips throughout the year for which we need buses. Two trips are tentatively planned for April although exact dates are to be decided. Parents attend as both chaperones and to learn about the process for themselves.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 13	Borough Brooklyn	School Number 439
School Name The Brooklyn International 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 Kathleen Rucker	Assistant Principal Fredrick Wambolt
Coach Patricia Doherty	Coach type here
ENL (English as a New Language)/Bilingual Teacher Laura Alcazar/ESL & SS	School Counselor Ken Kastenbaum
Teacher/Subject Area Shahzia Pirani-Mellstrom/ESLELA	Parent Lina Talledo
Teacher/Subject Area Jason Fleischauer/ESL & Math	Parent Coordinator Lilian Ghali
Related-Service Provider Barbara Borgese	Borough Field Support Center Staff Member type here
Superintendent Kathy Pelles	Other (Name and Title)

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	12	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
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	0
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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	364	Total number of ELLs	285	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
Dual Language														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	285	Newcomers (ELLs receiving service 0-3 years)	258	ELL Students with Disabilities	8
SIFE	91	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	0

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
DL										0
ENL	258	77	6	27	14	4	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: _____
--	---

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										48	37	19	12	0
Chinese										5	6	14	7	0
Russian										3	1	4	1	0
Bengali										8	18	10	6	0
Urdu										2	0	0	0	0
Arabic										6	10	5	3	0
Haitian										3	4	1	2	0
French										5	5	9	1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										10	8	10	2	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)										52	32	16	5	0
Emerging (Low Intermediate)										16	17	21	14	0
Transitioning (High Intermediate)										8	9	14	10	0
Expanding (Advanced)										14	26	22	27	0
Commanding (Proficient)										8	5	9	9	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	22	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										6	5	11	15	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	58		28	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.

The ELA Regents scores show that only 48% of ELLs are passing. However, this data does not give the whole story. Based on our 88% graduation rate, we know that much more than half of our ELLs are passing the ELA Regents, but many pass in their senior year and this would not show up in the reports since the reports are printed in the Fall and the seniors already graduated. However, the data is still insightful in our instructional plan and interventions for ELLs who did not yet pass the ELA Regents when they reach senior year. More so than Regents, we use teacher-created assessments to provide us with each student's grade level in reading comprehension, writing, speaking and listening skills. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The teacher made assessments allow us to assess student's decoding skills, vocabulary and comprehension. The results of these assessments are shared with our content area teachers. This information helps inform our school's instructional plan, allowing us to design curriculum to address the specific needs of students. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop speaking, listening, reading and writing skills through all content areas. Through this consistent reinforcement of all English modalities in their classes as well as in our afterschool and Saturday programming, students see improvement, in their scores over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to NYSESLAT data, there is a general trend of growth from grades 9-12. For example, in the 9th grade, 53% of students are Entering whereas, by grade 12, there are only 8% of students at Entering. Also, the number of ELLs decreases each year because students are acquiring English and they become proficient (Commanding). For example, in the 9th grade, there are 98 ELLs but in the 12th grade, there are only 65 ELLs. As mentioned above, this data informs our curriculum and the need to continue to differentiate and scaffold to develop language and literacy skills through all content areas in addition to our after school programs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As mentioned above, the most crucial pattern is one of improvement from 9th to 12th grade. According to the 2013-14 New York State Report Card, our ELL population (or Limited English Proficient on the New York State Report Card) had a PI of 142 compared

to the EAMO of 107. Nevertheless, the fact that all ELLs are not passing the ELA Regents indicates that all content teachers need to continue to develop reading and writing skills to help our ELLs make greater progress in literacy and we need to continue and expand our after school programs and extended learning opportunities to support the continued improvement of student literacy.

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?

Our school, along with other schools in the Performance Standards Consortium, was granted the opportunity to develop DYO Formative Assessment tasks and rubrics. Student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. An analysis of formative assessment scores and ELA Regents performance has shown a correlation – our DYO Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier. While students complete projects in their native languages, no tests are taken in their native languages as we have 40 different native languages spoken in our school.

b. We do not use the ELL Periodic Assessment at this time.

c. n/a

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](#).]
We are not a K-5 school.

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

As part of the Internationals Network for Public Schools (INPS), every child's new language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

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?

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).

The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate
- Student anecdotes

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.
When a student has been out of the country for more than 2 years or is a new admit, from out of the state or, most frequently, from his/her native country, the family comes in to the school and with the help of the multilingual Guidance Staff, they fill out the Parent Preferred Language form (PPL), HLIS (in their PPL if available), and then the student is individually interviewed (with the family member present) and if there are indications of interrupted or inconsistent formal education, the student and family completes the Oral Interview Questionnaire to determine whether or not the student is SIFE. The student subsequently takes the NYSITELL within ten school days of admission and the LENS within 30 days (where appropriate). Spanish speaking students also take the Spanish LAB within 10 school days of initial enrollment. All records are kept in the student’s cumulative record in the Guidance Office. Ken Kastenbaum, Guidance Counselor, works with his team to ensure all steps are properly completed and all paperwork is filed in the Guidance Office. All data is given to Yilan Yang to enter into ATS and Arelis Diez to enter into STARS (where applicable). Yilan gives ATS reports to Kathleen Rucker, principal, so she can ensure that all processes are completed properly.
The people responsible for this process are:
Intake: Ken Kastenbaum, Guidance Counselor
HLIS: Kathleen Rucker, Laura Alcazar, Patricia Doherty - Licensed Teachers and Administrators trained in cultural competency
Kathleen, Laura and Patricia are helped by staff who can translate. They are as follows:
Arelis Diez - Spanish, Mohammed Islam - Bengali, Lilian Ghali - Arabic, Yilan Yang - Chinese
NYSITELL, LENS & Spanish LAB: Patricia Doherty & Laura Alcazar - Licensed Teachers (with the help of Arelis Diez to translate the Spanish LAB)
Formal initial assessment in literacy, math, English: All classroom teachers (Licensed ESL and/or content area teachers)
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).
During intake, students and families complete the oral interview questionnaire with Patricia Doherty or Laura Alcazar and staff to translate where necessary. If students are newly identified ELLs (from NYSITELL), in grade 9, and scored Entering or Emerging, they then take the LENS. Within 30 school days of initial enrollment, we use student work in addition to the LENS and Oral Interview Questionnaire, to make a final determination about whether a student is SIFE. We might also use student work when the LENS is not available (languages other than Arabic, Bengali, Chinese, Haitian Creole, or Spanish). Patricia Doherty, Literacy Coach, works in conjunction with teachers and Guidance Staff to coordinate testing, make final determinations, give data to Yilan to enter into ATS and file all paperwork. Yilan Yang gives all related reports to Kathleen Rucker, Principal, so she can ensure proper procedure and follow-up to make sure all academic needs are being met.
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).
If a newly enrolled student has an IEP, the LPT is formed to review evidence of the student’s English language development. The evidence could be information from the Committee on Special Education (CSE), interviews in English and home language, and student’s prior work. If the LPT recommends the student take the NYSITELL, then ELL identification process continues as with all students. If the LPT recommends the student not take the NYSITELL, then the Principal reviews and makes a decision. If the principal decides the student should take the NYSITELL, then ELL identification process continues as usual and the NYSITELL is given immediately. If the principal also recommends the student not take the NYSITELL, then the Superintendent reviews it and has ten school days to accept or reject it. The parent is notified in PPL within three days of the decision. If the Superintendent thinks the student should take the NYSITELL, then ELL identification process continues as usual and the school has 5 additional days to administer the NYSITELL. If the Superintendent thinks the student should not take the NYSITELL then the parent is notified in PPL and ELL identification process is terminated. The Language Proficiency Team NYSITELL Determination Form will be completed and put in the student’s cumulative folder in the Guidance Office.
Laura Alcazar - Administrative Support, Certified TESOL & Social Studies
Barbara Borgese - Director of Special Education
Kathleen Rucker - School Administrator (Principal)
Parent
Interpreter for parent as needed
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.

After the NYSITELL score is determined, Patricia Doherty, Literacy Coach, gives the information to Lilian Ghali, Parent Coordinator, and she sends the Entitlement and Placement Letter or the Non-Entitlement letter to the families, in the PPL, within five school days. All documents are copied and kept in the student's cumulative record folders (in the Guidance office) as well as the Parent Coordinator's binder. Patricia Doherty and Lilian Ghali meet weekly to ensure these procedures are properly completed. Patricia Doherty meets regularly with Kathleen Rucker, Principal, so she can be sure all processes are followed in accordance with CR Part 154.

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).

This information about appealing ELL status is provided at Orientation and letters in PPL are sent home (within five school days) with the Placement letters by Lilian Ghali, Parent Coordinator. If a guardian sends a written request within 45 days of enrollment, then the Re-identification Process as pursuant to CR 154 is completed within ten school days of receipt of the request except if the CSE is involved, in which case, the process will be completed within twenty school days.

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.

The Parent Coordinator, Lilian Ghali, is responsible for taking the following steps:

When parents come to BIHS to enroll their children, after meeting with Guidance and the various staff that help with the ELL identification process, they go to Lilian Ghali, who shows the video one-on-one, in the appropriate native language if available, during an orientation meeting. A staff member who speaks the family's native language is available to answer questions. After watching the video, and discussing questions, parents make their choice. Lilian photocopies the document and keeps one in her binder, gives one to the main office, where Yilan Yang can enter it into ATS, and files one copy in the student cumulative record in the Guidance Office. We also keep a log of all new enrollees where each step of intake is checked off and parent choice is marked. This allows us to quickly see the results of parent choice. Furthermore, Lilian makes a copy of any parent choosing other than freestanding ENL and keeps that in a separate binder for quick reference, although no parent has chosen this option.

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.

All students are placed in ENL since all of our students are ELLs and this is the model we offer at our school. When families come to BIHS to enroll students, after one-on-one orientation, Parent Surveys and Program Selection forms in PPL are collected, so forms are all returned in a timely manner. As Program Selection forms are submitted, copies are made and filed in students' guidance folders as well as Lilian's binder. The originals are given to Yilan Yang so she can enter it into the ELPC Screen in ATS and then originals are kept in a folder in the main office so Kathleen can monitor parent program choice in case twenty or more families from one language group in the same grade choose a bilingual program. Kathleen can also see this in the log that Guidance and Lilian keep or in the separate binder that Lilian keeps for parents who choose programs other than freestanding ENL, although no parents have chosen this.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Since we are a school for ELLs, we rarely have new admits who do not qualify for services. Therefore, as described above, parents complete the forms when they enroll their children in our school. Consequently, we do not have forms that are not returned. In the event that a form is not returned, Lilian Ghali, Parent Coordinator calls the parent or uses a school based translator to speak with the parent in PPL to follow up. The follow up might be an explanation, a reminder, or to set up a meeting if the parent needs help with the form. While waiting for the form, the student is placed in ENL classes. Every effort is made to collect forms, which means that students are reminded and multiple phone calls are made. Lilian Ghali keeps records of all phone calls and conversations with the students.

9. Describe how your school ensures that placement parent notification letters are distributed.

After Yilan Yang scans the NYSITELL data into ATS, she gives the reports to Patricia Doherty, who gives the appropriate instructions to Lilian Ghali. Lilian sends Entitlement and Placement letters in PPL and files copies in her binder as well as the student cumulative folder in the Guidance office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documents (PPL, HLIS, Entitlement, Non-entitlement, Parent Survey and Program Selection, Placement, Continued Entitlement, Transition) are placed in the student cumulative folder in the Guidance Office. Copies are given to Yilan Yang to enter in ATS (when applicable). Lilian Ghali also keep copies of all letters she sends in binders in her office.

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.

All ELLs, as identified in ATS by the report entitled "Revised LAB/NYSESLAT Eligibility Roster (RLER) and Students Eligible for NYSESLAT (LAT)", take the NYSESLAT during the spring testing period as required by NYS regulations. Patricia Doherty, Literacy Coach and Testing Coordinator, coordinates the testing and grading of these exams. Students who are absent for any part of the test

are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school. Patricia Doherty, Literacy Coach and Testing Coordinator, follows up with absences to ensure all students are tested.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After the NYSESLAT scores are made available, Patricia Doherty gives instructions to Lilian Ghali who sends home the appropriate letter in PPL. She then files all letters in her binder and in the student cumulative folder in the Guidance Office.
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).

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program. All of our parents have requested Free-Standing ENL.

Therefore, the program models at our school are aligned with parent requests. Kathleen Rucker, Principal, monitors parent requests. In the event that the requests change, we would align parent choice with program offerings.

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.
Instruction at our school is delivered collaboratively by interdisciplinary teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) who work to plan instruction for groups of approximately 80-100 students who are broken down into classes of about 20-25 students. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. Instruction in stand-alone ENL develops English language skills so students can succeed in core content courses. We also offer several integrated ENL courses to build English language skills through content area instruction. These courses are taught by dual certified instructors. Students get a mix of free standing and integrated ENL courses according to their levels so their courseload meets the CR-154 requirements.
 - b. TBE program. *If applicable.*
We do not offer TBE.
 - c. DL program. *If applicable.*
We do not offer DL.
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)?
All students are carefully programmed to be certain they have the mandated number of ENL and ELA instructional minutes each year with Entering getting a minimum of 540 minutes of ENL per week, Emerging 360 minutes of ENL per week, and Transitioning and Expanding receiving 180 minutes of ENL. Former ELLs also receive more than the minimum of a half credit of ENL. Each instructional team includes at least two teachers who are licensed in ESL. HLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their home languages.
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.
Within each interdisciplinary team, there are at least two ESL teachers, many of whom are dual certified. Each interdisciplinary team has time each week for team meetings to discuss curriculum and student progress. Curriculum is designed with the International's Approach in mind, so teachers mostly use heterogeneous, collaborative groups to foster language development. They also design experiential projects and teach language through content. Many teams design interdisciplinary

projects so language is repeated in the various content classes to reinforce its use. Most teachers have attended QTEL and INPS training, so they employ strategies like Jigsaws and Pre, During and Post Reading Activities to build background knowledge. They also differentiate by offering choice in both how a student learns (video, leveled reading, native language texts, etc.) as well as how a student shows his/her learning (posters, paragraph, essays, song, use of native language, recording, etc.). Teachers also use various scaffolds like pictures, sentence starters and graphic organizers to make content comprehensible and help students produce written work. The ESL teachers consult with non-ESL teachers during the team meetings to help provide strategies. Furthermore, all teachers receive high quality professional development throughout the year from qualified providers like INPS, WestEd, and other licensed ESL teachers. Because of the differentiation and scaffolding needed, teachers develop the materials using resources like Newsela, Brainpop, Khan Academy, GapMinder, and Desmos. Literature includes books like *To Kill a Mockingbird*, *The Color Purple*, *12 Angry Men*, *The Giver*, *The Hunger Games*, and many more.

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

Because of the multitude of languages present in our school, we do not evaluate ELLs in their home languages. However, home language use is encouraged in various projects throughout the year and students are asked to present projects in home language to family members.

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

All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with two or more licensed ESL teachers on each team, so these ESL teachers help the content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific professional development through WestEd or INPS to ensure their understanding and give them tools to teach to all four of these modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Lastly, all students work on portfolio projects for each class, or an interdisciplinary portfolio project. This includes a written piece as well as a presentation. Thus, all four modalities are appropriately evaluated through teacher created formal and informal assessments including Socratic Seminars, presentations, reports, online discussions, and other projects.

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

Heterogeneity is one of the Five Core Principles of the International Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content skill, theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Teachers can also use websites like NEWSELA to get leveled current events articles.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer questions about the material presented through all of the text.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

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.

For students who have undergone the re-identification process, the principal reviews the decision within 6-12 months after superintendent's notification to make sure the student's academic progress has not been negatively affected by the placement. Kathleen consults with all stakeholders, including teachers, guardian and student to make this determination. If Kathleen feels the student has been adversely affected, she provides extra support services and can reverse the determination within the 6-12 month period. If she reverses ELL status, she must consult with the Superintendent. Final notification is sent to parents in writing, in PPL within ten school days.

Chart 1: 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 use the UDL, DOK, and QTEL tools to evaluate their curriculum. These tools were all designed to differentiate the needs of all learners, including SWD and ELLs. By differentiating and scaffolding, teachers provide access to academic content and accelerate English language development. See Questions 3 & 6 for more specific details of differentiation and scaffolding.

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?

ELL-SWDs are in the least restrictive environment because they are in their block scheduled classes with all other students made up of ELLs and Former ELLs. The interdisciplinary team of teachers meet regularly with Related Service providers who help teachers with indirect service to make sure that academic work meets the needs of each child. Students have the option of push-in or pull-out SETSS. Some students want to stay in class but receive extra help, while other students want separate one-on-one help without classmates seeing it. Thus, at the IEP meetings, the CSE, along with the parents and students, decide together whether push-in or pull-out services will best serve both the academic and socio-emotional needs of each student.

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
Chart TOTAL	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(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. 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.

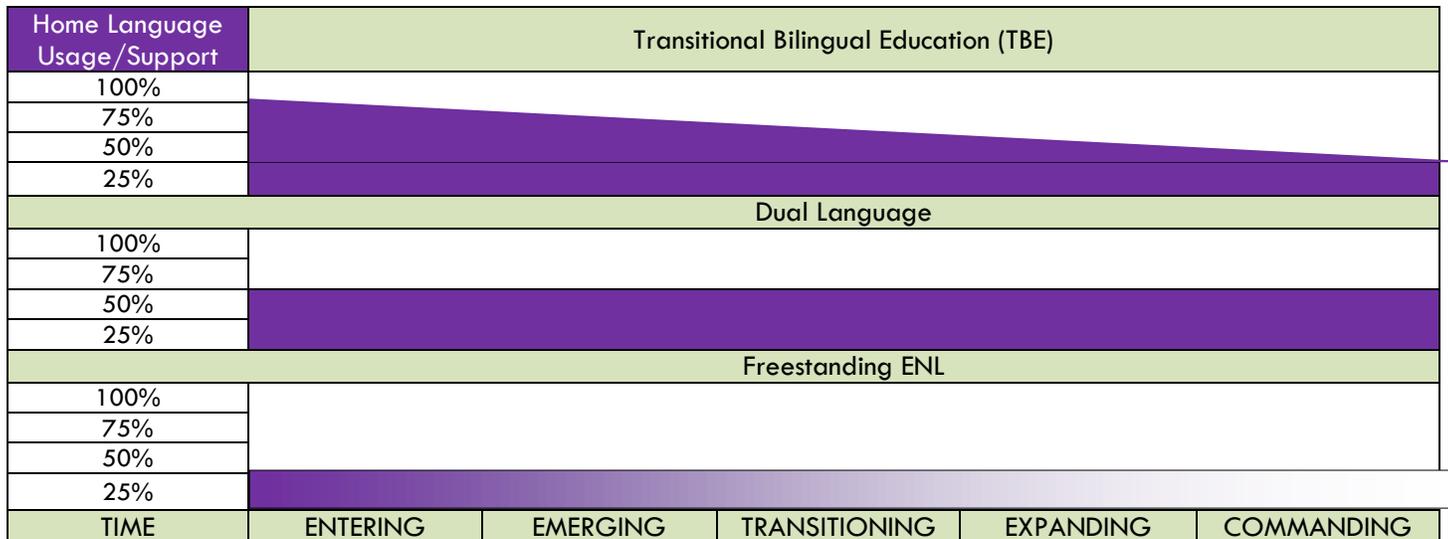


*Note: “other approved services” does not apply to New York City at this time.

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. Grade level teachers in conjunction with administration, guidance, and the literacy coach, review student work at grade level teacher team meetings. If the student has an IEP, the special education teacher is also included. After reviewing classroom assessments, along with essential data about years of service, SIFE status, and guardian concerns, grade level teacher teams speak with the student to help develop intervention plans. For ELLs During school, we offer the following:
- 1 -English support once a week for Beginner ELLs and SIFE.
 - 2 - Math support once a week for students struggling in Math as identified by teachers.
 - 3 - Small group mentoring by licensed teachers to help students complete graduation projects.
- Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Teachers running these programs utilize the “Internationals Approach”:
- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
 - Literacy Enrichment (one class for 11th Grade and one class for 12th Grade)
 - Math Enrichment (Calculus - 12th Grade)
 - Basic Math Support (11th Grade)
 - Enhancing Academic Oral English Language to Support English Literacy in Social Studies
 - Enhancing Academic Oral English Language through Entrepreneurship
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since BIHS is a school for newly arrived immigrants, 78% of students are ELLs. Thus, all teachers know they are teachers of ELLs and this is reinforced through professional development, intervisitations, and conferencing between teachers and administration. Therefore, as teachers provide targeted intervention programs, they are designed with the needs of ELLs and effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Classroom assessments are used along with NYSESLAT and Regents data where available. Teachers review data four times a year when progress reports go out. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development.
12. What new programs or improvements will be considered for the upcoming school year?
- At this time, no new programs are being introduced.
13. What programs/services for ELLs will be discontinued and why?
- At this time, no programs/services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Since nearly 90% of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question ten of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English. All programs are run by certified teachers.
- Chess Club
 - Student Government
 - Model United Nations
 - Anti-Defamation League’s A World of Difference Peer Training Program
 - College Now
 - Gay Straight Alliance
 - Guitar Class
 - UNICEF Club
 - Culture Clubs (Tibetan, Arabic, Bengali, Latino, Chinese, African Nations)
- Other Support Services:
- Interborough Developmental and Counseling Center (on site five days per week)

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.

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:

- QTEL Institute curricula
- Anti-Defamation League: A World of Difference
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- Cold Spring Harbor DNA Learning Center
- NY Tolerance Center
- Magnet Lab: Center for Integrating Research and Learning
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has 1:1 laptop computers plus 2 computer labs):
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint
 - o MS Word, Excel, PowerPoint
 - o SMART Board
 - o iWork
 - o iBook
 - o Khan Academy
 - o NEWSELA
 - o ColorinColorado

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

All of our students participate in our language development/ENL program. All of our classes use the native language to support learning. The locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Furthermore, teachers and students use native language materials from online resources. Students take advantage of these resources several times throughout the day.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Since all of our students are ELLs and Former ELLs, curriculum and resources are designed specifically to meet their academic and socio-emotional needs. All curriculum is differentiated to meet the needs of the heterogeneous level of ELLs and SWDs. Therefore, materials correspond with students' age and grade levels but are appropriate to each student's cognitive needs. For example, one assignment might be to write a paragraph. The teacher might have 3 versions: one with sentence starters, one fill in the blank and one with a word bank, so all students are working on the same content but the student can access it according to both language and cognitive needs. We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources with the guidance of teachers. With the teacher evaluation system, Administration ensures that all curricular materials are appropriate for the ELLs that we serve. Furthermore, teachers engage in curriculum shares, team meetings and interdisciplinary meetings, aligning curriculum both horizontally across grade level and vertically from one grade to the next. Administration is also present at these meetings.

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).

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities. When students arrive throughout the year, they meet the Guidance Counselor, Ken Kastenbaum as well as the Parent Coordinator, Lilian Ghali, and the Literacy Coach, Patricia Doherty. These are the people mainly in charge of the ELL identification process, so if students have questions, they have met three staff members in addition to teachers.

19. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.

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 offer a dual language program.

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.)

All of our students are English Language Learners or Former ELLs, so all of our Professional Development focuses specifically on meeting their academic and socioemotional needs. The teachers at BIHS participate in various professional development activities including intervisitations within our own school as well as at other international schools and collaborating with outside institutions such as INPS, QTEL, Apple, Columbia University, NYU, The Dolan DNA Learning Center, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, Weill Cornell Medical College, Theater Development Fund, Tolerance Center, International Rescue Committee, National Endowment for the Humanities, BRIC (Digital Storytelling), The Tenement Museum, Royal Shakespeare Company, BEAM Center (fabricating and technology). These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The Brooklyn International High School participate in weekly interdisciplinary team professional development as well as monthly discipline-based professional development. In addition, BIHS conducts monthly professional development meetings for all faculty. Our Inquiry Team meets weekly to plan professional development, arrange for outside specialists, and provide feedback related to Inquiry Team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues.

Contracted Vendor Professional Development

- Morningside Center for Teaching Social Responsibility (Restorative Justice through the NYCDOE)
Since this is not ELL specific, we have partnered with Flushing International High School and International High School at Lafayette through Learning Partners, to learn how they have implemented Restorative Justice Approaches for ELLs. Between the three schools all of which serve ELLs, there will be eleven intervisitations. Also, the Learning Partner team from our school is made of one ESL certified teacher, along with one ESL/ELA dual certified teacher, a Science teacher and a dual certified ESL/Social Studies teacher. Therefore, all professional development from Morningside can be adapted for ELLs by the expertise of the Learning Partners Team.
- Mastery Collaborative - This professional development will be given to a team including the Principal, and a teacher certified in Dance as well as a dual certified ESL/Math teacher. Therefore, anything turnkeyed will have been adapted for the needs of ELLs.

In-House Professional Development

- Intervisitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include both a pre and post meeting with the host teacher to discuss classroom strategies and student outcomes.
- Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.

Other Professional Development

- Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training
- INPS - summer training and Election Day PD

Professional development happens every Tuesday from 3:05-4:25 in addition to the Chancellor's professional development days on November 3, February 1, and June 9.

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?

Teachers develop Common Core aligned units for ELLs and engage in reflection, using the QTEL analysis tool, DOK or UDL tools. They engage in two intervisitations each year, within the school, where they share their Common Core aligned curriculum developed for ELLs and a reflection, receive feedback from other teachers, and revise their units accordingly. Teachers are strategically paired by Administration to ensure that non-ESL certified teachers are meeting with ESL certified teachers to help improve instructional units with strategies appropriate for ELLs. New teachers meet with Patricia Doherty, our Literacy Coach, so she can provide the same tools and guidance. In addition, non-ESL certified teachers are offered PD by QTEL. Furthermore, November 3rd PD is with INPS and specific to ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Guidance counselors, college counselors, parent coordinators and other staff receive professional development on November 3rd through INPS to help understand transition needs. Outside organizations, like Advocates for Children are invited to address the specific needs of homeless students. Guidance counselors also visit middle school counselors to discuss transition needs.
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.

All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities. Agendas and attendance are kept digitally in shared folders on Google Docs for all meetings and Professional Development workshops. If teachers attend professional development outside of the school, they submit agendas to our Business Manager who files them in teacher folders in the main office.

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?

Interdisciplinary teacher teams will use family engagement time (40 minutes per week) to reach out to families and arrange one-on-one meetings to discuss student progress. Teachers will call home to arrange meetings, with the help of staff members who can translate. They will give a choice of times that best suits the availability of parents. We have a multilingual staff, so teachers will create appointments in a shared school calendar in Google Drive, including the staff member who is needed for translation to make sure someone is available. Teachers will keep notes of these meetings in their team folders on Google Drive, which is shared with all teachers on the team as well as Guidance and Administration. In the event that we cannot reach the parent by phone, teachers will send home letters that are translated by the DOE Translation Services, when possible.

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.

As mentioned above, teachers will call home to schedule appointments with the help of staff who can translate. If teachers cannot reach parents, they will send home letters, translated when possible. Teachers will record all contact and attempted contact with parents in a log. This log will be kept with each team. Patricia Doherty, Literacy Coach, handed out the logs to teacher teams and will follow-up and collect logs at the end of the year for storage.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. With the new Family Engagement time in the NYC teacher contracts, interdisciplinary teacher teams engage families in different ways including positive phone calls home in September and team newsletters that introduce teachers and share curriculum. Teams also ask students to present projects to parents in native language and invite parents to these presentations. Furthermore, one team gives a weekly assignment including family input. Our parent coordinator also encourages parents to become involved in our school community by sending home monthly mailings in PPL and organizing monthly meetings staffed with translators. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Attendance at these meetings is generally very high with 50-100 families in attendance. Our parents are also encouraged to accompany the students on trips to colleges and to attend our International Feast. Anywhere from 20-30% of our students’ families regularly attend Open School Night and Open School afternoon. In addition to this, parents are made aware of translation services available both through the orientation and intake process in addition to the welcome posters posted at the entrance to the building as well as outside our main office. Our parent welcome center also has many resources in multiple languages.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? BIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:

- International Rescue Committee (IRC)
- The New York Immigration Coalition (NYIC)
- Assorted attorneys and tax specialists (workshops on legal and financial issues)
- Interborough Developmental and Consultation Center
- NYPD Community Affairs Bureau New Immigrant Outreach Unit

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

Parent needs are determined through surveys distributed to them in PPL and subsequently collected by the Parent Coordinator and analyzed by the Inquiry Team. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. Parents are also surveyed through informal conversations over the course of the year at Family Association meetings and Parent Teacher Conferences. At each of these events, translators are on staff to assist. We also analyze the data on the Parent Surveys given by the NYCDOE. For example, last year, parents said they like to be contacted via phone, then letters, and lastly via email, so that is how we know that phone calls are most effective with our families. Our parent coordinator organizes and collects the surveys and helps analyze along with the Inquiry Team.

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

NYCDOE surveys in addition to surveys created by the Parent Coordinate, both of which are available in PPL, indicate that parents want to know how to keep their kids safe and get them through school and into college. Therefore, we focus on these issues during our workshops. We provide several college workshops that cover the application process and financial aid. We also provide workshops with the NYPD to make parents aware of issues in the neighborhood and how to keep their children safe. We offer

access to free legal and health services. We also have several workshops where teachers explain the curriculum and expectations in school. All of these workshops are attended by translators so parents can get the information in PPL.

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.

Paste response here:

School Name: **BIHS**

School DBN: **13K439**

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)
Kathleen Rucker	Principal		10/30/15
Fredrick Wambolt	Assistant Principal		10/30/15
Lilian Ghali	Parent Coordinator		10/30/15
Laura Alcazar	ENL/Bilingual Teacher		10/30/15
Lina Talledo	Parent		10/30/15
Shahzia Pirani-Mellstrom	Teacher/Subject Area		10/30/15
Jason Fleischauer	Teacher/Subject Area		10/30/15
Patricia Doherty	Coach		10/30/15
	Coach		
Ken Kastenbaum	School Counselor		10/30/15
Kathy Pelles	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 13K439

School Name: The Brooklyn International High School

Superintendent: Kathy Pelles

Before you begin, please check the following:

X Principal has designated a Language Access Coordinator (LAC) in Galaxy

X The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit

X 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.

The data used to assess language preferences of our family community are culled from a variety of sources. We use the Parent Language (PPL) form gathered from student permanent records and from those filled out by parents when students enroll for the first time. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, and Student Emergency Contact cards. The Parent Coordinator gathers this information, so we can provide all parents with written interpretations through all means available to us. The parent coordinator also creates a report with the languages preferred by parents, by grade, and updates it regularly.

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.

Arabic
Bangla
Burmese
Chinese - any
Cantonese
French-Haitian-Creole
French
Fulani
Georgian

German
Haitian Creole
Japanese
Malinke
Mandarin
Papiamento
Philipino (Tagalog)
Russian
Spanish
Tadzhik
Thai
Tibetan
Turkish
Urdu
Uzbek
Vietnamese
Wolof

Other translations may be needed since students enroll throughout the year.

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.)

We make sure to plan ahead and submit requests with enough time so that we can distribute the translations with t
We also get some of the documents listed below from the DOE website.

Grade-Level Teacher Team Grading Policies and Newsletters (Monthly)
Open School conference announcements - Early September, Mid-October, Mid-February, Mid-April
New York State Regents testing dates and Portfolio dates - Early January, Early June
School Calendar Changes - as needed after PROSE approval
Family Association and SLT calendar and announcements - Monthly
ELL Entitlement, non-Entitlement and Placement Letters - ongoing as students enroll
Continued Entitlement Letters or Transition Letters - following receipt of NYSESLAT scores
Opt-out Letters (condoms, military) - September
Walking Trip Permission Forms - September
Photo/Media Release Forms - September
Student Emergency Contact Cards - September or during enrollment
Student Progress Reports - end of October, beginning of March
Health and Immunization Forms - during enrollment
DOE Parent Handbooks (“How to Succeed”) - during enrollment
HLIS - during enrollment
Parent Survey and Program Selection Form - during enrollment
DOE Discipline Code - during enrollment

Guide for Parents of ELLs - during enrollment
Orientation letter to new students - June
Notification letter for first day of school - end of June
Parents' Bill of Rights - September and ongoing
Parents' Guide to Language Access - September and ongoing

Most of these materials are also available from the Parent Coordinator in the Parent Welcome Office (room 513) as well as at Family Association meetings (if applicable).

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.

Open School Conferences - 9/30/15, 11/19/15, 11/20/15, 3/10/16, 3/11/16, 5/10/16.
Family Association Meetings - Monthly (9/30, 10/15, 11/19, 12/10, 1/14, 2/11, 3/10, 4/14, 5/10, 6/9)
Individual meetings with parents of all ENL students - Throughout the year.
New Family Orientation - 6/9
Families are invited to the Annual Social Justice Expo - May
Families are invited to the Annual Internship Fair - June
Families are invited to Dance performances - throughout the year
Attendance calls to families - daily when students are absent or late

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.

All letters and correspondence with families are sent out in a variety of languages as determined by the PPL and other staff. 1A.

The Brooklyn International High School utilizes a wide variety of strategies in order to provide written translation services. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessionals, plus a community coordinator many of whom speak at least two and often three languages. The languages spoken by our staff include Arabic, Spanish, Chinese, Bengali, Urdu, German and French. Our staff members have been very willing to help with written and oral translations whenever possible.

Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of other High Schools in NYC who are able to share resources and written translations when necessary. Also, when a document does not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for assistance with translations.

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.

The Brooklyn International High School utilizes a wide variety of strategies in order to provide oral interpretation services. In House: As noted above, we have staff members who speak Arabic, Spanish, Chinese, Bengali, Urdu, German and French. We also utilize on student volunteers and recent graduates who help translate for families.

Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of High Schools in NYC who are able to share resources and if they have a staff member who speaks a language we arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translations Unit to have the resources in a particular language in order to obtain an oral interpretation over the telephone.

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.)

As per Chancellor's Regulation A-663, The Brooklyn International High School will ensure that all staff members are aware of translation services and the over-the-phone interpretation services through staff professional development in September and the dissemination of digital documentation via Google Drive. All staff will receive the Language ID Guide and T&I Brochure and instructions for over-the-phone interpretation services as well as how to get a document translated by the Translation Unit during a professional development session in September. In addition, the staff T&I Brochure and Language ID Guide will be distributed to staff via Google Drive.

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 Brooklyn International High School takes the responsibility of providing each parent with written translation and interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language receive language assistance services with written notification of their rights regarding translation and interpretation services as well as instructions on how to obtain such services.

- When we receive the Language Access kit, we will post the Welcome Poster at the front desk. Our old poster is in the Parent Welcome Office in room 513.
- At the first Family Night in September, the Parents Bill of Rights is distributed. This is also available to parents throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new families through the Family Association which informs parents of their rights in terms of translation and interpretation services. All parents are informed of translation services at all six Open School conferences held in September, November, March and May. This information is always available in the Parent Welcome Office in room 513.
- At the first family night in September, families are provided with the Parents' Guide to Language Access. Copies are also distributed to parents at the six open school conferences throughout the school year. In addition, copies are available in the Parent Welcome Office in room 513.
- When a parent enters the building a sign is clearly posted at the security desk in each of the covered languages at the main office notifying parents of the availability of interpretation services.
- The Brooklyn International High School's safety plan will contain procedures in order to ensure that parents whose primary language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- "Each school at which the parents of more than 10% of the children at such school speak a primary language other than a covered language shall obtain from the Translation and Interpretation Unit a translation into such language of the forms required pursuant to this section and shall post and provide such forms in accordance with this section."

International High School the only languages spoken by over 10% of the students are Bangla, Mandarin and Spanish are covered languages so we need to obtain Mandarin from Translation and Interpretation Unit.

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)

In order to gather feedback from parents on the quality and availability of services the school will assess the answers to a school survey about whether or not the school is communicating with the parent in their native language. Parents at Family Association meetings will be asked to provide feedback on how well the school is providing parents with both translation services. In addition, whenever our parent coordinator communicates with parents she will request feedback on the quality and availability of translation services. Our parent coordinator will also schedule a focus group of parents from the languages represented in the school so we can gather feedback. Of course translators will be present to do this.