

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K568

School Name:

BROWNSVILLE ACADEMY HIGH SCHOOL

Principal:

KATWONA WARREN

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: Brownsville Academy High School School Number (DBN): 17K568
Grades Served: 10-12
School Address: 1150 East New York Avenue – Brooklyn, NY 11212
Phone Number: (718) 778-7305 Fax: (718) 778-7385
School Contact Person: Melissa Ingrati Email Address: Mingati@schools.nyc.gov
Principal: Katwona Warren
UFT Chapter Leader: Karl Plummer
Parents' Association President: Marvin Lyerly
SLT Chairperson: Heidi Waithe
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Emma Bland
Student Representative(s): Miss Butler
Tyshon Lyerly

District Information

District: 17 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue –Brooklyn, NY 11212
Superintendent's Email Address: Lrobinson5@schools.nyc.gov
Phone Number: (718) 778-7305 Fax: (718) 7778-7385

Borough Field Support Center (BFSC)

BFSC: Brooklyn S.-Team 6 Director: Richard Grzelewski
Director's Office Address: Brooklyn South 9

Rgrzelewski@schools.nyc.gov

Director's Email Address:

(718) 759-4932

(718) 759-3909

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)
Katwona Warren	*Principal or Designee	
Karl Plummer	*UFT Chapter Leader or Designee	
Marvin Lyerly	*PA/PTA President or Designated Co-President	
Thelma Lyle	DC 37 Representative (staff), if applicable	
Emma Bland	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Miss Butler	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tyshon Lyerly	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ineisha Williford	CBO Representative, if applicable	
Kim Ritter	Member/ Parent Coordinator	
Christina Green	Member/ School Counselor	
Esmoral Gibbs	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevin Campbell	Member/ Parent	
Cynthia Jennings	Member/ Parent	
Heidi Waithe	Member/ Parent	
Nicole Simpkins	Member/ Assistant Principal	
	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.

Vision

Brownsville Academy High School envisions our school as a community of life-long learners where scholars, parents, staff and other stakeholders are actively engaged in the educational process. Scholars will develop leadership skills that will empower them to excel academically, socially and emotionally and enable them to further their educational goals and become caring, responsible and respectful members of a society. Scholars will develop important decision-making, critical thinking and technological skills enabling them to communicate effectively. All members of Brownsville Academy High School will share responsibility for creating a positive and supportive educational environment and for achieving successful scholar outcomes.

Mission Statement

We are a school community dedicated to providing a nurturing, safe, scholar-centered environment for all scholars including those with special needs and English Language Learners to mature and develop as productive members of society. Our goal is to foster the development of our scholars to achieve academic excellence by engaging in community service with collaborative partnerships with parents, faculty and community organizations through internships and college experiences that will guide them towards professional success.

About Us...

Brownsville Academy High School (BAHS) is a Diploma Plus transfer high school for scholars who are awaiting an opportunity to unleash their full potential in a small high school setting. Diploma Plus is a highly successful model for scholars who have not had success in traditional comprehensive high schools. Diploma Plus was developed by the Center for Youth Development and Education (CYDE), a Massachusetts corporation dedicated to workforce development and education reform. In September of 2004, Brownsville Academy High School opened in New York City as the first Diploma Plus School. We currently serve over 200 over-aged, under-credited scholars who have fallen behind their cohort in regards to credit and Regents accumulation.

Scholars at Brownsville Academy High School are provided with an opportunity to accelerate their credits in a scholar-centered environment via BAHS's competency-based, thematic curriculum that is aligned with New York City and State Standards. In addition, Brownsville Academy is an elite Innovation Zone School (iZone). The iZone provides scholars with an opportunity to learn in a blended classroom, where they take courses online while learning from expert teachers. Since BAHS's inception, scholars have consistently achieved notable passing rates on their Regents examinations. In addition, the caring, dedicated staff is familiar with and attentive to the developmental needs of young adults and offers engaging, interdisciplinary projects based on the individual needs of each scholar. We are happy to share that most recently; we have been selected as a Community School. As a part of this new Mayor's initiative, we have the opportunity to further support our scholars and our community by providing health and wellness programs that will not only cater to the needs of the whole scholar, but to their families as well. To support the school's culture and to meet the needs of diverse learners, we have incorporated a range of teaching and learning methodologies, including project-based learning, inquiry-based approaches, differentiated instruction, higher order thinking and specific skills development strategies.

To foster a supportive environment, each scholar participates in a Leadership class which is similar to an Advisory program. However, at Brownsville Academy High School the goal of Leadership is to empower scholars to become

independent thinkers, clear communicators, and effective problem-solvers who are prepared to meet the challenges of adulthood. In addition, scholars are supported through the relationships that they have with their Scholar Advocates who serve as their “parents” in the building and whose role is to follow up with scholars regarding attendance, punctuality, academics and their social-emotional health. Further, there is a strong portfolio culture in which scholars demonstrate what they know and are able to gain recognition for their academic achievement.

To prepare our scholars for college and the real world, they are required to enroll in the College Now program where scholars receive college credit at one of the following participating institutions: Brooklyn College, John Jay College of Criminology, Medgar Evers College or New York City College of Technology. Scholars also complete an internship with our Community Based Organization, The New York City Mission Society through the Learn to Work initiative, and create a Portfolio comprised of exemplary work, accomplishments and awards they have received while attending our illustrious institution. Lastly, scholars must participate in a community service project.

There is a multitude of extra-curricular activities the scholars are engaged in within the school, including our basketball team, track team, Student Council and the elite group of Ambassadors. In addition, our scholars are also involved in many extra-curricular community service activities, such as a voter registration drive, Breast Cancer, Diabetes and AIDS Walks, and the Model United Nations Program. At Brownsville Academy High School we foster an atmosphere of excellence throughout our courses of study, community and school based activities and scholar support systems.

These are just a few accomplishments and activities available at Brownsville Academy High School. During the 2015-16 academic year, we plan to broaden the horizon at BAHS by continuing to drill deeper into our instructional focus of “Writing grounded in evidence from the text leading to powerful scholarly discussions.”

While we have made significant progress in each area of the Framework for Great Schools, the three areas that we would like to highlight are Supportive Environment, Collaborative Teachers and Strong Family-Community Ties. According to our 2014-15 Quality Review, we were celebrated for being Well-Developed in the area of building school culture. It specifically speaks to our school’s ability to “establish a culture for learning that communicates high expectations to staff, students and families, and provides supports to achieve those expectations.”

17K568 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	206	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	74.7%	% Attendance Rate		75.1%
% Free Lunch	75.6%	% Reduced Lunch		4.9%
% Limited English Proficient	1.0%	% Students with Disabilities		10.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		83.4%
% Hispanic or Latino	12.2%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	N/A	% Multi-Racial		2.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.79
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	58.7%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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.

One key component of the 2014-2015 Citywide Instructional Expectations is to “Ensure curricula are aligned to standards in all content areas. (QI 1.1, 2.2)” It states that “Students will: Experience rigorous instruction. (QI 1.1, 1.2, 1.4, 3.4) and Learn content by engaging with standards-aligned curricula in all content areas.” It further demands that “Teachers and teacher teams will: Shift classroom practice. (QI 1.2)

This goal was developed to align with the CIE’s requirement that “In all grades and content areas, plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate”.

The New York City Department of Education framework for teaching components used in the current teacher effectiveness program is adapted from Danielson’s 2013 rubric. The rubric states the following:

To the extent that the CCLS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

There are some specific additions made to the rubric language to bring it into complete alignment with the CIE; those have been added, particularly in the following domains: Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments; and Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction.

Feedback from our 2011-2012 Quality review indicated that “questioning techniques, research skills, and discussion protocols, are not yet adequately strengthened to include sufficient opportunities for students to cite text reliant evidence as they argue and defend their positions during discussions and debates”.

This goal will assist us in addressing the areas for growth in our student progress metric where we scored 31 points out of a possible 55 points.

According to the 2014-15 Quality review rubric’s Curriculum and Pedagogy indicators, full integration of the CCLS is required. It reads:

1.1 Shift in language from State Standards and integration of the Core Learning Standards (CCLS) aligned “units of study” to the “use of curricula” that reflects full alignment to CCLS Inclusion of “access to curricula and tasks” to reflect UDL or similar framework for curriculum refinement.

1.2 Inclusion of “instructional shift” to reflect the connection between full CCLS implementation and classroom instruction and to align with the CIE.

Performance trends reflect an increase in the level of writing per the ELA writing rubric as a result of the incorporation of the CCLS.

Addressing the noted items will continue to increase the level of rigor in classrooms and provide meaningful and engaging experiences for scholars in the classroom.

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.

90% of Teachers will develop units and teach lessons that integrate the literacy and math Common Core Learning Standards and Instructional Shifts to increase the level of rigor in classrooms and have students move by one level on the Common Core Rubric Continuum by the end of the first term of school.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will be provided with the Common Core Learning Standards, Danielson’s framework for teaching, DOK Chart and Hess’ Matrix to assist with differentiation to address the needs of all scholars including advanced scholars, ELLs and SWDs to increase the level of rigor in the classroom as measured an increase in the pass rate on preliminary and benchmark assessments.	Teachers	June 2016	Principal, Assistant Principal, Lead Teacher, Department Chair, Teachers
Specific teacher teams specializing in Rigorous Learning Tasks, College and Career Readiness and Socratic Discussions will support the work.	Teachers	June 2016	Principal, Assistant Principal, Lead Teacher,

			Department Chair, Teachers
Teachers will participate in team meetings 2-3 times per week with the support of school leaders	Teachers	September 2016	Principal, Assistant Principal, Lead Teacher, Department Chair, Teachers
Teachers will review curriculum maps, unit plans and scholar work products for evidence of alignment and make adjustments as needed.	Teachers	October 2016	Principal, Assistant Principal, Lead Teacher, Department Chair, 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.

Resources will also be used to provide teachers with internal and off-site professional development.

Programming resources will used to create common planning time and assignments to teacher teams.

Personnel and resources that will be used to implement the strategy include:

- Principal and Assistant Principal
- External Professional Development Services will be provided
- Per session for Inquiry Team meetings
- Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work and use the data to inform instructional practice
- plan lessons that allow scholars to demonstrate their understanding of the prioritized competencies and related learning standards and conduct inter-visitations to monitor the effectiveness of the lesson
- Professional Development texts will be purchased for the Professional Development Center
- Teachers will participate in Professional Learning Communities
- Teachers will attend PD outside of the school building
- Borough Centers support will be brought onsite as needed
- Teachers will be made aware of on line resources such as ENGAGE NY, ARIS learn communities and the common core library

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.

The implementation will begin in the Fall of 2015 and conclude in the Spring of 2016 with a mid-point check in the form of a benchmark assessment for non-regents courses and a Regents aligned assessment for Regents based courses during the month of January 2016.

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 2014-15 Citywide Instructional Expectations, “The work of schools is to support students to demonstrate academic and personal growth, achieve at their highest levels, and be afforded opportunities for college and career participation. The success of that mission depends on a school’s ability to know its students well.”

As a transfer high school, supporting the needs of over-aged, under-credited scholars, it is our responsibility and mission to teach the “whole student” through re-engagement, making personal connections with scholars and building a supporting culture within our school community. It is through the personal relationships that adults have with students that we will see an improvement in attendance and academic outcomes. Although we were celebrated as being "Well Developed" in the area of School Culture. It is an area in which we will continue to focus based on our attendance data for 2014-15 which reflected 72.3% attendance for the school year. It is our goal to foster relationships among scholars and staff member to increase attendance by 2% for the school year.

According to the 2014-15 Quality review rubric’s Assessment and Goal and Action Plan indicators, It reads:

1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectation

In 2014-15, school leaders will ensure that systems and structures are in place so that each student is known well by at least one staff member. It is the responsibility of that staff member – or a team – to be able to clearly articulate the student’s development, including how a student is progressing as an individual, as a learner, and as a member of the community in order to coordinate student support services and to advocate for that student. Schools will strategically align their work, including their instructional focus, professional learning, and related supports based on regular assessment of student strengths and needs.

Knowledge of students will emerge through the systems and structures employed by the school, including student conferences, family communication, the individualized education program process, English language learner program selection process, academic and personal goals for students, and guidance and support services for students. Schools will regularly examine evidence and monitor impact of this work throughout the year in order to refine practices that best support knowing students to ensure their growth and success.

Student performance trends reflect an increase in the class pass rate of 7% for scholars after being connected to a scholar advocate or other adult in the building. There has also been a 2% increase in attendance.

Achieving this goal will help us to improve student outcomes as a result of their ties to the school community.

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, M measurable, Achievable, Relevant, and Time-bound.

90 % of Scholars (including students with disabilities and English Language Learners) will have a personal relationship with at least one adult in the building based on iLog, Pupil Path and CAMBA data leading to an improvement in attendance and academic outcomes based on ATS and STARS data by June 2016

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) 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>The C-FAST (Community, Family, Administration, Staff and Teacher) team will be implemented as a means of pulling together all resources both inside and around the school community to support scholar academic success</p>	<p>All Students</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Advocate Counselors, Scholar Advocates, Pupil Personnel Team, Social Worker, Guidance Counselor, Community Based Organization</p>
<p>The team will identify and utilize community resources that will support scholar college and career readiness</p>	<p>All Students</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Advocate Counselors, Scholar Advocates, Pupil Personnel Team, Social Worker, Guidance Counselor, Community Based Organization</p>
<p>The Community Associate will serve as one of the leads on the team and support the development of the team throughout the school-year and moving forward</p>	<p>All Students</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Advocate Counselors, Scholar Advocates, Pupil Personnel Team, Social Worker, Guidance Counselor, Community Based Organization</p>
<p>Professional development time will be allocated towards the C-FAST Team meeting with the Inquiry</p>	<p>All Students</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Advocate Counselors, Scholar Advocates, Pupil</p>

Team to target specific students and develop strategies to support their academic achievement			Personnel Team, Social Worker, Guidance Counselor, Community Based Organization
---	--	--	---

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.

Personnel and resources that will be used to implement the strategy

- Principal and Assistant Principal
- Pupil Personnel Team
- Community Based Organization
- Scholar Advocates
- Community Schools Coordinator and Staff
- Advocate Counselors
- Parent Coordinator
- Pupil Personnel Team
- Community Associate

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.

The implementation will begin in the Fall of 2015 and conclude in the Spring of 2016 with a mid-point check in during the month of January 2016. Benchmark assessment, Regents and STARS data will be utilized to monitor progress.

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.

According to the Citywide Instructional Expectations, teachers (should) adjust their practice as they work together to understand the learning needs of all students, including students with disabilities and English language learners, in order to support them in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers. It was also noted that scholars needed to cite textual evidence to support their ideas. The curriculum was aligned to the Common Core standards by infusing additional informational texts into all subject areas; although scholars were discussing articles and essays, they were not citing specific evidence from the text to support their ideas thus, the need to develop specific goals around supporting scholars to that end.

According to the 2014-15 Quality review rubric’s Teacher teams and leadership development and Monitoring and Revising Systems indicators. It reads:

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

5.1 Evaluate the quality of school-level decision, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.

Our instructional focus is “writing grounded in evidence from the text leading to powerful scholarly discussions.” Because our scholars must be able to read, analyze, cite and defend their ideas, in writing and discussions, writing utilizing evidence is a skill that will ensure their college and career readiness.

Feedback from our 2011-12 Quality Review indicated that we should “Enhance questioning techniques and discussion strategies to improve student thinking and participation. In order for student performance to improve, it is important that the instructional practices of teachers improve student thinking and participation leading to evidence based on discussions.

While performance trends reflect scholars moving up at least one level on the writing continuum, it is our goal to move scholars who have been identified as level one at least two levels to prepare scholars for the written component of the ELA Regents exam.

To achieve our instructional focus, teachers must collaborate in teams to ensure that instructional practices within our school community require scholars to go beyond discussing the general ideas in a text, and push them to defend their ideas citing specific textual evidence, which can lead to rich text-focused discourse.

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.

90% of teachers will participate in teams that are in alignment with the instructional focus of “research based writing grounded in evidence from the text leading to powerful scholarly discussions” where they will collaborate with their peers to develop rigorous Common Core aligned tasks resulting in an increase in student writing and discussion per the ELA Regents Writing Rubric and the BAHS discussion rubric by January 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will be provided with the Common Core Learning Standards, Danielson’s framework for teaching, DOK Chart and Hess’ Matrix to assist with differentiation to address the needs of all scholars including advanced scholars, ELLs and SWDs to increase the level of rigor in the classroom.</p>	<p>Teacher Teams</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Lead Teacher, Department Chair, Teachers</p>
<p>School leaders will facilitate team meetings, participate in team meetings and provide feedback to teachers</p>	<p>Teacher Teams</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Lead Teacher, Department Chair, Teachers</p>
<p>Teachers will share scholar work products with members of their department for feedback and identify gaps in scholars’ knowledge or skill to inform the revision of the tasks and make instructional adjustments.</p>	<p>Teacher Teams</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Lead Teacher, Department Chair, Teachers</p>
<p>Teachers will develop rigorous assessments that are aligned with the common core learning standards</p>	<p>Teacher Teams</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Lead Teacher, Department Chair, Teachers</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.

Resources will also be used to provide teachers with internal and off-site professional development.

Programming resources will used to create common planning time and assignments to teacher teams.

.Personnel and resources that will be used to implement the strategy

- Principal and Assistant Principal
- Common Core Specialist will support teachers
- Lead Teachers will support teachers
- Data Specialist will support teachers
- External Professional Development Services will be provided
- Per session for Inquiry Team meetings
- Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, plan lessons that allow

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.

The implementation will begin in the Fall of 2015 and conclude in the Spring of 2016 with a mid-point check in during the month of January 2016.

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

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

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

Part 1 – Needs Assessment

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

According to the Framework for Great Schools, “The principal sets the tone for the school, develops a climate of inclusiveness, and inspires staff and students with a clear vision for student achievement. The goal of a strong school leader is to build coherent instructional and social-emotional support that improves student achievement. School leaders support teacher development by consistently offering professional development opportunities and providing meaningful feedback.”

According to the Principal Practice Observation Tool, the following indicators reflect examples of strategies that should be implemented by school leaders to support professional growth, social-emotional health and student achievement in schools:

1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products

a. WD: The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are well-aligned to and support the school’s instructional goals and long-range action plans, as evident in meaningful student work products

b. WD: The use of staff time is structured such that teams have substantial and regular meetings that are deliberately structured so that teachers’ professional responsibilities align with the school’s instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all students in challenging academic tasks

c. WD: Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and interventions, including those for ELLs and SWDs, are strategic, promoting access to college and career readiness as well as accountable collaborations among faculty so that groups of teachers hold themselves accountable for their students’ progress

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

a. WD: The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student achievement for all learners

b. WD: Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of students

c. WD: Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school

Performance trends in teachers have reflected an increased level of rigor in the level of questioning per Danielson's Framework, Bloom's Taxonomy and Hess' Matrix of Cognitive rigor by at least one level on the continuum.

To ensure that we are progressing towards meeting our school's instructional goals and to further promote professional collaborations that will improve student outcomes, the principal, in collaboration with the professional development team will develop a data driven, Danielson and Common Core aligned professional development plan that clearly communicates the instructional vision, builds teacher capacity and prepares scholars for the rigors of college and careers.

Part 2 – Annual Goal

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

The principal and school leaders will provide weekly professional development to support the implementation of the school-wide instructional focus to ensure that 90% of teachers will have the resources to develop lesson plans that support the academic and social-emotional support of scholars to improve student outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School leaders will provide teachers with the Common Core Learning Standards, Danielson's framework for teaching, DOK Chart and Hess' Matrix to assist with differentiation to address the needs of all scholars including advanced scholars, ELLs and SWDs to increase the level of rigor in the classroom.	Teachers	June 2016	Principal, Assistant Principal, Lead Teacher, Professional Development Team
School leaders will facilitate team meetings, participate in team meetings and provide feedback to teachers	Teachers	June 2016	Principal, Assistant Principal, Lead Teacher, Professional Development Team

Teachers will share scholar work products with members of their department and school leaders for feedback and identify gaps in scholars knowledge or skill to inform the revision of the tasks and make instructional adjustments	Teachers	June 2016	Principal, Assistant Principal, Lead Teacher, Professional Development Team
School leaders will support teachers in the development of rigorous assessments that are aligned with the common core learning standards	Teachers	June 2016	Principal, Assistant Principal, Lead Teacher, Professional Development Team

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.											
Resources will also be used to provide teachers with internal and off-site professional development.											
Programming resources will used to create common planning time and assignments to teacher teams.											
.Personnel and resources that will be used to implement the strategy											
<ul style="list-style-type: none"> • Principal and Assistant Principal • Common Core Specialist will support teachers • Lead Teachers will support teachers • Data Specialist will support teachers • External Professional Development Services will be provided • Per session for Inquiry Team meetings 											
Substitute coverage/Per Session for teachers to meet in department meetings to assess scholar work, and determine instructional next steps											
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.
The implementation will begin in the Fall of 2015 and conclude in the Spring of 2016 with a mid-point check in during the month of January 2016.
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.

It is our belief that when scholars feel connected, they become more involved and when they feel more involved, they will want to be present each day. As a school community, we understand that the experiences that our scholars have do not begin and end in our building. We have a clear understanding that their families, their life experiences and their decision making are strongly connected to the communities in which they live. As a component of that community, it is our goal to initiate and commit to the work of building relationships and partnerships within our community. It is by building strong ties to the community that we will be able to tap into the resources that could help our scholars to successfully complete high school and transition to college, careers and beyond.

Performance trends have shown an increase in student pass rate and attendance based on family and community involvement. The increased level of parental involvement has resulted in a 2% increase in attendance.

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.

Brownsville Academy High School in collaboration with CAMBA and the United Way as a part of the Community Schools Initiative will conduct monthly workshops that will build strong family and community ties, increase attendance and improve student outcomes for scholars with 60-69% attendance and their families. A parent, guardian or significant adult will attend at least one activity for the 2015-16 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Engage scholars in relevant student activities as a means of reducing absenteeism and building relationships between each scholar in the building with an adult in our school so that the scholar will always have a direct connection and line of communication with a member of the school community.</p>	<p>All Scholars</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Community School Director, CAMBA, United Way, Parent Coordinator, School Counselor,</p> <p>Pupil Personnel Team,</p> <p>Scholar Advocates,</p> <p>Advocate Counselors,</p> <p>Attendance Team</p>
<p>The C-FAST Team (Community, Family, Administration, Staff, Teacher) which will include the parent or guardian, Principal, Community Schools Director, SLT member, CBO member, teacher and Community Partner to discuss strategies to support the scholar and to provide the necessary resources to make their transition back into the school community as seamless as possible.</p>	<p>All Scholars</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Community School Director, CAMBA, United Way, Parent Coordinator, School Counselor,</p> <p>Pupil Personnel Team,</p> <p>Scholar Advocates,</p> <p>Advocate Counselors,</p> <p>Attendance Team</p>
<p>Targeted scholars will receive a FAQ sheet in their “Welcome Back” packets, which will identify community based and school related resources.</p>	<p>All Scholars</p>	<p>June 2016</p>	<p>Principal, Assistant Principal, Community School Director, CAMBA, United Way, Parent Coordinator, School Counselor,</p> <p>Pupil Personnel Team,</p> <p>Scholar Advocates,</p>

			Advocate Counselors, Attendance Team
The Parent Coordinator's Office will serve as a hub for parents and community members so that they can gather more information about the school and develop strategies for utilizing that information to improve scholar outcomes.	All Scholars	June 2016	Principal, Assistant Principal, Community School Director, CAMBA, United Way, Parent Coordinator, School Counselor, Pupil Personnel Team, Scholar Advocates, Advocate Counselors, Attendance Team

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"> • Principal and Assistant Principal • Community School Director • CAMBA • United Way • Parent Coordinator • School Counselor • Pupil Personnel Team • Scholar Advocates • Advocate Counselors • Attendance Team 										
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.

The implementation will begin in the Fall of 2015 and conclude in the Spring of 2016 with a mid-point check in during the month of January 2016 as measured by student outcomes on the Regents exam, preliminary and benchmark assessments..

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)	Criteria for determining AIS services includes triangulating data gathered from assessments that are administered to scholars during intake, baseline assessments conducted in class and the review of their academic history which includes report cards, transcripts, formative assessments and IEPs if applicable.	Scholars are provided with extended periods of ELA courses that are aligned with the Diploma Plus competencies and the New York State Common Core Standards. As a part of the Department-Wide Inquiry Team, the English Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels. Each member of the department also serves as a resource for teachers who may need assistance with best practices for teaching writing and research within their specific content areas. In addition, the English Department	Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation.	Level 1 and 2 scholars are specifically targeted for academic intervention during the school day. As major exams approach such as the Regents, scholars are provided with additional support on Saturdays, during lunch and after school.

		<p>continues to spearhead the Writing and Research Across the Curriculum project which is designed to promote writing and research within all content areas which is believed to be the foundation of</p> <p>academic growth and success. Further, all scholars benefit from our small school community and small class sizes.</p>		
<p>Mathematics</p>	<p>Criteria for determining AIS services includes triangulating data gathered from assessments that are administered to scholars during intake, baseline assessments conducted in class and the review of their academic history which includes report cards, transcripts, formative assessments and IEPs if applicable.</p>	<p>Strategies utilized include gathering data to inform programming and differentiated instruction in all math</p> <p>classes. Once a scholar is in need of A.I.S, an intervention is put in place which consists of individual conferencing to identify specific areas of need and the development of a plan that is specific to the scholars’</p> <p>need. As a part of the Department-Wide Inquiry Team, the Math Department is now</p> <p>implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the</p>	<p>Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation. Further, all scholars benefit from our small school community and small class sizes.</p>	<p>We offer additional academic interventions during the school day and after school as needed.</p>

		same learning strategies to scholars on all levels.		
Science	Criteria for determining AIS services includes triangulating data gathered from assessments that are administered to scholars during intake, baseline assessments conducted in class and the review of their academic history which includes report cards, transcripts, formative assessments and IEPs if applicable.	We have a state-of-the-art science lab which will help to make the learning experiences of the scholars more authentic and allow scholars to make real world connections. As a part of the Department-Wide Inquiry Team. The Science Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.	Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and Regent preparation. Further, all scholars benefit from our small school community and small class sizes.	Scholars are provided with services as needed during class time, during lunch, after school and on Saturdays.
Social Studies	Criteria for determining AIS services includes triangulating data gathered from assessments that are administered to scholars during intake, baseline assessments conducted in class and the review of their academic history which includes report cards, transcripts, formative assessments and IEPs if applicable.	As a part of the Department-Wide Inquiry Team, the Social Studies Department is now implementing “whole group” roll out of the inquiry process in which we not only focus on scholars who struggle in the areas of reading and writing, but apply the same learning strategies to scholars on all levels.	After school tutoring, one-to-one, small group and whole class instruction. Intervention strategies also include peer tutoring, and additional interventions during school and after school as needed. Further, all scholars benefit from our small school community and small class sizes.	Scholars are provided with services as needed during class time, during lunch, after school and on Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services are provided based on referrals from teachers, parents, advocates, the	Identified at risk scholars are given individual and group counseling, or a	Students meet in small groups or individually based upon their need.	Scholars are provided with services as needed during class

	<p>School Counselor, School Psychologist, Social Worker, etc. Services are also provided to scholars based on the mandated services outlined in the IEP if applicable.</p>	<p>behavioral contract. If issues are too complex for school staff, then scholars are referred to an outside agency. Parent/ guidance conference</p> <p>may be requested if needed. In addition, our school Social Worker and School Counselors are trained, designated health resource coordinators that give health related information to scholars in regard to HIV & AIDS, STD's & STI's, and safe sex through our condom availability program</p>		<p>time, during lunch and after school.</p>
--	--	--	--	---

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.
<p>At Brownsville Academy High School we believe that teacher quality remains one of the most important school-related factors influencing student achievement. The administrators at Brownsville Academy High School work closely with CFN Human Resources to recruit teachers and to ensure a highly-qualified teacher in every classroom. To continue to meet the State mandate to ensure that we have a highly qualified teacher in each classroom we will:</p> <ol style="list-style-type: none"> a. Advertise extensively b. Recruit teachers locally c. Recruit online d. Recruit from substitute teacher list e. Encourage paraprofessionals and teachers who lack full certification to become fully certified f. Retrain current teachers to teach hard-to-fill subjects (e.g., mathematics, science, special education) g. Attend job fairs h. Interview candidates as a team and require them to model a lesson prior to being hired.

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).
<p>In order to ensure that current staff becomes highly qualified, we conduct weekly professional development, including bi-weekly department meetings and weekly team meetings, engage in cycles of mini and formal observations and provide teachers with resources to ensure that they are working diligently to become highly qualified.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet by department to develop content-specific assessments to administer to scholars. Based on data gathered from baseline assessments, curriculum is adjusted to support the specific needs of those students. Common Core aligned assessments are developed approximately every three weeks to monitor scholar progress. Adjustments to instruction are made based on data gathered as needed.

Our school community has three teams that support the professional development of teachers as it relates to the development of rigorous and informative assessments. Those teams are the Rigorous Learning Tasks Team, the College and Career Readiness Team and the Instructional Focus Team. As assessments are developed, it is the responsibility of each team to review the assessments and provide feedback to teachers based on the team's area of expertise. Teachers make adjustments based on the feedback prior to administering the assessments to scholars.

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	155,083.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,568,338.00	X	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 568
School Name Brownsville Academy 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 Katwona Warren	Assistant Principal Nicole Simpkins (IA)
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher N/A	School Counselor Christina Green
Teacher/Subject Area Karen Wymm/English	Parent Marvin Lyerly
Teacher/Subject Area NA	Parent Coordinator Kim Ritter
Related-Service Provider Christina Green/Crystal Bozema	Borough Field Support Center Staff Member Christine Etienne
Superintendent Lashawn Robinson	Other (Name and Title) NA

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

D. Student Demographics

Total number of students in school (excluding pre-K)	175	Total number of ELLs	3	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 type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	1

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		0	1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1	1		0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Creole												1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1		0	
Integrated Algebra/CC Algebra	1		0	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	1		0	
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	1		2	
Geography				
US History and Government	2		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	2		1	
NYSAA Mathematics	1		2	
NYSAA Social Studies				
NYSAA Science	3		0	

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Brownsville Academy High School has always used its in-house assessment to determine the literacy level of our ELL students. This year, we used beginning of the year K-12 skills assessment. We also used a reading placement assessment. The school uses the 2014 NYSESLAT results and K-12 skills assessment to assess ELLs. The assessments indicates students overall strength and weaknesses in Phonemic Awareness and reading comprehension. This data helps inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to reading comprehension and writing development.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The results of the 2014 NYSESLAT indicates that one senior and one of the eleventh graders needs to work on their speaking skills, while the data reveals that the three students in grades 11-12 need to work on all four modalities: listening, speaking, reading and writing. All three students are on an intermediate level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Upon examining the results, students need to improve their listening, speaking, reading and writing skills. This can be done by first making sure that students have a clear understanding of the task and assignment given to complete. Having students repeat orally what is expected of them will help build on this skill. Teaching students how to pay attention to verbal instruction and lessons are also imperative.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 This data informs our school instructional plan, specifically as it relates to our English Language Arts (ELA) classes. The ELA department, in addition to all other content areas, are in the process of developing rigorous curriculum, unit and lesson plans that are aligned to the Common Core Learning Standards. The ELL teacher will continue to incorporate strategies and techniques into her planning

and instruction that are specifically aligned with the needs of ELLs based on this data. The data shows that more support is needed in the areas of reading, writing and listening. As a result of the assessments, school leaders and teachers will inform instruction. Instruction will be specifically adapted in the form of homogeneous and heterogeneous grouping, imbedding read alouds and note taking strategies into lessons and promoting student discussion in the classroom. Students are also exposed to text in their native languages. Teachers are then able to scaffold text for students to grasp content and language objectives.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

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

ELLs, especially newcomers, demonstrate need for both academic content and second language acquisition. Making sure that lesson and instruction carries dual objectives such as content objective and language objectives. Differentiated activities and material use of various ESL strategies, vocabulary development, grammar and phonics.

7. For dual language programs, answer the following:

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

N/A

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

The success of our ELL program is determined by scores on the NYSESLAT. The movement students make from one performance level to another over several years is another indicator of the effectiveness of the ELL program. We are clearly focused on the students' scale score and performance level on the ELA regents and Math Regents exams. In addition, classroom progress and student's participation is another indicator of the success of the programs for ELLs.

Part IV: ELL Identification Process

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

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

When a student is admitted to the NYC school system, parents are actively involved in all aspect of the decision making process. When a parent registers their child in the New York City School District for the first time, the principal or ESL teacher administers a Home Language Identification Survey (HLIS) to the parents to fill out in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R has to be administered within the first ten days of enrollment in the school.

Students who speak Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents.

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).

Although Brownsville Academy HS does not have any Students with Interrupted Formal Education. Sife students would be assessed to identify weakness and strengths. Individualized meetings with parents to provide them with an individual plan based on the needs of the SIFE student. A complete assessment for these students will be conducted to find out areas of deficiency to help provide necessary teaching and learning strategies. At the same time, we would refine and enhance students' prior knowledge and boost confidence. They would be supported with ESL and Guidance Intervention support services provided by the ESL Teacher and the guidance counselor. Literacy support would be provided in the classroom as well as individual tutoring provided by the ESL Teacher in the student's native language. The English Teacher and the ESL Teacher would also utilize a collaborative team teaching approach to address the needs of these students.

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).

New students are identified through the home language survey. As a transfer school, the vast majority of our population come from other schools within the Department of Education.

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.

Once all NYSITELL and Spanish LAB exams are administered to students within the first 5 days of registering. Parents are mailed an entitlement or non-entitlement letter for the ESL program within the five days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents.

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

Parents are informed as a part of the initial intake process.

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.

All parents of students identified as ELLs are contacted and students are tested within 10 days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native tongue. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the ESL teacher is obligated to help parents to find a school that offers the program. The ESL teacher informs the parents that the school could place them on a waiting list until they have 15 or more students with the same language and grade to open up a bilingual class. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones.

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.

They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones. e response to question here:

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

They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones. e response to question here:

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

They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our

ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones. ste response to question here:

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All student documentation is retained in their permanent file which is locked in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All scholars who are present on the initial day of administration are brought to a separate location and the exam is administered. Scholars who are absent on the day of administration are sought out and the exam is administered to them until all components of the exam are completed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are distributed via the U.S. Postal service. Copies of the letters are also provided directly to students to take home to parents.
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 a very limited ELL population, but we have identified an large trend of parents selecting the Freestanding English as a New Language option. The program at our school is aligned with the request of the parents.

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.
The standalone ENL program is implemented by the students being heterogeneously programmed into a class that provided ELL support.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All staff members in the building are given a schedule tht notifies the teachers of all ESL students, their proficiency levels, how many hours they are required by the law to be serviced based on their proficiency level, and when they will be serviced. Students labeled as beginners and intermediate receive 360 minutes of instruction per week in pull out method. Advance students receive 180 minutes of instruction in pull out method. The 2015 NYSESLAT changed the classification of English Language Learners. No longer will they be identified as beginners, intermediate, advanced and proficient. Students will now be indentified as Entering (formerly beginner), Emerging (formerly low intermediate), Transitioning (formerly intermediate), Expanding (formerly advanced) and Commanding (formely proficient).
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.
A certified ESL teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting. One ELL student is proficient in the Reading/ Writing and Speaking section of the NYSESLAT. The other ESL student is proficient in the Speaking section of the NYSESLAT. The ESL teacher provides 180 minutes a week to the advanced students. The ELA mandated units will be provided by the certified ELA teacher. Our school currently has a part-time ESL teacher who provides services to students and collaborate with the ELA teachers

to ensure students are receiving adequate support and understanding of strategies and skill taught to improve academic progress. Students receive 4 periods of ESL with a certified ESL teacher and the ELA mandated units will be given to students .

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

N/A

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

ESL teacher creates goals based on the NYSELAT exam. ELL's are evaluated throughout the year based on classwork and assessment that is provided and used by the ESL and classroom teachers. Lessons that are provided to the ELL students cover all four modalities. A pre and post assessment is used during the lesson in addition, the teacher takes conference notes of the student progress throught the lesson.

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

SIFE Students

Although Brownsville Academy HS does not have any Students with Interrupted Formal Education. Sife students would be assessed to identify weakness and strengths. Individualized meetings with parents to provide them with an individual plan based on the needs of the SIFE student. A complete assessment for these students will be conducted to find out areas of deficiency to help provide necessary teaching and learning strategies. At the same time, we would refine and enhance students' prior knowledge and boost confidence. They would be supported with ESL and Guidance Intervention support services provided by the ESL Teacher and the guidance counselor. Literacy support would be provided in the classroom as well as individual tutoring provided by the ESL Teacher in the student's native language. The English Teacher and the ESL Teacher would also utilize a collaborative team teaching approach to address the needs of these students.

In addition, the following plans are also used:

Making an individualized student needs assessment

Creation of an AIS plan for the student focus on the literay and math component

Grade appropriate instructional support materials

Differentiation of instruction in all areas

Staff will receive professional development by the ESL teacher on strategies that benefit SIFE within the classroom

Professional development will also be offered in the new ALLAD assessment to identify SIFE students

An analysis of their scores on the NYSESLAT, ELA and Math assessment suggest that their problem is one of reading and writing. Our action plan for this group involves:

An after school program, targeting reading and writing

Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

Plan for Special Needs Students

Our policy for special needs students includes:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

Collaboration between the ESL teacher IEP contact person.

Monitoring newcomer and SIFE student for possible special need status.

The delivery of AIS services after school.

Newcomers

When a new student is registered in our school, we provide an informal student orientation and the following resources to facilitate the transition. Newcomers work in pairs with students in the advance language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and reach them with ESL methodologies.

Achieve 3000 is used to support instruction.

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the After School activities

An informal assessment is provided to identify possible Academic Intervention Programs

Home School Communication

Long-term ELL

Making an individualized student needs assessment

Additional focus on Reading/Writing are given to Long-term ELL's.

AIS is provided to students

Differentiation of instruction in all areas

Chart	Former ELLs
	<p>ESL teacher push-in students class to provide extra academic support</p> <p>Students are Encouraged to participate in After School activities</p> <p>Differentiatin of instruction in all areas</p> <p>aste response to questions here:</p>
7.	<p>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 <u>ELL Policy and Reference Guide, Re-Identification of ELL Status</u> section.</p> <p>Students will continue to receive the same supports pending a decision from the re-identification appeal.</p>
8.	<p>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?</p> <p>Teachers utilize diffrentiated instructional practices to address the needs of each scholar. The also closely follow the recommendations made within the IEP to ensure that individualized support is being provided.</p>
9.	<p>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?</p> <p>The Special Education Teacher and ELL teacher collaborate to ensure that students are on track toward achieving their goal. The Special Education and ELL Teachers are also members of the S.I.T. team where they are afforded additional opportunites to collaborate to support ELL-SWDs.</p>

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

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

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

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



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

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

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

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

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

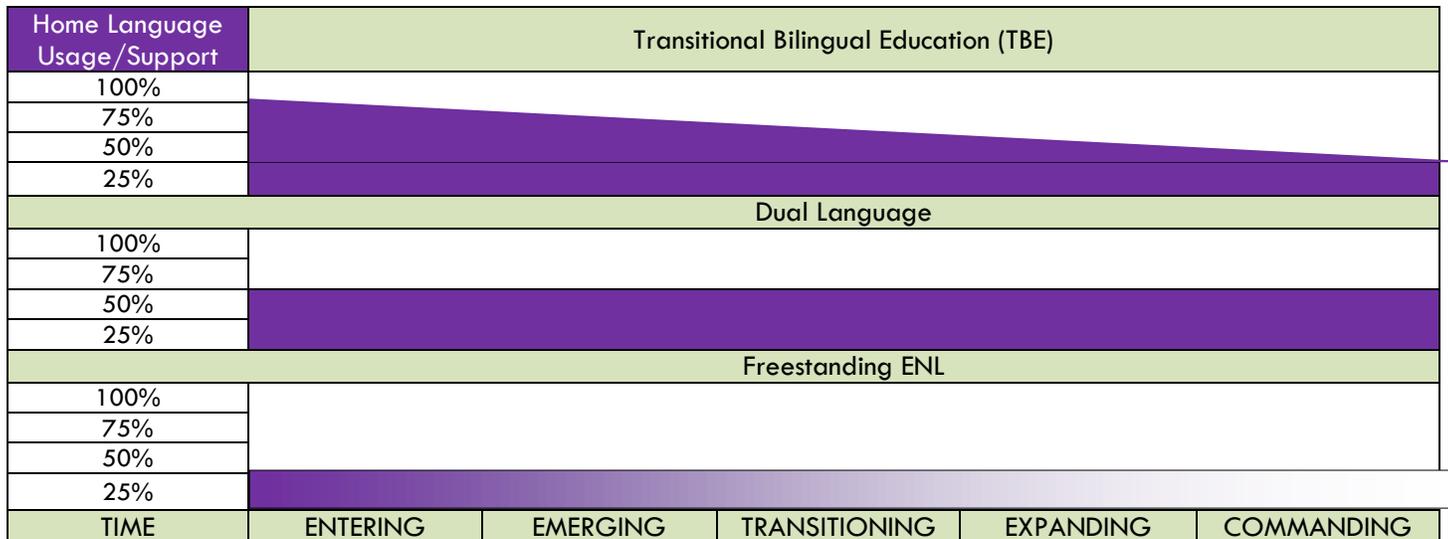


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Several different intervention programs and services are in place to support our ELL population. Achieve 3000 and an additional 150 minutes of instruction is provided to all ELL students every week through Extended Time Instruction. The SIOP plan is another form of intervention that is used in the school. The SIOP method is a lesson plan format that is used to support different ELL components. SIOP lesson plans are also used to tie together the different subjects in the school. Many visual, and hands on materials are included in this lesson format. Total Physical Response (TPR) and technology are also regularly used in the lesson.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently the ESL program that is in place in the school is meeting the Listening/Speaking and Reading /Writing skills through the use of various methods.
12. What new programs or improvements will be considered for the upcoming school year?
This school year the ESL teacher implemented the use of Achieve 3000 program. Which helps students develop the different modalities.
13. What programs/services for ELLs will be discontinued and why?
There are no ELL programs that have discontinued in the school this year
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to any student in their grade level. Students are able to attend the after-school program where they will work on ELA, Math, Science, Social Studies and communication
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.
Technology plays a big role in our ESL program. The teacher has access to IPADS, computers and SMARTBOARD to support ELL students. Achieve 3000 is a technology based program that used to support students in content and language. The NYSESLAT and Beyond is another program that is used to build students in the different modalities
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The Native Language of our students is embraced in the ESL program. Different activities celebrating the students' native language are also used in the ESL program. Dictionaries and thesauruses in the students' native language and English are provided to assist the students in the class where appropriate
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The Common Core Learning State Standards and curricula are used to plan instruction and activities in the class. The different activities are differentiated based on the students' ages, grade, level of proficiency and ability
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).
Our parent workshop series are offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.
19. What language electives are offered to ELLs?
Spanish is the only language elective that is offered in the school.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

Our Part-time ELL teacher receives professional development through the network. Professional development will be provided to every teacher in our school building on a regular basis by the ESL teacher and principal. All of our teachers will be provided with common preparation periods during which the Principal will engage teachers in study group activities and best practices. These workshops are held on a weekly basis on all areas of the curriculum. The Principal, will also provide the teachers with professional development in Literacy and Mathematics. Differentiated Instruction is embedded in all lesson planning and workshops.

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?

Lesson planning, thematic instruction and differentiation of instruction are some of the topics on the agenda. This staff development consists of study groups, modeling instruction and outside workshops. Part of the staff development will take place after school hours during the school year. Our teachers also attend professional development activities provided by DOE and by our CFN.

Professional development will be provided by the ESL teacher to Special Education teachers who will receive 10 hours of ELL training and general education teachers will receive the 7.5 hours of ELL training as per Jose P. mandate. Some of the topics include basic ELL background, the school ELL intake, initial language learning (phonemic awareness, phonics, vocabulary and comprehension instructional strategies), academic vocabulary, childhood and adolescent development considerations, technology-based interventions, co-teaching, joint -ESL and classroom teacher goal setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT and periodic assessment data to drive ELL instruction. In addition, teachers will attend workshops offered by DOE, and our CFN. These meetings will inform teachers about the compliance issues, identification of students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. We hope to have more ELL students come to our school in the next few years and this will be our planning year to prepare a quality program.

The school guidance counselor also helps teachers with ELL students. He helps with the transition from highschool school to college and beyond by involving their parents in the process of learning which schools best meet their child's needs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

N/A

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.

Our Part-time ELL teacher receives professional development through the network. Professional development will be provided to every teacher in our school building on a regular basis by the ESL teacher and principal. All of our teachers will be provided with common preparation periods during which the Principal will engage teachers in study group activities and best practices. These workshops are held on a weekly basis on all areas of the curriculum. The Principal, will also provide the teachers with professional development in Literacy and Mathematics. Differentiated Instruction is embedded in all lesson planning and workshops.

Lesson planning, thematic instruction and differentiation of instruction are some of the topics on the agenda. This staff development consists of study groups, modeling instruction and outside workshops. Part of the staff development will take place after school hours during the school year. Our teachers also attend professional development activities provided by DOE and by our CFN.

Professional development will be provided by the ESL teacher to Special Education teachers who will receive 10 hours of ELL training and general education teachers will receive the 7.5 hours of ELL training as per Jose P. mandate. Some of the topics include basic ELL background, the school ELL intake, initial language learning (phonemic awareness, phonics, vocabulary and comprehension instructional strategies), academic vocabulary, childhood and adolescent development considerations, technology-based interventions, co-teaching, joint -ESL and classroom teacher goal setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT and periodic assessment data to drive ELL instruction. In addition, teachers will attend workshops offered by DOE, and our CFN. These meetings will inform teachers about the compliance issues, identification of students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. We hope to have more ELL students come to our school in the next few years and this will be our planning year to prepare a quality program.

The school guidance counselor also helps teachers with ELL students. He helps with the transition from highschool school to college and beyond by involving their parents in the process of learning which schools best meet their child's needs.

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?

In our school parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. Every effort is made to communicate in the parent's native language. All communication materials that are sent to their homes, is translated into Spanish (the dominant language of our student body). Our goal is to encourage families to be actively involved in the learning community of our school. The principal, staff and outside agencies will provide multiple workshops throughout the year to engage parents in the education of their children.

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.

If we have parents of newly enrolled ELL students, they will be provided with two orientation sessions. These sessions include the necessary information regarding their choices for the Transitional Bilingual, ESL or Dual Language Programs. These orientation sessions are separated and apart from regularly scheduled parent meetings and are conducted by the staff and the principal.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parent workshop series are offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year. All parents are also encouraged to attend PTA meetings and other parent-related programs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Parents are invited to attend these workshops during the second week of September and /or June. A plethora of workshops are provided for the parents in English and Spanish. We occasionally invite community based organizations to send in special speakers and offer their services to our parents.

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

We will evaluate parental needs by having parents fill out surveys indicating the type of workshops and/or services they would like us to offer.

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

Activities are based on feedback received from parent surveys

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.

There is no additional information at this time.

Part VI: LAP Assurances

School Name: Brownsville Academy High School		School DBN: 17K568	
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)
Katwona Warren	Principal		10/1/15
Nicole Simpkins	Assistant Principal		10/1/15
Kim Ritter	Parent Coordinator		10/1/15
Karen Wynn	ENL/Bilingual Teacher		1/10/15
Marvin Lyerly	Parent		10/1/15
Hilda Ficentise	Teacher/Subject Area		10/1/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Christina Green	School Counselor		10/1/15
LaShawn Robinson	Superintendent		10/1/15
Christine Erienne	Borough Field Support Center Staff Member _____		10/1/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 17K568

School Name: Brownsville Academy High School

Superintendent: LaShawn Robinso

Before you begin, please check the following:

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

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

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

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

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

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language that they can understand, we used background information on our ELL population, observation of actual beginning of the year registration and review of the HLIS for the ELLs in our program. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The ESL teacher or administration conduct one to one conferences and confer with the parents by telephone, on their individual communication 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.

English
Spanish
Haitian Creole

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.)

Newsletters
Calendars
PTA Meeting Announcements
State Tests

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.

Parent Teacher Conferences
SLT Meetings
Community School Meetings
IEP Meetings
Disciplinary Meetings

Part C: Providing Language Assistance Services

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish and French. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The school will distribute translated letters to identified parents whose native language are spoken at home. Since the Department of Education provides translated copies of all parents letters, these letters are printed and distributed at the same time as English letter. The notices announcing events occurring in our school will be translated in Spanish and French. ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in Spanish and French. They will be available to the

parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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.

Oral interpretation services will be provided ELL provider and/or other in-house by school staff. Since Spanish and French are our ELL parents primary language, we have teachers to interpret in Spanish and French during school activities. The notices announcing special events will be translated into the native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and learn strategies and ways to help improve their child's academically. This will also encourage parents to become more active by attending PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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 school will ensure that all staff members are aware of how to use translation services and over-the phone interpretation service by providing an overview to the staff of the available resources during our staff conference and providing teachers with a copy of the T & I brochure as an additional resource.

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

As per A-663 we will provide each parent whose primary language is a covered language and who require assistance service with a copy of the Bill of Parent Rights and Responsibilities in the main office, and the parent coordinator's office. We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.

[Redacted]

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 will gather feedback from parents via their parent surveys. We will also collect data via weekly parent outreach calls in through conversations with parents when they visit the scholar for other matters.