

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K488

School Name:

BROOKLYN PREPARATORY HIGH SCHOOL

Principal:

NOAH LANSNER

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: Brooklyn Preparatory High School School Number (DBN): K488
Grades Served: 09,10,11,12,SE
School Address: 257 North 6 Street Brooklyn, NY 11211
Phone Number: 718-486-2550 Fax: 718-486-2505
School Contact Person: _____ Email Address: _____
Principal: Noah Lansner
UFT Chapter Leader: JP KING
Parents' Association President: Maritza Baez,
SLT Chairperson: Noah Lansner
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Zahiara Reyes
Student Representative(s): Natashna Anderson, Alliyah McCallum, Laurence Souffrant

District Information

District: 14 Superintendent: Karen Watts
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
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)
Noah Lansner	*Principal or Designee	
JP King	*UFT Chapter Leader or Designee	
Maritza Baez	*PA/PTA President or Designated Co-President	
Emma DeGeorge	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Natashna Anderson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alliyah McCallum, Laurence Souffrant	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diana Isern	Member/AP	
Mary Ingram	Member/PARENT	
Yahaira Reyes	Member/PARENT	
Paul White	Member/PARENT	
	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.

Brooklyn Prep is a small college-going high school where academic rigor and excellence is expected; a community where every student is known well; and a learning organization where both young people and adults are actively engaged in inquiry, reflection, and collaboration. Our responsibility is to develop in all students Habits of Mind, Work, and Heart needed to succeed in a challenging college program and fulfilling career.

Advisory: In order to support students to achieve high expectations, each teacher has a group of about 15 students fostering relationships that contribute to an academic community. Brooklyn Prep's advisory program consists of three strands:

- 1) Academic Skills-Includes progress report and report card discussions, goal setting and transcript reviews.
- 2) College Knowledge-Includes interest surveys, college and career research and trips to colleges.
- 3) Socio-Emotional Growth-Includes team-building, conflict resolution skills, and health studies.

Portfolio: Every student has a Portfolio session after each semester, both in January and June. Students write reflections on their work for the past semester and compare their growth over the course of their time at BPHS. There is a discussion among their peers and visitors about their Portfolio Presentation and this participation grade goes on each student's transcript for college.

School Quality Guide 2013-14

Areas of Celebration:

- Aligned use of resources to support instructional goals that meet students' needs
- Structures for positive learning environment, inclusive culture, and student success
- Curricula-aligned assessment practices that inform instruction
- Teacher teams engaged in collaborative practices using the inquiry approach to improve classroom practice

Areas of Focus:

- Research-based, effective instruction that yields high quality student work
- Rigorous, engaging and coherent curricula aligned to the common core standards

14K488 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	497	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	37
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	6	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	71.9%	% Attendance Rate			85.6%
% Free Lunch	73.6%	% Reduced Lunch			9.2%
% Limited English Proficient	4.1%	% Students with Disabilities			20.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			55.4%
% Hispanic or Latino	40.1%	% Asian or Native Hawaiian/Pacific Islander			2.2%
% White	1.6%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)			6.21
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	52.1%	Mathematics Performance at levels 3 & 4			57.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	87.3%	% of 2nd year students who earned 10+ credits			84.3%
% of 3rd year students who earned 10+ credits	81.0%	4 Year Graduation Rate			82.8%
6 Year Graduation Rate	83.1%				
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			YES
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				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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.

Refine curricula and academic task to increase coherence so that all students are cognitively engaged and challenged. 1.1: According to the 2013-14 Quality Review we must align and spiral content and skills across grade levels and content areas in order to maximize closing the achievement gap.

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.

All Instructional teachers will develop curriculum maps that are aligned to the Common Core State Standards and anchored in the Habits of Work.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Conduct Professional Development on questioning and using the Danielson 3b and 3d indicators to construct questions that require critical thinking and textual evidence during discussion and when answering questions. 	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administration/Lead Teachers</p>

<ul style="list-style-type: none"> • Conduct Professional Development on “Tiered Tasks” to support ELLs, SWDs, struggling and advanced student learning needs 			
<ul style="list-style-type: none"> • Collaborate in Grade Teams and Department Teams to conduct “Student Work Study” and protocol to ensure and improve the effectiveness of lesson planning o Performance tasks will include targeted scaffolds and enrichments to support and extent the learning of SWDs and ELLs, as well as high achieving students o Discussions and formative tasks that engage students in critical thinking and evidence based discourse o Develop a <i>Discussion Rubric</i> to help teachers track the level of student engagement during class and small group discussions 	All Teachers	Monthly September 2015-June 2015	Administration/Lead Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teacher Grade Teams • Teacher Department Teams • Schedule allows for Grade Teams to meet three times weekly • Schedule allows for Department Teams to meet weekly 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<ul style="list-style-type: none"> • Unit Plans and Curriculum maps will be submitted and reviewed by the Accreditation Committee on an ongoing basis. Instructional teachers reflect on committees feedback and submit revisions • Student work study protocols conducted by grade teams and department teams monthly to demonstrate reflection and growth
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.

According to the School Quality Guide, we are ‘Meeting Target’ for four-year graduation rate at 82.8%, however we want to ‘Exceed Target’ and achieve 85% four-year graduation rate

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.

85% Graduation Rate for 2015 (including June and August)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The majority of activities and initiatives that we have are to ensure students both graduate and are college ready. The following strategies have been specifically implemented in order to support a larger amount of students towards graduation this year, and in the years to come.</p> <p>Summer School : Identify 10th and 11th graders who are deficient in Global credits early on to ensure that the 4 credits needed are not a hindrance when they are seniors. Follow the</p>	<p>10TH /11TH Grade Students</p>	<p>July/August Summer Session</p>	<p>o Guidance Counselors o Workshop Teachers</p>

<p>same protocol for US, English, and Science after the year is completed to make credits up the summer after.</p> <p>o Guidance counselors run transcripts and analyze students that are deficient in all core classes, programmer create summer school classes, office staff sends out parent letters, teachers in content areas lead instruction during summer.</p> <p>o All students going into 10th grade will have 2 credits of global achieved from the school year as well as summer school. All students going into 11th or 12th grade will have 4 credits of global and 2 credits of US. This will ensure students maintain appropriate credits in core areas needed for graduation.</p>			
<p>Reader’s Workshop : We created a course called Readers’ Workshop for Global themes and for US themes. The classes emphasize reading and writing. These classes are co-taught and are programed for 10th and 11th grade students to coincide with a general history course they are taking. The course is to supplement their history class so they perform better on the Regents in those subjects, as Global and US Regents exams are hindrances for our students towards graduation.</p> <p>o Guidance counselor, former teachers and programmer figure out the students that should be placed in Reader’s Workshops based on GPA in history classes, and prior exam history.</p> <p>• We will analyze the data of the students who are taking these workshop classes alongside the general content class and compare them to the students only taking the content classes to see the impact of the course. Throughout the year the Performance Tasks within the Reader’s Workshop are aligned to Regents essays, so teachers have time during PD to track their growth towards passing Regents.</p>	10 TH /11 TH Grade Students	September 2015 to June 2016	<p>o Guidance Counselors</p> <p>o Teachers</p> <p>o Programmer</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>1. Summer School : Teachers are paid per-session, 7-8 hours each day to teach summer school.</p>											
<p>2. Reader’s Workshop : The teacher programming grid has to allow for the course to be co-taught. We hired an additional special education teacher to fill in the ICT classes needed so that we can make this course possible. We order books as well to support literature circles in the Reader’s Workshop classes.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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.

- Guidance Counselors analyze data and identify students who are deficient in credits in June
- Readers workshop curriculum maps, unit plans, performance tasks and lessons are reviewed by accreditation committee on an ongoing basis and revised based on feedback
- Readers workshop student data is analyzed alongside general class student data every marking period

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.

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.

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>

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.

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

	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 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

<ul style="list-style-type: none"> 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

	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 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.

Based on the Quality Snapshot for 2013-2014, 42% of our graduated students attended CUNY 2 and 4-year schools, 8% attended SUNY schools and 4% attended Private colleges. We want to ensure more of our top GPA students attend top CUNY 4 year schools, top SUNY colleges and universities, and top public colleges and universities

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.

At least 20 students from class of 2016 will enroll in an elite college from our target list

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>College Counselor : Our college counselor has specific goals for each 12th grade advisory that she shares with advisors and continually checks data to ensure all students are on track within the advisories. The counselor also checks each list of schools to approve if they are appropriate for the student.</p>	<p>Seniors</p>	<p>September December 23rd College Applications. /January-March Financial Aid.</p>	<p>Dedicated College Counselor/ Administrators</p>

Programming: 12 th grade students have been placed into advisories based on GPA. Currently there are 4 different advisory categories and differentiated college options are shared with students based on GPA and extracurricular activity. Senior students have 3 days of advisory a week built into their schedule. They work on college applications during this time.	Seniors	June 2015	12 th grade Advisors/ Programmer/ Administrators & 12 th grade students
Grade Team Meetings : The 12 th grade team meets with our college dedicated counselor during every grade team meeting to train and anticipate issues that will come up with applications. They review benchmarks and come up with strategies to support students towards application completion by due dates set by BPHS.	Seniors	September 2015- June 2016	12 th grade Advisors, College Counselor
<ul style="list-style-type: none"> • Letters to parents were sent out in August detailing the track and goals for all senior students. Parents were given times to come in and discuss new expectations with administration so that students were ready with their programs in September. • The Parent Coordinator detailing senior deadlines and workshops distributes monthly letters. 	Parents /Seniors	August 2015-June 2016	12 th grade Advisors/ Parents & 12 th grade students

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • College Counselor : We hired an additional counselor in order to ensure that one counselor strictly focused on college and career. • Programming: Additionally, we programmed teacher schedules to have two more 12th grade teachers and advisors. The advisory groups are smaller and allow for more in depth focus on the college process. • Grade Team Meetings : Teacher schedule ensures grade team meetings occur within the day three times a 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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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.
Deadline of focus for college counselor, program, and grade team : By October 31 st , all students are to finish CUNY applications. Students with GPA's above 85 were instructed to apply to at least one Macaulay Honors College and/or at least 4 top CUNY schools in order for BPHS to fund the application. SUNY applications are due December 19 th . Common applications are due December 23 rd .
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)	<ul style="list-style-type: none"> • Special Education Students • ELL Students • Level 1 and 2 scores on 8th grade ELA test and/or NYS ELA Regents • Student data 	<ul style="list-style-type: none"> • Extra 5 periods of ELA instruction Reading Program • CTT classes provide extra support to with a second teacher in the room • Tutoring 	<ul style="list-style-type: none"> • All 9th grade • Whole Class • Small Group 	<ul style="list-style-type: none"> • Each week during school day • Four times a week for each of five classes • Teachers offer before and after school tutoring for their classes
Mathematics	<ul style="list-style-type: none"> • Special Education Students • ELL Students • Level 1 and 2 scores on 8th grade Math test and/or NYS Math Regents • Student data 	<ul style="list-style-type: none"> • Extra 5 periods of Math instruction • Regents Prep offered, teachers also offer before and after school tutoring for their classes 	<ul style="list-style-type: none"> • All 9th grade • Small Group 	<ul style="list-style-type: none"> • Each week during school day • During Lunchtime and after school
Science	<ul style="list-style-type: none"> • Special Education Students • ELL Students • Student data 	<ul style="list-style-type: none"> • Peer tutoring program • Regents Prep offered, teachers also offer before and after school tutoring for their classes 	<ul style="list-style-type: none"> • One-to-one tutoring • Small Group 	<ul style="list-style-type: none"> • Offered two days a week after school • During Lunchtime and after school
Social Studies	<ul style="list-style-type: none"> • Special Education Students • ELL Students • Student data 	<ul style="list-style-type: none"> • Global History and US Reader's Workshop Classes for students who are currently struggling in the history class they are taking and/or who failed the Regents 	<ul style="list-style-type: none"> • Whole Class • Small Group 	<ul style="list-style-type: none"> • Each week during School Day • During Lunchtime and after school

		<ul style="list-style-type: none"> • Regents Prep 		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anecdotal Records and referrals from teachers Parental requests	<ul style="list-style-type: none"> • Mandated counseling • Guidance Mediation Supports • Justice Panels 	One-to-one and small groups	One-to-one and small groups

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • We recruit from the Open Market hiring system, New Teacher Finder, Hiring Fairs, New York City Teaching Fellows programs, and New Teacher Select Recruit systems. All of these teachers are highly qualified. • During interview process, conversations about potential electives were discussed with each new teacher. Teachers were made aware of the expectation of teaching an elective course. During these conversations, new teachers were also made aware of the college and career benefits of providing students with exposure to various topics. • During interview process, conversations about the Common Core ideology were discussed with each new teacher. Teachers were made aware of the expectation of implementing CCSS rigorous tasks. • During interview process, conversations about the advisory process were discussed with each new teacher. During new teacher training in August and during the first day of full faculty PD in September, the entire staff discussed the roles of the advisor and the behavioral policies that were in place at BPHS. • During interview process, conversations about the 8-week inquiry process were discussed with each new teacher. Teachers were made aware of the expectation of inquiry in grade team by colleagues and administrators. The first day of full faculty PD in September, the entire staff discussed the 8-week inquiry process and its purposes. • During interview process, conversations about the observation ideology were discussed with each new teacher. Teachers were made aware of the expectation of observing and being observed by colleagues and administrators regularly.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Faculty professional development weekly for 100 minutes is in full faculty and in department teams. Department work uses collaboration to build a unit template, then CCSS performance task and furthermore, daily lessons that align to the CCSS performance task.

- Grading discussions will be held with each teacher using passing rates and average grade percentages after the first and second marking periods. The data will be a springboard into conversations about personal beliefs of grading and the role of grades in teaching and learning.
- At subsequent full staff PDs, staff will be reminded of advisor roles in modifying behavior. Deans and administrators will follow up with teacher concerns as the year progresses, communicating with teachers the steps made with each individual student through Skedula and personally.
- All teachers attend the ISA summer institute where we break up into groups around advisory, portfolio, cohering Reading Writing and Discussion and other topics. Teachers flesh out each topic to implement in September.
- Accreditation Committee meets weekly to look over unit plans and lessons and checks them according to a rubric for alignment.

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	356,793.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,840,302.00		

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

Brooklyn Preparatory High School continues to have an open door policy to parents, along with many avenues to improve and foster more effective two way communication. These avenues have included increased methods of systematic communication, providing grade team time for parent involvement, and PTA meetings highlighted with student celebrations.

Increased Systematic Communication:

- In August parents of incoming freshmen and new students are invited to attend an extensive information session. At this time parents are introduced to Brooklyn Prep. Expectations are conveyed about our four year graduation plan that will help them to become productive members of society. We convey to parents our instructional goals of 80+ in Math and Science exams, our Habits of Mind and Work, our portfolio process, and our expectation community service involvement. Parents ask questions about the tone of the schools, exams, and other pertinent concerns they might have. During freshman and newcomer orientation, parents are introduced to their child's advisor and the advisory process in small groups. Parents of our IEP students are introduced to the Special education team and the ELL teachers. The diversity of our teachers has expanded to meet the changing needs of our school population.
- During September and October, there was a push to gain every email from parents. The school obtained 75% of parent emails. Every month there monthly calendars are sent to all parents. Our Dean of Student Services sends out weekly emails to parents informing them about opportunities provided to students. Emails are sent as necessary from Parent Coordinator. Parents email back the Parent Coordinator about events coming up in the school frequently.
- Daily automatic calls are made to students who arrive to school after 8:20.
- The guidance counselors reach out to parents and host two parents each week to support students: Who are academically struggling, who need support with financial aid, or who are in need of emotional development support.

Grade Team Time:

- Professional development and grade team used by advisors to build and further relationships with the parents of their advisees, the goal is that advisors communicate with all parents on a monthly basis.
- Professional Development allows bi-monthly release time for teachers to call parents for positive anecdotes about their children.
- Grade Teams are given release time to update our online grading system, Skedula, so that parents can be informed of how their children are doing at the moment.

PTA Meetings:

- Based on a survey completed by the parents last year, PTA meetings are held focusing on the specific needs of our parents. Parent interest surveys showed interest in bullying and cyber-bullying, internet and social network safety, understanding the Common Core, financial aid and scholarship 101, navigating the DOE, college and career success, as well as family financing resources. Other suggested activities and events include family museum visits and movie nights.
- So far, we have had sessions to: Introduced portfolio, celebrate Honor Roll students, convey our community service opportunities, provide information about financial aid, and host family game night.
- BPHS hosts a celebratory information session for parents of AP students to convey expectations of the course and for parents to meet Advance Placement teachers.

‘
-

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- knowing our students well and supporting them as individuals
- 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, including the arts;
- 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:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- strive to develop my Habits of Mind and Habits of Work in accordance with the school's college-preparatory mission;

- 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 488
School Name Brooklyn Preparatory High School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Noah Lansner	Assistant Principal Diana Isern
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Alicia Lupien	School Counselor
Teacher/Subject Area	Parent Maritza Baez
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	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)	513	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	----------	---	--------------

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 type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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	9	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	5
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	2

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	2	1		5	1	3	2		2	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
Haitian														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	1	1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian										1				0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)										2				0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										2				0
Expanding (Advanced)										3	1	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										2	3		5	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										2	3		5	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	4		4	
Integrated Algebra/CC Algebra	4		3	
Geometry/CC Algebra	2		1	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2		1	
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	2		0	
Geography				
US History and Government	4		1	
LOTE	2		2	
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.
 Our students are assessed throughout the semester through DYO Performance Assessments created by departments. The first DYO given in all English classes within the first two weeks. The data shows that students need specific targetting in organizational structures of essay writing, grammatical conventions and reading comprehension. This DYO data informs our school's instructional plan mainly through PD: The Grade Teams meet and discuss specific abilities and gaps of representative students relating to writing structure, grammar and reading comprehension. ELL students are always chosen to analyze along with SWDs in addition to gen ed students at different abilities and skill levels. Additionally, Grade Teams get together and target one strategy to use with ELL students that they implement in their lessons for the following week. For example, in their instruction, the ninth grade team chose to focus on univerval sentence starters to build on ideas, which would allow ELLs more structure in their writing. In their instruction, tenth grade team teachers chose to focus on supporting students in providing evidence to support ideas. Inter-visitations occur within teams around these problems of practice and strategies implemented. Observational data is collected by team members. After student work is also analyzed, teachers create re-teaching plans and lesson plan together based on the information gathered.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We did not have any students eligible for NYSITELL, however NYSESLAT performance indicates that most students (12 out of 15) score advanced on the exam and do particularly well in the communicative modalities of listening and speaking. We provide programming doubling of english to support their reading and writing needs. Our two students who score at the beginning level score this way as a result of their extreme academic needs as special education students more than their language abilities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 I don't understand how to utilize AMAO tool. After numerous times of trying to open, understand, and then get our students to populate this tool in its newest version, I still don't have any usable data. Unsure how to proceed with this question.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Students are faring well in the Regents exams and prefer to take the exams in English, although Spanish is also offered.

Our 11th grade are all advanced/expanding students, and they all passed the ELA regents in June.

Our 10th grade students--One is Intermediate/Transitioning and the other Advanced--struggle with Global, but struggles they face with Global are representative of the school on whole. We support them by programming a Reader's Workshop for them where they get extra support in reading around global themes.

Our 9th grade students--our only students at beginner level--did not pass/take the Algebra exam, but we believe this is more a function of their autism and Intellectual Disabled IEP status than language.

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](#).]

In regards to supporting our ELLs within the RTI framework is as follows:

Tier 1--Our curriculum is strengthened and made rigorous for the majority of our students through inquiry work. Teachers meet in grade teams three times a week to look at student data academically and behaviorally. The meet also in Departments to share and critique rigorous tasks that are differentiated for our SWD and ELLs.

Tier 2--Extra attention is given to students through our programming. ELL students who need additional support in reading and writing are programmed with a Reader's workshop class. All of our 10-12th grade ELLs had a Reader's Workshop and continue to this year.

Tier 3--We did not have ELLs who were in need of academic intensive intervention this last year, however, on grade teams students who struggle over all classes are referred to kid talks. Kid talks feature parent contact and also strategies to keep students on track. Grade teams also figure out ways to support the student one on one, whether it be pull out, or other differentiation strategies.

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

We rely on co-teachers, both Sped and ELL certified to support our content area teachers in instructional decisions. As a school we use student work and prior Regents item analysis as data. Admin works with all co-teachers for ESL and for Special Education to make sure that we look at ESL student work and item analysis to figure out where their strengths and weaknesses are. We continually analyze ELL student work in grade teams, at IEP meetings, in department meetings, and individually to figure out if second language development is the issue, and/or if there are learning disability issues at play. This data is utilized in the meetings to create new lessons for upcoming classes that will pre-empt what the students need. Student data is used in planning to make sure scaffolds are available if needed for each assignment, especially writing.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

We determine the success of our ELL program by analyzing scholarship and credit accumulation, Regents data and DYO assessments. All ESL students are accumulating credits on par with their English native peers. Additionally, we analyze success by consistently analyzing their student work in department and grade teams and keeping updated information on the students in Skedula program in a formative way throughout the year. All teachers update their grades, assignments, progress and behavioral plans on this program which allows us to evaluate the success of our ELL program throughout the year. At the end of this year we will analyze summatively by using the NYSESLAT to compare specific outcomes of each student with each of the four modalities.

Part IV: ELL Identification Process

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

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

We look at ATS during summer and monthly to identify any newcomer ELLs who needs NYSITELL testing. We have not had students in last four years who are eligible, however, when/if we do receive a newcomer we follow process of the Parent Coordinator and ESL administrator, who has ESL license, providing HLIS, then if applicable the NYSITELL, then for Spanish speaking ELLs the Spanish LAB at

the time of initial enrollment (or reenrollment) during the same 10-day testing window. Then placing the student in mainstream or ENL according to their NYSITELL results.

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

We have had no students thus far who have come in initial new to the country, and we have not had anyone who we have ourselves determined as SIFE. The students who are SIFE identified were done so prior to HS. However, if we have a student is a newcomer we would follow the procedure of HLIS, NYSITELL, Spanish Lab and also SIFE Questionnaire within 30 school days from initial enrollment. We would determine SIFE status at the time of the completion of the HLIS when the parent is asked to indicate prior schooling. For these students who on ATS are identified as such we use student work as data, described in Part III, Question 6, to support our SIFE students. We have three SIFE students in total. Two of these students are already proficient on the NYSESLAT and are on or above grade level as their English native peers. Our other SIFE student has become advanced level, yet her Regents exams struggle. So for her we are making sure she has more co-taught classes for support, based on data from Regents exams.

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

Students with IEPs and have a language at home other than English are determined to have to take the NYSITELL by the TESOL Certified ESL administrator and 1-2 special educators, including the Director of Special Education (we call it the SPED department leader). When students are enrolled the ATS screen of EPRG and BNDC are used to determine SIFE status. The parent is informed if student has to take NYSITELL or not and if not, is informed that we will only be provided sped services. If we determine that student has to take NYSITELL, then we follow the process of all students to determining if he/she is ELL eligible. There is 20 days to reject or accept LPT recommendation as well.

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.

Our parent coordinator, and ESL Admin would work together to ensure the parent received notification letteris sent out within 5 days, as there are very few students who enroll as newcomers, the load is case by case. Within 5 days, we inform parents of the results of the NYSITELL and ELL status using the parent notification letters in the appropriate language Entitlement Letter , Non-Entitlement Letter, Continued Entitlement Letter. ESL Admin is responsible for process.

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).

ESL administrator and Parent Coordinator speak to parents and let them know if they are interested in re-identification they have 45 days to submit in writing that student be reassessed for ELL services. The letters will be kept in a locked file in ESL Admin office.

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.

When a new ELL enrolls, the Parent Coordinator and TESOL Certified/Spanish bilingual ESL Admin inform parents of the three instructional models available TBE, DL, and ENL and show them the Parent Orientation Video on the spot. During this meeting student and parent are also informed of our standards, expectations and CCLS curriculum, in the language of their need. Parents are given a Parent Survey & Program Selection Form to be completed in their language within 5 days. If the parent does not return the form within 5 school calendar days, the student is placed in ENL. We enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC).

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.

Forms are distributed at the orientation meeting immediately upon enrollment of the student. The ESL administrator, Diana Isern, and Parent Coordinator, Margie Rodriguez, both reach out to parents to ensure the forms are returned within 5 days. If the student speaks a language other than Spanish or Arabic (for which we already have speakers in house) at home, the translation and Interpretation unit will be called to help reach out to families. Once forms are submitted, the ESL Admin will hold on to them and monitor the parent choice. The ESL admin will also inform parents who previously chose TBE/DL when a program becomes available and call to inform them in their preferred language.

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

ESL administrator and Parent Coordinator will work case by case to ensure selection forms are returned through phone calls, emails.

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

ESL administrator ensures parent notification and continuing Entitlement letters are distributed every fall before September 15. Students are pulled from ATS and provided a notification letter indicating ESL as the program offered to the student. The language from the sample notificaiton letter is used, indicating the person to contact in case a parent wants a change. They are mailed home personally by the ESL Admin in both Spanish, or HL, and English.

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

With ESL administrator in a locked cabinet. ELL documentation is accessible to ESL Admin, Principal and other AP. Copies are placed in ESL admin office.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each spring the ESL administrator, Diana Isern, and ENL teacher, Alicia Lupien, provide the exam to eligible students pulled by the RLER screen in ATS. They are given the exam within the time frame of April-May for the speaking portion and until mid-May for the Reading, Writing and Listening. The ESL admin pulls schedules and plans three separate days for each section. Make up days are given for the week after for any students who miss sections. Speaking portion is done with ESL administrator and ENL teacher. Both pedagogues do the modules before for each section and when grading, go over the norms for scoring.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

ESL administrator and Parent Coordinator will work case by case to ensure entitlement and support parent notification letters are distributed. Please see number #9 for more information.

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).

We have not had any new admits to our ESL program who were not previously in ESL services in middle school or in alternate DOE school. We have not had any parents request a different option other than ESL once continuing entitlement letters were distributed. However, if in the future we receive new admits, the ESL admin will monitor trends in parent choice to determine future programming and if ESL is still appropriate given the parent choice.

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.

Our ELL population is small and most ELLs are advanced and in the 9th grade, so the majority of our services are maintained in integrated 9th grade double blocks with ENL and English co-teachers. The students are grouped in heterogeneous ability in the ESL teacher's co-taught classes. The students are not blocked together; they will have the same ENL/English teacher, but not necessarily at the same period. With the small amount of upper level students, some are grouped in 9th grade classes, others had Teacher Assistant roles to support their language and others received special education ICT services as per 2013 ELAND. These few students are grouped into services based on ability.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

Our one beginner student receives 540 minutes of ENL/ELA and standalone services; we do not have any Low Intermediate/Emerging students, but they would receive 360 minutes ELA/ESL and standalone instruction; our three Intermediate/Transitioning students receive 180 minutes in an ENL/ELA integrated classroom; our five Advanced/Expanding students receive 180 minutes integrated ENL/ELA; and Proficient/Commanding students receive 90 minutes integrated ENL/ELA instruction.

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.

Based on information from scholarship and credit accumulation, Regents data and DYO Performance Task Assessments (CCLS-aligned), our students are receiving language support in content areas that makes them successful here. Native language support in the ELA content area is provided through physical resources such as dictionaries and access to computers in every classroom if translation to native language is needed. ESL program teacher also uses purposeful grouping of students who have different language ability levels to provide native language support if necessary or tackling a higher level topic. Methods that are used from ESL teacher in ELA and supporting other contents include sheltered English approaches: Teachers meet in departments and ESL teacher shares how to modify their use of English to teach the core subjects they teach. They script lessons in order to modify the level of questions they pose, speak slower, use graphic organizers to clarify tasks, directly teach vocabulary and grammar; and continually relate lessons to students' background knowledge and experience.

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

As the majority of our ELLs are advanced level, we focus on English Language acquisition and supporting students towards passing Regents exams. Our Spanish teacher gives students in-house home language and second language screeners once every marking period. She tests for academic language in the four modalities in their home language.

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

At BPHS we have a heavy focus on reading, writing and discussion. The Performance Tasks that occur at least once every marking period must incorporate elements of reading, writing, listening and speaking and an assessment of each of these pieces. In departments, teachers create DYO Performance Tasks that evaluate ELL students on reading and writing modalities. Students are required to read Regents type articles as well as newspapers, journals and other types of reading sources. They are required to write in specific ways to our BPHS structure and free writing. In grade teams, teachers create discussion tasks and collect data on ELL students and how they are participating in discussions to evaluate speaking modality. As a part of Performance Tasks teachers provide listening and note taking elements to each Performance Task in order to evaluate ELL listening modality.

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

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

In addition to the Professional Development that we do around inquiry based tasks and CCLS aligned teaching, for our 2 SIFE students, we have focused on support in Regents Exams to which they have been extremely successful. Within our ELL model for our 2 SIFE students we stress the use graphic organizers to clarify tasks for them, directly teach vocabulary and grammar and provide them word banks; and continually relate lessons to students' background knowledge and experience. We believe that once they are in the school consistently, and with our supports, they will receive the instruction that will bridge their previous educational gaps, and this has been true. For newcomer ELLs and developing 4-6 year ELLs we service them through the previous methods as well as programming them with co-taught classes and tutoring support after school. For long-term ELLs, the focus is on supporting them the same way as our newcomers and 4-6 year ELLs with additional discussions around the NYSESLAT and the importance of giving effort to the exam. For our former ELLs, we place them in ICT classes where they can receive additional scaffolds and teacher attention.

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

For students who have been re-identified within 6-12 months, we ensure their academic progress has not been adversely affected through assessments within the classroom. If the student is struggling within this period of time, we will have them go to tutoring after school or during lunch as extra support in addition to the classroom.

The assigned qualified and trained staff to manage the initial identification process (6-12 months) are ESL certified administrator and ESL certified teacher.

The assigned qualified and trained staff to manage the re-identification process (6-12 months) are ESL certified administrator and ESL certified teacher.

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?

Scaffolds in writing such as graphic organizers and note-taking T Charts are used largely in 9th and 10th grade for ELL-SWDs and in smaller part in 11th and 12th grade as the students need. Scaffolds support English language acquisition by providing clarity around reading and writing, allowing students to organize ideas. Vocabulary banks are used for ELL-SWD throughout 9th -12th grade. Vocabulary banks accelerate English language acquisition by strengthening vocabulary in context. Formative Assessments are used daily as entry and exit tasks to keep

Chart students on track for ELL-SWD throughout 9th -12th grade; Progress Reports every 3 weeks are provided which utilize technology to keep students cognizant of their progress. Both progress reports and formative assessments accelerate English language by providing teachers relevant and current information on the students and what concepts they are understanding. Teachers grade for grammar also, which supports students. Teachers in 9th -12th provide choice in projects which incorporate technology, writing and/or artistic choice so ELL-SWD can demonstrate understanding. There is also a heavy emphasis on content area teachers co-planning with ESL and Special Education teachers, so that the students are receiving mandated CTT in practice, not just in theory.

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?

We have an early release schedule that allows our teachers to meet together every Wednesday for two periods straight. During these PDs all teachers including content teachers, ESL teachers, SPED teachers, are involved in building CCLS-aligned Performance Tasks that all students are given. We engage in student work protocols and many times will choose ESL students and Special Education students to focus on. The student work protocols around ELL-SWD are particularly telling in order to distinguish if their learning needs are linguistic or learning processing related, or both. These protocols allow teachers to make refinements and reteach concepts that students are not grasping so that they can achieve their IEP goals. Teachers commonly meet, SPED and ESL together, and with content teachers to discuss individual students and their needs. ESL teachers are invited to IEP meetings where SPED teachers feel they need the most language support. Our scheduling of ELL-SWDs includes 5 CTT classes if that is suitable to their needs. One of these CTT classes features ESL teacher to support them in English.

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

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



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

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

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

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

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

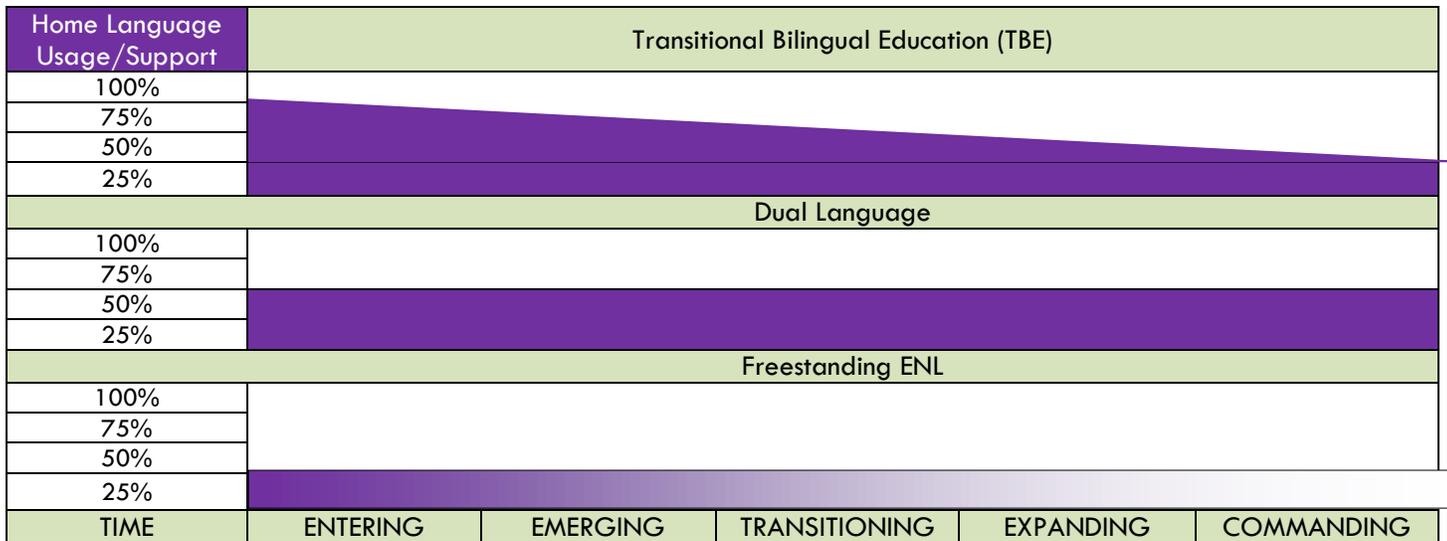


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our 9th grade ELLs receive double blocks of ELA and Math. Our 10th and 11th grade ELLs receive double blocks of humanities with a Reader's Workshop focusing on themes of Global (10th) or US (11th) to support them in Regents exams in these grades. These services are all offered in English. Regents exams are provided in Spanish as well, as are assessment if students request. We only have one student however, that prefers only the Regents exam in Spanish. All other students prefer English in their daily reading and writing core classes. Students are provided lunch club support in these classes as well as Regents prep in December, June and August. Within classes, scaffolds in writing such as graphic organizers and vocabulary banks; Formative Assessments daily to keep students on track; Progress Reports every 3 weeks in all contents including ELA and Math; Providing choice in projects in all content areas that incorporate both writing and another mode they can use to demonstrate understanding; Heavy emphasis on co-planning with ESL and Special Education trained teachers, so that the content specialist isn't the "real" teacher and the ESL/SPED teachers are being intellectually utilized. We offer after-school tutoring and lunch clubs every day for students to receive extra support in all content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELLs are largely successful I believe because they are ungrouped and treated quite the same as our gen ed students, only with added supports. Our exceptional teachers in 10th and 11th grade have been the support for our ELL students to pass the English Regents, Math, Living Environment, Global Regents and US Regents and become former ELLs. Our ELLs are expected to perform as all other gen ed students, and are well supported throughout HS which is why our program has been successful overall. We determine the success of our ELL program by analyzing scholarship and credit accumulation, Regents data and DY0 assessments. We review this data every week for attendance and punctuality, every 3 weeks for scholarship, every marking period for progress towards credits and every semester for credits earned. All ESL students are accumulating credits on par with their English native peers. Additionally, we analyze success by consistently analyzing their student work in Social Studies, Math, Science and ELA departments and grade teams and keeping updated information on the students in Skedula program in a formative way throughout the year. All teachers update their grades, assignments, progress and behavioral plans on this program which allows us to evaluate the success of our ELL program throughout the year. At the end of this year we will analyze summatively by using the NYSESLAT to compare specific outcomes of each student with each of the four modalities. All teachers are made aware that they are teachers of ELLs, same as all are teachers of SWDs through our professional development and planning time. Content area teachers plan with ESL teachers and Sped teachers and devise differentiation strategies together for these students. All teachers are responsible for all students as we reinforce continually in conversations.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering having all 10th grade ELLs, and possibly some advanced 9th grade ELLs take the English Regents exam or CC exam to give them the opportunity to pass out and become Former ELLs. We want to provide additional times than only with the NYSESLAT, for students to demonstrate proficiency with the new mandates. We are also expanding our AP Spanish to two sections so that we can serve all ELLs and former ELLs in their home language in conjunction with ESL services.
13. What programs/services for ELLs will be discontinued and why?
None as of the moment.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs as they receive the information through advisory as all other students. They receive information about job shadows, community service, peer tutoring, college trips and Girls Be Heard through our hallway TV announcements, loud speaker announcements and advisory repetition of these announcements. Advisors also counsel individually with students to make sure that they have opportunities and understand what we offer.
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.
Beginner, Developing, Long Term and Former ELLs have laptop access in every classroom. These laptops are used to support teachers in providing content in various formats that will support ELLs. Beginners and Developing ELLs are provided laptops and smartboards that provide visual documentaries and explanations to support their understanding in Social Studies, English and Science classes. This subgroup in Math uses textbooks, teacher made materials to support them in Math. Advanced and Long term ELLs are provided laptops and smart board access to gain understanding through videos, images and perform research in SS, English and Science. Math is supported through scaffolds on teacher made materials and workbooks.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students are tested with the ENL teacher in reading in the beginning of the year with a DY0 reading assessment. Students are also tested in their native language by Spanish teacher and the materials used are articles and text response protocols. The ESL teacher employs parallel teaching or individual pull out with these students throughout the year in the resource room to gain a stronger understanding of home language and second language acquisition. As material resources, they are provided grammar books, worksheets or internet practice to support grammar in their writing. As the population is small, every student is able to be

supported on a case by case basis. To further support native language, bilingual dictionaries are present and available, as are assessments if students request.

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

We place heavy emphasis on double blocks of english and math in 9th grade. Since all 9th grade students have to take Algebra exam we put extra time for classes. Also, since reading and writing are cornerstones for success we place ELLs in double blocks to improve their academic writing. In the upper grades 10th -12th we service our ELLs with more flexibility and case by case based on their needs and their opinions. We place ELLs in Reader's Workshops for Global and US which are extra classes to support Global and US classes. These workshop classes provide more time for academic reading and writing in these subject areas to support ELLs in these exams which are historically very difficult to pass. Additionally in upper grades we provide options for students to become Teacher Assistants to support newer ELLs and also support their own language access. We have provided upper level ELLs ability to take ELA exam as well to prove proficiency.

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).

For newly enrolled ELLs--all of which have been incoming 9th grade students with previous ELL designations--we have a summer bridge in August. All ELLs who will attend the school are called and mailed letters in both English and Spanish. The summer bridge is a way for newly enrolled ELLs as well as all 9th and 10th grade newly enrolled students, to get to know each other, understand the expectations of BPHS, and to be tested in reading, writing and math before they begin at our school. For incoming ELLs of other grades, we also have them participate in summer bridge. We have yet to have incoming ELLs in the middle of the year, but if we do we will pair them up with former ELLs of the same grade to guide them through their adjustment in the school.

19. What language electives are offered to ELLs?

Spanish Level 1 and 2, AP Spanish Language and Literature, Latin Dance and International Film are language electives offered.

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)?

Paste response to question here:

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 teachers have three sessions of grade teams, where our ENL teacher, along with content area colleagues in English, Social Studies, Math, Arts and Science and Special Educators will discuss students on a case by case basis, create academic plans, plan advisory curriculum, disaggregate data around cutting, attendance and other like issues of all students including ELLs. ESL coordinator helps plans and attends these meetings on a rotating basis. Our psychologist attends meetings on grade team level as they pertain to students he services who are ELLs. Department meetings will occur once a week as well, where ELL students will be chosen once a month for student data analysis and student work analysis. Unit plans and lesson plans will reflect differentiated needs of ELL and Sped students and will be tuned in these meetings. Our main ESL teacher, Alicia Lupien, meets with the English department, as both of her co-teachers are in the same department. I, as a certified ESL teacher, circle to all departments, and plan full staff PD that incorporates rigor and differentiation, so that SWD and ELLs can complete learning tasks. Additionally. ESL and SPED teachers are given Network As PD opportunities arrive from the OELL, we offer our ELL teachers time to go to these. Calendar of PD dates for current year: Grade Team meetings: 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 11/24, 12/1, 12/8, 12/15, 12/22, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/1, 3/8, 3/15, 3/22, 3/29, 4/5, 4/12, 4/19, 4/26, 5/3, 5/10, 5/17, 5/24, 5/31, 6/7
Department meetings: 9/14, 9/21, 9/28, 10/5, 10/12, 10/19, 10/26, 11/2, 11/9, 11/16, 11/23, 11/30, 12/7, 12/14, 12/21, 1/11, 1/18, 1/25, 2/1, 2/8, 2/15, 2/22, 3/7, 3/14, 3/21, 3/28, 4/4, 4/11, 4/18, 4/25, 5/2, 5/9, 5/16, 5/23, 5/30, 6/6
Workshops we will have for staff in all content areas of English, Math, Science, Art and Social Studies as well as Special Education and ESL teacher: Analysis of ELL student work, item analysis of ELL Regents exams, how to differentiate lessons for ELLs, creation of differentiated performance tasks that are rigorous for ELLs, implement feedback from accreditation committee about unit plans with specific differentiation strategies for ELLs..
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?

As aforementioned, department meetings are built around planning units and lessons with learning objectives derived from CCLS. Specific activities include lesson study protocols in departments with ELL students, unit planning with partners, planning for differentiation of ELL students in the unit and tuning lessons so that ELL students can engage with CCLS topics. Teachers can discuss ideas with other members of their departments and gauge how well the differentiated strategies will work with ELL students. After lessons are performed, teachers analysis data about ELL students and refine the lessons to best support students when they reteach.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our ELL teacher in 9th grade attends summer bridge for 9th grade and leads sessions with these students to get to know them as they transition to HS. Guidance Counselors meet after school once a week with the ESL administrator coordinator as professional development and discuss transition supports for ELL students including setting them up with peer mentors, peer tutoring, and brainstorm other ideas to transition the students academically and socially.
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.

We provide access to citywide PDs through the OELL. In house, all attendance and agendas are kept for each PD as well as a calendar for the entire year that can attest to the support our ELL teacher gets to support our ELLs. These records are with our Principal's Secretary. All teachers have three sessions of grade teams, where our ENL teacher, along with content area colleagues in English, Social Studies, Math, Arts and Science and Special Educators will discuss students on a case by case basis, create academic plans, plan advisory curriculum, disaggregate data around cutting, attendance and other like issues of all students including ELLs. ESL coordinator helps plans and attends these meetings on a rotating basis. Our psychologist attends meetings on grade team level as they pertain to students he services who are ELLs. Department meetings will occur once a week as well, where ELL students will be chosen once a month for student data analysis and student work analysis. Unit plans and lesson plans will reflect differentiated needs of ELL and Sped students and will be tuned in these meetings. Our main ESL teacher, Alicia Lupien, meets with the English department, as both of her co-teachers are in the same department. I, as a certified ESL teacher, circle to all departments, and plan full staff PD that incorporates rigor and differentiation, so that SWD and ELLs can complete learning tasks.

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?

We have Spanish and Haitian Creole speaking parents. Annual meetings are held in conjunction with IEP meetings for SWD and at PTA meetings for other ELL parents. If parents are not available at either of those, parents are contacted by ESL coordinator or parent coordinator. Translation services available are: In house or contracted interpretation services through the DOE. They are available at all PTA, IEP meetings and Senior Activities so that these parents' involvement maintains and grows. Mailings are sent out in English and Spanish. Furthermore, teachers are made aware on our schoolwide system PupilPath, of the home language. We make sure when teachers call home that there is a bilingual pedagogue available. We have bilingual Arabic and Spanish speakers who are pedagogues in our school and whom we work with to provide parents of ELLs equal access to become involved. These pedagogues continually let us know about the needs of the parents. For example, we have many parents of ELLs indicate during PTA conferences that they did not know how to use our schoolwide system PupilPath. Therefore, this year we set up sessions at the PTA conferences to make accounts with a bilingual pedagogue to walk them through the process. We would like to provide additional workshops like these to parents, which are already being scheduled based on the feedback our new PTA President has received from other parents of ELLs. Describe translation services available.

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.

ESL Coordinator and Parent Coordinator reach out to ELL parents about meetings. Records are held with Parent Coordinator about outreach. Translation services are done by bilingual ESL Coordinator and by in-house teachers for Haitian Creole and Arabic if they might arise. We will call Office of Language and Translation and put in a request if other languages arise.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our PTA President is a bilingual parent who reaches out to parents and translates all our documents that go to parents. She is present at every meeting and speaks to ELL parents. We meet together with Parent Coordinator twice a month on Mondays, in addition to Mondays of PTA and SLT meetings, to ensure that workshops are for the needs of ELL parents as well. We feature financial aid workshops, honor roll celebrations and cultural nights which all ELL parents receive invites in both languages and calls to let them know. Thus far, ELL parents have been Spanish speakers so our PTA President and Parent Coordinator are able to translate for them.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with EL Puente to provide workshops for ELL parents on immigrant issues and community resources they provide to the students such as their theatre program. We request that they send a bilingual presenter during workshops to speak to ELL parents after.
5. How do you evaluate the needs of the parents? Our PTA President meets with our Parent Coordinator and ESL coordinator once weekly to field concerns of the parents and bring them to the school. At PTA meetings she has parents share out on what they are concerned about or want to know more about. We also feature a new class this year for all parents on electrical certification which information is provided in both languages to the parents.
6. How do your parental involvement activities address the needs of the parents? Our PTA President meets with our Parent Coordinator and ESL coordinator once weekly to field concerns of the parents and bring them to the school. Due to her communication with parents we offer workshops that fit the needs of the parents such as: Financial Aid, Sex Ed, and Social Media workshops thus far.

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: **Brooklyn Preparatory HS**

School DBN: **14K488**

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)
Noah Lansner	Principal		11/16/15
Diana Iern	Assistant Principal		11/16/15
	Parent Coordinator		1/1/01
Alicia Lupien	ENL/Bilingual Teacher		11/16/15
Maritza Baez	Parent		11/16/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	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: 14K488 **School Name: Brooklyn Preparatory HS**
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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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

ATS and ARIS are used to flag incoming 9th grade students classified as NYSITELL eligible, ELLs or having recently passed the NYSESLAT. These parents are given an informal intake assessment to determine translation needs in reading and speaking. We have not had recent newcomers, but when we have, these parents students are given the home language survey. Information gathered from the Home Language Survey and the intake interview determine if the parents or guardians need translation assistance. If the family member or guardian is then deemed in need of translation services, this is communicated to administration and staff accordingly. The advisors of the students get that information shared on a program called Skedula, and during first professional development, are shown how to get that ELL information about language and translation needs.

The school's translation needs are as follows: All ELL students documents are accurate and on our school-wide grading and information system, Skedula, students are listed as LEP. When teachers want to communicate with parents, they look at Skedula first, determine that the student is LEP and the teachers or advisors reach out to our community assistant or AP to translate documents. Teachers and/or advisors also reach out to our community assistant and administrator to make phone calls to the parents to serve our translation needs.

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.

Spanish

Part B: Creating a Communications Calendar

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

We deliver monthly BPHS bulletins and calendars with relevant information for parents. Additional parent conference information is provided in both languages. Also our parent page on our website is bilingual in Spanish for parents.

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.

Written translations and oral interpretation services are provided in-house by school staff members. Both services are provided by Dean, Community Assistant and ESL administrator. Written translations of the portfolio process, extracurricular and academic requirements and behavioral policies are available. These people are on call during Parent Teacher conferences or behavioral meetings with Dean.

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.

Every month, the parent coordinator meets with ESL administrator and they decide what documents should be translated each month for parents. The ESL administrator and the Spanish teacher translate specific parent letters about school-wide policies such as for cell phones. The school website is translated by the Spanish teacher and updated with information about PupilPath and Open Houses. From the Intranet of the Language and Interpretation site, the Emergency Contact Card is given in English and Spanish. The CC report card is given in both English and Spanish and the Condom Availability Opt out Letter is given in both. The parent coordinator assesses our needs and looks at the site for templates if the need arises.

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.

ESL administrator and community assistant translate necessary documents monthly and save them for future use. Staff is also given the phone number 718-752-7373 to get over-the-phone interpretation services in the languages they need. Parents are not used to translate for other parents or students, nor are students asked to translate for themselves in regards to their own progress.

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 ESL coordinator and Parent Coordinator are able to call Language and Interpretation Services provided and set up an appointment with translators to come in if needed. Additionally, the staff was given the resource from the Language and Interpretation site with the phone number to call when interpretation services are needed. However mostly, translation is provided in house. All staff will receive a copy of the I speak card as well.

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

Parent Coordinator posts the Welcome Poster, Parents' Bill of Rights, Guide to Language Access and Language ID Guide in the main office posted on the bulletin board. The Language ID Guide is at security desk. Other documents are taken from the templates online or translated in house.

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)

We provide the parent survey during Parent Teacher Conference. Additionally, our PTA president is bilingual and polls parents on their needs. The PTA President and Vice President meets with a small group of parents after every PTA meeting to gather information on what they felt about the workshop, and what they need in the next meeting and overall.