

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **14K449**

School Name: **BROOKLYN LATIN SCHOOL, THE**

Principal: **GINA MAUTSCHKE**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Brooklyn Latin School School Number (DBN): 14K449
Grades Served: 9th – 12th
School Address: 223 Graham Avenue, Brooklyn, NY 11237
Phone Number: 718-366-0154 Fax: 718-381-3012
School Contact Person: Gina Mautschke Email Address: gmautschke@schools.nyc.gov
Principal: Gina Mautschke
UFT Chapter Leader: Ryan Joyce
Parents' Association President: Leslie Creutzfeldt
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): Davele Zephyr
Maurice Windley

District Information

District: 14 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110 , Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Borough Field Support Center (BFSC)

BFSC: Brooklyn North FSC Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: _____ Fax: _____

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)
Gina Mautschke	*Principal or Designee	
Ryan Joyce	*UFT Chapter Leader or Designee	
Leslie Creutzfeldt	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Davele Zephyr	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maurice Windley	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sheila Olive	Member/	
Cecelia Leong	Member/	
Elsie Beaupierre	Member/	
David Turner	Member/	
Dan Lao	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.

The Brooklyn Latin School is a specialized high school. The school's CEP goals are: preparing students to earn the IB Diploma and preparing students to be college ready. The element of the Framework for Great Schools in which we made the most progress and our focus is rigorous instruction and collaborative teachers.

Here is the contextual information about our school's unique rigorous instruction.

The International Baccalaureate (IB) Programme influences everything we do at Brooklyn Latin, including our philosophy, our instructional curriculum, and how we allocate our budget. All of our students are enrolled in the IB Programme and all take six IB courses in their junior and senior year. Since the IB courses are all college level courses, we are preparing our students for college instruction.

The IB requirements exceed those of New York City and New York State and they serve as the bar by which we measure our progress. In 2011, thirty-three percent of our students earned an IB Diploma. In 2012, thirty-seven percent of our graduates earned an IB Diploma. In 2013, forty percent of our students earned an IB Diploma. In 2014, forty-nine percent of our students earned an IB Diploma. We hope to maintain these percentages and are looking at better structures that we can create to support more students to earn the IB Diploma. Students that do not earn the IB Diploma go on to earn individual certificates in the IB courses. Data for 2015 will be available in the fall.

Colleges grant college credits that can be used towards fulfilling graduation requirements to students that have earned the IB Diploma. Colleges may grant college credits that can be used towards fulfilling graduation requirements to students that have earned IB certificates.

One hundred percent of our seniors are accepted into college and last year our graduating class matriculated to college at a rate of 99%. Most of our graduates are currently enrolled full time in a four- year college (95%) and (4%) of our recent graduates are enrolled in a two year college.

Our students also show college readiness through performance based assessments including school-wide Internal Assessments (100% graduation rate) and Regents examinations (96% completion rate). In addition, our students are evaluated by nationally recognized college admissions examinations including the college achievement exam (ACT) and college aptitude exam (SAT). Our students historically perform at a rate higher than the state and national average on the SAT examination. The average SAT score for the current class of 2015 (Mean SAT: 1756) when compared to New York State average (Mean SAT: 1433) and National average (Mean: 1498) also indicate our student's preparedness for college. Although a large portion of our student body come from historically underrepresented and economically disadvantaged backgrounds, (close to 60% currently receive free/reduced lunch) our students are attending college at a rate higher than the national, state, and city average which is 51%.

Many of our students are first in family, or first generation college-going students who benefit from a comprehensive approach to college preparation. College counselors help support every student and their family through the ever-changing college admissions process. All of our juniors participate in the annual Unique High School College Fair and are encouraged to attend our school's annual college night. The Brooklyn Latin School also hosts an annual financial aid night to provide financial education and support to students and their families. Individual college meetings are offered to all students and families in junior and senior years and college counselors provide in-class instruction based on college-specific milestones for all four years.

14K449 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	677	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	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	N/A	# Drama
# Foreign Language	44	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	2.7%	% Attendance Rate		93.8%
% Free Lunch	56.4%	% Reduced Lunch		11.8%
% Limited English Proficient	1.0%	% Students with Disabilities		2.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		24.5%
% Hispanic or Latino	15.4%	% Asian or Native Hawaiian/Pacific Islander		44.6%
% White	12.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.8%	% Teaching Out of Certification (2013-14)		4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		3.85
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	98.3%	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	96.7%	% of 2nd year students who earned 10+ credits		92.5%
% of 3rd year students who earned 10+ credits	97.0%	4 Year Graduation Rate		99.1%
6 Year Graduation Rate	98.6%			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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.

Strength - IB Programme.

The IB requirements exceed those of New York City and New York State and they serve as the bar by which we measure our progress. In 2011, thirty-three percent of our students earned an IB Diploma. In 2012, thirty-seven percent of our graduates earned an IB Diploma. In 2013, forty percent of our students earned an IB Diploma. In 2014, forty-nine percent of our students earned an IB Diploma. We hope to maintain these percentages and are looking at better structures that we can create to support more students to earn the IB Diploma. Students that do not earn the IB Diploma go on to earn individual certificates in the IB courses. Data for 2015 will be available in the fall.

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 August 1, 2016, 50 percent of our Diploma candidates will earn an IB Diploma.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We have designed our curriculum so that each of our students is taking fourteen college level International Baccalaureate Programme classes before they graduate.	All	On going	Assistant Head Masters, grade level leaders, department chairs, teachers, advisors, counselors, and staff members will all be responsible for this goal
We have planned the 9-12 curriculum back from end of course International Baccalaureate Assessments, scaffolding the curriculum from ninth grade through twelfth grade ensuring that our students are ready for International Baccalaureate assessments and college level work	All	Ongoing	Assistant Head Masters, grade level leaders, department chairs, teachers, advisors, counselors, and staff members will all be responsible for this goal

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.										
We have developed and implemented a two year college preparation course that will guide our students through the college process from determining the criteria for a college or university through the transition from high school to college.										
The grade level teams have used their meetings to check for students who may be off track for graduation, to monitor students who may be off track for an IB Diploma, to check in on and support students who are struggling, to discuss best practices for teachers in supporting students, and to celebrate student successes.										
We spend over \$100,000 of tax levy money to pay for IB fees, IB student testing fees, programs such as IB’s Managebac to support students in the completion of their IB requirements, and IB professional development for teachers and staff. All of this money comes from tax levy allocations.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Early in the Spring semester, we will determine the number of students on track for meeting this goal.

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.

Strength- advisory program for all discipuli

We have an advisory program that meets once a week. All discipuli participate in advisory and all teachers are advisors. Advisors and advisory stay together for all four years. Advisory offers another level of support for our discipuli, as well as provides a space for celebration, team building and school spirit.

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.

Last year we changed the advisory system to be single grade advisories. This upcoming school year, we want to assess the success of this new structure.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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>
We have planned a school wide advisory program for all students.	All	Ongoing	all

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

Part 5 – Progress Monitoring

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.										
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.

Strength- Collaborative Teacher Teams

In department teams, teachers meet twice a week to plan curriculum development, share best practices, look at student work, create and norm rubrics, set department goals, share feedback from inter-visitations, etc. After each interim assessment cycle to reflect on student performance, and discuss plans for adjusting instruction accordingly. Each department member completes an interim assessment data analysis template that asks teachers to identify major trends as well as focus in on students of concern. Each team member shares their follow up plan. In department teams, teachers also look at student work from each grade level to inform changes to their instructional program, and to address alignment issues between the courses. At the end of the year, IB performance data informs department work. Departments adjust curriculum and skill instruction to respond to IB data trends, and to improve students overall performance on the IB.

In grade level teams, teachers meet twice a month to discuss students’ social, emotional and academic progress and ensure communication across the teachers, school counselors, advisors, student, and parents are taking place. Using anecdotes and observations, as well as data from Interim Assessments and Term Reports, Grade Level Teams help decide which students must attend mandatory extra help after school; which students should be set up with student mentors; and which students require more in-depth intervention, either through school counseling or formal discipline procedures.

In counseling teams, school counselors meet weekly to discuss specific students’ social, emotional, and academic progress. They use anecdotes and observations, as well as data from Interim Assessments and Term Reports, and IEPs (where applicable) to support our students. They meet with our special education coordinator to create accommodations to support to our students.

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.

Over the school year, every faculty member will be part of a collaborative team.

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>
<p>The Department Chair will meet regularly with the Assistant Head Master for Teaching and learning to set goals and offer support and coaching.</p>	<p>Teacher Leaders- Department Chairs, Assistant Head Master</p>	<p>Ongoing</p>	<p>Assistant Head Maser</p>
<p>Grade Level Team Leaders will meet regularly as pairs and with the Assistant Head Master for Student Life to set priorities for their classes and teams, and to discuss specific student issues.</p>	<p>Teacher Leaders- Grade Level Leaders, Assistant Head Master</p>	<p>ongoing</p>	<p>Assistant Head Master</p>
<p>The Counseling Chair will meet regularly with the Head Master to set goals and offer support</p>	<p>Counseling Chair, Head Master</p>	<p>ongoing</p>	<p>Head Master</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>We make schedule adjustments to allow for departments and grade level leaders to meet in the day, as well as visit each other’s classes. Teacher leaders teach one fewer class than teachers. This has a huge impact on the budget and hiring needs for the school.</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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will set goals in September with the various collaborative teams and revisit these goals in January.</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.

Strength- many opportunities for distributed leadership.

There are many structures to support distributed leadership at Brooklyn Latin.

- Assistant Head Master for Instruction who supports Department Chairs
- Assistant Head Master for Student Life who supports Grade Level Leaders
- Co-Directors of Operations (teacher leaders)
- Grade Level Leaders (teacher leaders)
- Department Chairs (teacher leaders) that coach 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–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 September 2015, we will fill all open leadership position by interviewing candidates throughout the summer. Every teacher will be part of a department team and grade level team.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
In department teams, teachers meet after each interim assessments cycle to reflect on student performance, and discuss plans for adjusting instruction accordingly. Each department member completes an interim assessment data analysis template that asks teachers to identify major trends as well as focus in on students of concern. Each team member shares their follow up plan, in addition to sharing it with the Assistant Headmaster of Instruction. In department meetings, teachers also look at student work from each grade level to inform changes to their instructional program, and to address alignment issues between the courses.	Departments	Ongoing	All departments and chairs
Grade Level Teams meet regularly to discuss students' social, emotional and academic progress. Using anecdotes and observations, as well as data from Interim Assessments and Term Reports, Grade Level Teams help decide which students must attend mandatory extra help after school; which students should be set up with student mentors; and which students require more in-depth intervention, either through school counseling or formal discipline procedures. Grade Level Team Leaders meet regularly as pairs and with the Assistant Head Master for Student Life to set priorities for their classes and teams, and to discuss specific student issues.	Grade level teams	Ongoing	All grade level teams

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.										
All teacher leaders have a lighter teaching schedule. This affects the number of teachers we hire and we also make schedule adjustments to allow departments to have common prep periods through the day to meet, collaborate, and visit classes. In addition, grade level leaders have a common prep to plan supports for the students and to plan for the grade team meetings.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Department Chairs set goals with department s in September and these are revisited in January. Grade level leaders set goals with grade level teams in September and these are revisited in January.

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.

Strength- Dedicated Parent Coordinator who is a liaison between parents and the school

We send a weekly newsletter to parents with upcoming events and important information to keep them informed.

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.

Over the next year, we would like to implement a universal grading system (online grading) so that parents and students can access grades in real time, from home, and have more direct communication with our Grade level Leaders and teachers. We would also like to give all our students email addresses.

Another goal is to increase the number of community service opportunities that we offer through our CAS program in district 14. CAS kickoff takes place in the fall.

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>Train teachers on an online grading system in the fall</p>	<p>All teachers</p>	<p>Fall</p>	<p>All</p>

Distribute student email addresses and provide workshops for internet use	All students	Ongoing	Advisors, Grade level leaders
Increase CAS opportunities in District 14	IB students	Fall	Grade level leaders

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.

We will have to provide PD during faculty meetings to teachers about the online grading system.

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

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

Part 5 – Progress Monitoring

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.

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

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)	Performance in class, progress reports, report card grades		Daily office hours	After the school day
Mathematics	Performance in class, progress reports, report card grades		Daily office hours	After the school day
Science	Performance in class, progress reports, report card grades		Daily office hours	After the school day
Social Studies	Performance in class, progress reports, report card grades		Daily office hours	After the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Per school counselor's recommendation, parent recommendation		Small group, one-on-one	During lunch during the school day

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Brooklyn Latin 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 Latin School** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 449
School Name The Brooklyn Latin 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 Gina Mautschke	Assistant Principal Wenceslao Yee
Coach None	Coach None
ENL (English as a New Language)/Bilingual Teacher Caitlin Ferraro	School Counselor Kate McCaughey
Teacher/Subject Area Caitlin Ferraro / Spanish	Parent Leslie Creutzfeldt
Teacher/Subject Area type here	Parent Coordinator Nicola Blankson
Related-Service Provider Keala Grasa	Borough Field Support Center Staff Member Yazmin Torres
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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	1	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)	693	Total number of ELLs	1	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	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	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	1									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1		1	
Integrated Algebra/CC Algebra	1		1	
Geometry/CC Algebra	1		1	
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.
 To assess the early literacy skills of our ELLs, our school uses teacher-created formal and informal assessments (such as written assignments or text-based comprehension exercises). These assessments vary by subject and by teacher. Teachers individually evaluate the data from these assessments and share results and performance trends of ELL students with the ESL teacher, Caitlin Ferraro. These data provide insights about ELL students' literacy as well as their proficiency in all 4 modalities across content areas, and based on these data the ESL teacher works with other subjects teachers to create and/or modify instructional plans for individual ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Due to our school's small ELL population, the NYSITELL and NYSESLAT data is limited and does not allow for much analysis of trends or patterns in performance. However, data patterns across the years have revealed that the majority of students enter our school with a Commanding level of English proficiency. Additionally, NYSITELL and NYSESLAT data shows that each year students are significantly increasing proficiency level and have met grade level proficiency in English Regents.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our ESL coordinator attended AMAO tool training to learn how to analyze data across levels. Data using AMAO and AMAO 2 reveals students are significantly increasing NYSITELL/NYSESLAT scores each year. The data from the AMAO and AMAO 2 reveals we should continue to use our heterogeneous pull-out model to service ELL students. This also signifies we should continue to give professional development to classroom teachers on how to use more ELL strategies and continue co-planning between content area teachers and ELL teachers.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. N/A
- b. School leadership is using data to continue to send ESL teachers to professional development workshops. School leadership and ESL teachers are working together to provide more workshops for classroom teachers on ELL strategies and turnkey training for NYSESLAT. Data is being used to tailor instruction with specific ELL strategies.
- c. The school is learning ELLs are increasing proficiency level in all areas. No native language is used except with dictionaries on major assessments and regents.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
ELL strategies are implemented in pull-out sessions and in content area classrooms. ESL teacher works with content-area specialists to assist in scaffolding materials that foster second language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Academic success is evaluated through the NYSESLAT and Regents scores. We also evaluate success based on how the ELL has developed socially and emotionally.

Part IV: ELL Identification Process

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

- 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 new student comes to the school for enrollment, the K-12 Home Language Identification Survey (HLIS) is administered to the parent. Along with the Home Language Identification Survey, the school also conducts informal interviews with the student and parent(s), in English when possible and in their home language when preferred. This process happens before the school year begins, either during the intake process or during New Student Orientation, to ensure all students are identified and the identification process is completed within 10 school days. During the intake process, parents and students who need home language support are accommodated through in-house staff translation and interpretation services when possible, and services offered by the Translation and Interpretation Unit when necessary. School staff members currently can speak and can provide assistance in the following languages other than English: Spanish, Mandarin, Tagalog, and Greek.
During the intake process or shortly after, we also check new students' testing history to find out if the student has a LAB-R/NYSITELL score and/or a spring NYSESLAT score indicating they are entitled to services. Our ELL coordinator also requests information from teachers in the beginning of the year to see if they think there is a potential ELL in their class who might have slipped through the cracks during the intake/identification process or are new to the system and come from a country where a language other than English is spoken.
If, based on the results of the aforementioned identification process (including testing history), a new student is deemed "Entitled" to ESL services, the student is scheduled to receive such services. Historically, all students who have been identified as ELLs during the identification process have enrolled in our school with an existing NYSITELL score; however, if it were to be determined necessary to administer the NYSITELL and/or Spanish LAB, the ESL coordinator would work with other members of the Language Allocation Policy Team to develop a plan for administering either test.
- 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).
Various types of assessments are used to identify SIFE students, including student work, student interviews with the special education teacher, staff conversations with parents, and teacher observations of classroom behavior, academic performance, and interactions with peers and adults. These assessments take place within 30 days of enrollment.
- 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).

The incoming students with IEPs are identified by being added to the school's caseload in SESIS. Additionally, during parent meetings and open houses in the spring, summer and fall parents are encouraged to send IEPs to the Director of Special Education, Keala Grasa. For students entering with 504 plans and IEPs from private schools, they are also asked to bring them in to the Director of Special Education. Members of the Language Proficiency Team (including ESL coordinator and TESOL-certified teacher, Caitlin Ferraro; Director of Special Education, Keala Grasa; school administrators Gina Mautschke [Principal] and Wenceslao Yee [Assistant Principal]) work together with a student's parent or guardian to identify which of those students with IEPs are also in need of ESL services based on an informal interviews and testing history. During this identification process, parents who need home language support are accommodated through in-house staff interpretation services when possible, and services offered by the Translation and Interpretation Unit when necessary. Once this identification process is complete, the LPT's resulting recommendation is either accepted or rejected within 20 days, and ELL service placement is determined immediately after that.

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.

Entitlement letters are distributed to parents in one-on-one meetings with the parent coordinator, Nicola Blankson, and ESL specialist, Caitlin Ferraro. If parents cannot attend meeting, the parent coordinator (Nicola Blankson) and the ESL specialist (Caitlin Ferraro) are responsible for the process of ensuring that entitlement letters are mailed home, which includes a follow-up phone call to parents to answer questions and ensure delivery.

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).

Parents (or students age 18+) are notified by mail (and if necessary, a follow-up phone call) of their right to appeal ELL status within 45 days. Nicola Blankson, parent coordinator, and Caitlin Ferraro, ESL teacher, are responsible for this notification process. All written correspondence is sent in parents' preferred language; if that language is not English, in-house staff translation services will be utilized when possible, and services offered by the Translation and Interpretation Unit when necessary. Copies of letters are filed in a locked storage cabinet in the main office, and these files are maintained by Nicola Blankson, parent coordinator.

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 overall process and outreach plan for ensuring that parents understand all three program options are as follows: Parents are provided with a presentation of the DOE video and the Parent Survey and Program Selection Forms. At that time, school personnel is available to answer any questions they may have. Through the assistance of the parent coordinator, a meeting is scheduled for parents to view the DOE video describing the three programs if they are not able to stay to view the video and complete the forms at registration. Caitlin Ferraro, ESL/Spanish pedagogue and Nicola Blankson, Parent Coordinator, will present all options during parent and new student orientation two weeks before the start of school in September. This notification and outreach process is completed and all programs will be determined before the start of the school year in September, because our school does not accept "over-the-counter" students (i.e. students enrolling after the school year begins in September).

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 Parent Surveys and Program Selection forms will be distributed and collected during parent orientation by Caitlin Ferraro, ESL/Spanish pedagogue and Nicola Blankson, parent coordinator. Parents' program choices are monitored by Nicola Blankson, parent coordinator, who will store all parent surveys in a locked cabinet in her office. If forms are not returned in a timely manner, Nicola Blankson follows up with parents, usually via a phone call.

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

Nicola Blankson, parent coordinator, is responsible for monitoring Parent Survey and Program Selection forms that have not been completed and returned. If our records indicate that the forms have not been completed and returned, Ms. Blankson contacts the parent and answers any questions the parent may have.

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

Distribution of placement parent notification letters is part of New Student Orientation. Nicola Blankson, parent coordinator, distributes the letters to students, and then follows up with student advisors, the ESL coordinator, and parents to ensure these letters have been distributed.

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

All originals and copies of ELL documentation for each child is stored in a locked cabinet. The Language Proficiency Team members (including: Gina Mautschke, Principal; Wenceslao Yee, Assistant Principal; Caitlin Ferraro, ESL teacher; and Nicola Blankson, Parent Coordinator) have access to ELL documentation.

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.

The ESL teacher (Caitlin Ferraro) reviews NYSESLAT data from ATS reports, including the RLER (eligibility roster) and RLAT (testing history report) at the beginning of the year and shares data with school community, teachers, and parents. The ESL teacher, Ms. Ferraro works with the testing coordinator to order exams in November and plan for testing administration in May of each year. The ESL teacher, Ms. Ferraro, works with other classroom teachers to turnkey train other classroom teachers on speaking and writing rubrics. Students are prepared well in advance for NYSESLAT and ESL teacher Ms. Ferraro works with teachers to schedule all modalities of NYSESLAT during students schoolday (3 sessions of listening, reading and writing and 1 session of speaking.) Ms. Ferraro, the ESL teacher works with our testing coordinator to carefully plan each modality and make sure there is a quiet testing space for a full day on four different days. Each modality is given on a different day based on instructions of NYSESLAT. All materials are packaged with the testing coordinator to ensure timely and safe delivery of all materials.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Distribution of continued entitlement and transitional support parent notification letters is ensured by Nicola Blankson, parent coordinator, who distributes the letters to students, and then follows up with student advisors, the ESL coordinator, and parents to ensure these letters have been received. After distribution of these letters, Ms. Blankson also follows up with parents at open houses in the fall and spring, as well as during student-led parent teacher conferences in the fall and spring.
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).

There are no significant trends in program choices because our ELL population is consistently comprised of a very small number of students. Based on student needs, we offer freestanding ENL/pull-out program services for our ELL population. The program models are aligned with student needs and parent requests.

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.
a) Instruction is delivered in pull-out /heterogenous model.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The mandated number of minutes are provided to each student according to his/her proficiency level. Beginning level students receive 540 minutes of ESL instruction per week, Intermediate students receive 360 minutes of ESL per week, and Advanced students receive 180 minutes of ESL weekly. These mandated instructional minutes tke place during ELL students' study hall and/or lunch periods, as well as during their non-credit-bearing classes, when necessary.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Core content areas are provided to these students using an ESL approach. The materials and methods used, including structures such as graphic organizers, pictures, maps, modified text, realia, dictionaries and glossaries, as well as methods including sheltered English instruction, are used to provide support across content areas. In sessions of pull-out services, the ESL teacher scaffolds content-area material and uses ELL students' coursework to tailor instruction and foster English language proficiency development.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

When/if an evaluation is deemed necessary, students are evaluated in the language in which they feel most comfortable

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are evaluated in reading, writing, speaking, and listening in content area classes through multiple types of written and oral assessment. Some of these formative assessments are key features of the school and take place across content areas, such as Socratic seminar (student-led discussions) and declamations (reciting memorized text passages for an audience). Other formative assessments are subject-specific, such as written "translatio" in Latin, oral Theory of Knowledge presentations, oral expositions in Math, and written historical investigations in History. At the IB level, all subjects have some form of written assessment as well as multiple opportunities for formal and informal assessment, for both internal and external evaluation. Depending on the subject, students (including ELLs) are assessed in each of the four modalities a certain number of times per academic term. In pull-out sessions with the ESL teacher, students are also evaluated through communicative activities and writing samples.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. If students with interrupted formal education are admitted into this school, they will be assessed to find the strengths in their educational experiences and an individual instructional plan will be established for them. The guidance counselor / social worker will work closely with these students to assure their success in the school environment.
- b. Plan for newcomers
Newcomers will be provided with ESL methodology and support particularly in the content areas as well as survival skills.
- c. ELLs receiving 4 -6 years of services
For ELLs in this category, a study of their NYSESLAT will determine the modalities where their needs are greatest and a plan will be executed to help them develop the skills needed to achieve at the proficiency level of the NYSESLAT.
- d. Long Term ELLs
ELLs who have exceeded six years of services must be provided with additional supports in the modalities where they show a lack of progress. A study of their vocabulary and writing skills is necessary to build on their prior knowledge.
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.
All subject teachers would be informed of the ELL/non-ELL re-identification and the ESL teacher would coordinate with the CSE and counselors to determine an appropriate plan of action to support the student. Academic progress is ensured and assessed with the 8 midterm grade reports issued and communicated to parents. All initial and re-identification takes place at the beginning of the school year, as we do not enroll students after September. Qualified and trained staff will be assigned to manage the initial and/or re-identification process when necessary.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
A careful review of the IEP for ELL-SWD is necessary in order to assure that correct language instruction is being provided. Appropriate materials must be used in accordance to their educational plan.
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?
ELLs with special needs are provided with support in the least restrictive environment according to their IEPs. This may mean that the students are mainstreamed for certain content areas and provided with a more restrictive environment or other content areas depending on the IEP. The ESL teacher, assistant principal for teaching and learning, and special education teacher frequently communicate and support teachers who have English Language Learners in their classroom to assure ELL-SWDs can achieve their goals.

Chart

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*
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 Dually 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.

Chart

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 Dually 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.

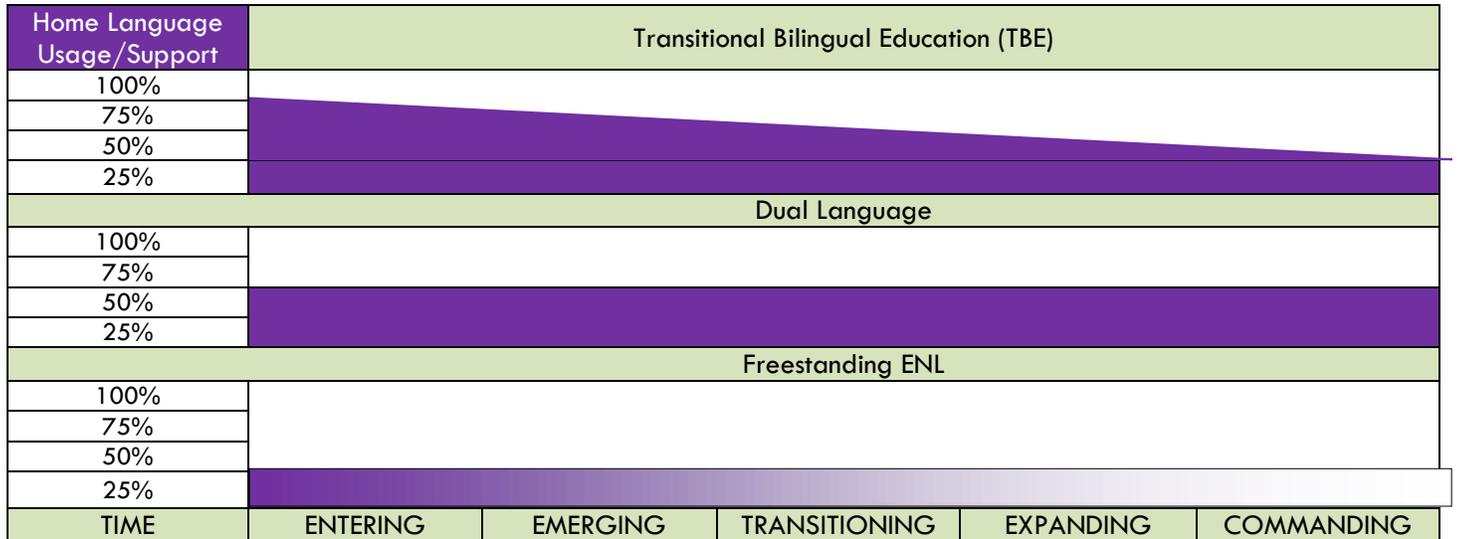


*Note “other approved services” does not apply to New York City at this time.

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. Students that have achieved at the proficiency level in the NYSESLAT continue to receive accommodations as required by the NYSED for up to two years. These supports include: ESL support classes, extended time in all Regents Exams, availability of regents in the student's native language / translations, additional reading of test instructions, use of glossaries. Targeted intervention programs are only available in English; however, Regents and International Baccalaureate exams are available in the student's native language. Reading web-supplemental programs and math programs are also made available to students in English and their native language when identified by ESL teacher or content teacher that students needs supplemental support. ESL teacher works with content teachers to identify needed early intervention and provide services. When needed, targeted interventions are provided for math, social studies, and other content areas in the form of individual or small-group instruction during teachers' office hours. We will use data from the math and social studies Regents exams to identify the specific ELL subgroups to target with such interventions.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students have increased proficiency and have significantly progressed on NYSESLAT. Students have also passed all Regents at appropriate grade level.
12. What new programs or improvements will be considered for the upcoming school year?
ESL teachers will continue to attend professional development and in turn provide more professional development to classroom teachers on differentiation strategies for ELLs in their classroom.
13. What programs/services for ELLs will be discontinued and why?
None 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.
Our school offers over 40 co-curricular and extracurricular programs, including (but not limited to): PSAL sports, arts clubs (drama, a cappella, studio art), the Latineer (student newspaper), student senate, and Certamen (Latin club). ELLs are not excluded from participation in any extracurricular programs. Also, supplemental services such as office hours, group study hours, tutoring services, and mentoring partnerships are offered to ELLs in the building by the ESL teacher and all of the ELL's content teachers; these services are offered Monday through Thursday.
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.
The instructional materials (including technology) used to support ELLs includes ESL textbooks/computer programs to support writing, learner dictionaries, multimedia resources, speaking and listening resources, test prep resources, and various materials used in core content classrooms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided through the use of native language materials, dual language dictionaries and glossaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services and resources support correspond to ELLs' ages and grade levels. The ESL teacher scaffolds grade appropriate material in pull-out sessions and uses ELL students coursework to tailor instruction
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).
ELL students are included in all of our new student orientation activities in August where they will be introduced to some content teachers and counselors.
19. What language electives are offered to ELLs?
Latin and Spanish.
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)?

N/A

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 personnel who teach ELLs are provided with strategies to incorporate in their instruction of ELLs. Caitlin Ferraro, ESL coordinator/Spanish teacher and Carol Ann Van Deventer, ESL/Spanish teacher, participate in trainings for LAP, NYSESLAT, and AMAO tool training. The ESL coordinator also attends local workshops on ELL strategies to inform teaching and offer turnkey strategies to all staff. The professional development plan also includes one department meeting per month dedicated for ELL personnel, who in turn also provide updates and discuss strategies at weekly faculty meeting and grade-level team meetings. ESL/language teachers will also meet with content teachers to plan and strategize ELL instruction as needed.
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?
The professional development offered to ELL teachers includes attending workshops on Common Core Learning Standards, online coursework to further their understanding, and NYSITELL/NYSESLAT training.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All ELLs participate in new student orientation in August. Students may also attend a 3 day orientation trip to Princeton Blairstown to build social & emotional skills and feel comfortable amongst their new classmates and teachers. Students are also placed in an advisory when entering high school. The advisor is an advocate for students and is responsible for helping student achieve not only academically, but also transition socially/emotionally. ELLs also meet guidance counselors in the beginning of the year. Through these activities, staff is given the opportunity to work closely with ELLs to ensure they are having a smooth transition. The ESL coordinator gives PD each school year on common social/emotional/academic struggles of ELLs and how to identify these struggles and give support through strategies.
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.
The school will conduct a survey of staff to determine who is in need of 7.5 hours of ELL training as per Jose P. Teachers will participate in intervisitations of two 45 minute class sessions to view an ESL teacher conducting an ESL lesson as part of the 7.5 hours of ELL training required. Additional ways to achieve the 7.5 hours will include UFT training sessions, on-line course work, and meetings with ESL coordinator. The Director of Teaching and Learning will keep records of professional development activities by filing agendas and attendance records for the year, and all professional development /meeting agendas will be made available on Google Drive for all faculty to access and reference.

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?

ELL parents are regularly in contact via phone or email with content teachers, ESL teachers, Grade Level Leaders, advisors, the parent coordinator, and counselors (if necessary) on a regular basis (with preferred language translation/interpretation services utilized when necessary.) ELL parents are encouraged to come in to meet with ESL teacher and content teachers to update on progress of students as well as accommodations being made. All ELL families meet with ESL teacher during the first term to check in on students adjustment to the new academic year.

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.

The ESL teacher, Grade Level Leaders, advisors, and counselors all keep record of when they have reached out to a parent.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are encouraged to be a part of the Parent Association. Additionally, ELL parental involvement is fostered by inviting guest speakers and translators to the school, and incorporating cultural events (including annual events such as our talent show, International Food Festival, and Lunar New Year Celebration) for parent and family celebration of our diverse community.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? ELL parents are updated on workshops at local New York Public Library locations. The school is also involved with St. Nicks alliance for community outreach, and we are exploring partnering with APEX for volunteer translation services.
5. How do you evaluate the needs of the parents?
Through the efforts of the Parent Coordinator, parents are provided with a needs assessment survey to complete. The results of this survey are used to provide workshops based on the parents' interests and needs.
6. How do your parental involvement activities address the needs of the parents?
Parents attend parent teacher conferences with a translator, if needed. Parents are also supported by attending grade level meetings with a translator or school provides hand outs with translation.

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:

Part VI: LAP Assurances

School Name: <u>The Brooklyn Latin School</u>		School DBN: <u>14K449</u>	
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)
Gina Mautschle	Principal		10/30/15
Wenceslao Yee	Assistant Principal		10/30/15
Nicola Blankson	Parent Coordinator		10/30/15
Caitlin Ferraro	ENL/Bilingual Teacher		10/30/15
Leslie Creutzfeldt	Parent		10/30/15
Caitlin Ferraro / Spanish	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kate McCaughey	School Counselor		10/30/15
Karen Watts	Superintendent		10/30/15
Yazmin Torres	Borough Field Support Center Staff Member		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 14K449 **School Name: The Brooklyn Latin School**
Superintendent: Karen Watts

Before you begin, please check the following:

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

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

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

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

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

Language preferences of the parent community are assessed through data collected from Student Emergency Contact cards ("blue cards"), ATS reports, and the Home Language Identification Survey, as well as parent information collected through surveys administered by various teachers. All students at Brooklyn Latin complete the blue emergency card forms which require parents to inform the school of their language preferences and any translation needs. The Home Language Identification Survey is administered to all parents of newly enrolled students in the NYC public school system, and in addition these students and their families have an informal interview with the school to ensure that the school is aware of all translation and interpretation needs. The parent coordinator works with teachers, the DOE, and outside contractors to ensure all parents' translation needs are met, and will also consider creating a report with parents' preferred languages, to be shared with school staff.

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.

English, Mandarin, Spanish and Bengali are the preferred languages for written and oral communication. Mandarin and Spanish translation and interpretation are in highest need. Parents have the opportunity to express these preferred languages and translation needs in a meeting and orientation for new families at the beginning of each school 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.)

Lunch Forms - Beginning of school year
Blue Cards - Beginning of school year
Medical Forms - Beginning of school year
Achieve NYC booklet - Beginning of school year
Discipuli (student) Handbook - Electronically (accessible via school website)

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.

Grade-level specific parent meetings (September 30th, 2015)
IB Curriculum night (date TBD)
Financial Aid information night (October 21st, 2015)
"Informative Friday" tours/visits (October 2nd, 9th, 16th, 23rd, and 30th, 2015)
Parent/teacher (student-led) conferences (December 2nd /3rd, 2015 and March 23rd /24th, 2016)
Open house for prospective students (October 22nd)
Open House in March (date TBD) for accepted students
New family reception in June (date TBD) for accepted students
Individual face-to-face student/family grade level meetings (for PID, GID, and other behavioral or academic concerns) - various dates throughout the year
Teacher or counselor phone calls to parents

When parent-facing documents will be distributed at any of these events, we will submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.

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.

We will use Spanish and Mandarin-speaking in-house school staff to provide written translation services when possible, and will continue to utilize the Translation and Interpretation Unit when in-school assistance is not sufficient.

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.

Capable school staff will provide in-house interpretation services when possible; when that is not an option, we will continue to use over-the-phone interpreters.

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.)

Our parent coordinator, Nicola Blankson, will disseminate information to all faculty about available translation and interpretation services and be available to support teachers if they are unable to utilize the services. All teachers will receive a copy of the informational card with the phone number for over-the-phone interpretation. We will also consider scheduling a meeting or professional development session focused on translation and interpretation services.

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

Welcome Poster will be posted in a highly visible location in the front entrance lobby of the school building.

Parents will be notified of Parents' Bill of Rights accessibility via the NYC DOE website.

Parents' Guides to Language Access are available to parents at the beginning of the year.

Language ID Guides are accessible in the main office and at the front security desk.

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 Parent Coordinator will send a parent survey towards the end of the school year (and possibly, eventually by mid-school year) to obtain such feedback on offered services. We will also consider scheduling a focus group of parents inclusive of all cultures and languages represented in our school to gather additional feedback.