

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **18K578**

School Name: **BROOKLYN BRIDGE ACADEMY**

Principal: **MAX JEAN PAUL**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: BROOKLYN BRIDGE ACADEMY School Number (DBN): 18k578
Grades Served: 9-12
School Address: 6565 FLATLANDS AVENUE
BROOKLYN, NY 11236
Phone Number: 718-968-1689 Fax: (718_968-1678
School Contact Person: DR. MAX R. JEAN-PAUL Email Address: mjeanpa@schools.nyc.gov
Principal: DR. MAX R. JEAN-PAUL
UFT Chapter Leader: SHIVIKA RAJKISORE
Parents' Association President: GERTRUDE NOEL
SLT Chairperson: GERTRUDE NOEL
Title I Parent Representative (or
Parent Advisory Council
Chairperson): GUINALD SIXMILHOMME
KEION NOEL
BRANDON SCHOENWANDT
Student Representative(s): _____

District Information

District: High School Superintendent: _____
335 Adams Street, Room 504, Brooklyn, NY 11201
Superintendent's Office Address: _____
Dconyer@schools.nyc.gov
Superintendent's Email Address: _____
718-923-5121
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Schools Director: Alexandra Anormaiza

131 Livingston Street, Brooklyn, NY 11201

Director's Office Address:

AAnorma@schools.nyc.gov

Director's Email Address:

718-935-5618

718-935-5941

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)
Max Jean Paul	*Principal or Designee	
Shivika Rajkisore	*UFT Chapter Leader or Designee	
Gertrude Noel	*PA/PTA President or Designated Co-President	
Jovon Cowell-Pettway	DC 37 Representative (staff), if applicable	
Guinald Sixmilhomme	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Keion Noel	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brandon Schoenwandt	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lateefah Alleyne	CBO Representative, if applicable	
Erika Bogdany	Member/ staff	
Nancy Dominique	Member/ staff	
Iva Gjoni	Member/staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Grimaldi	Member/ staff	
Milagres-Allen	Member/ Parent	
Regine Noel	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Brooklyn Bridge Academy is a non-traditional high school that prepares students for graduation and post-secondary success. Through academic rigor, individual support, and community partnerships, students become actively engaged in their education and learn to make informed decisions about their lives and their futures.

Brooklyn Bridge Academy is a high school focused on re-engaging learners who are over-aged, under-credited and who were not successful in a traditional environment. Their entry point to BBA reflects their challenges in meeting the New York State Standards, the new Common Core Learning Standards, Regents goals, and preparing for life, college, career, and beyond.

As a transfer school, Brooklyn Bridge Academy (BBA), embraces a vision of college and career readiness for our students that is anchored in the belief that every student is a unique learner whose interest and passions we seek to spark and enhance through an enriched classroom and positive school experiences. Our students benefit and persevere from strong partnership with teachers, leaders, and all members of the school community who consider the academic success of our learners as their central mission. We are committed to shaping students' academic skills, drawing on their personal resilience and increasing their academic performance. The goals of ensuring that students are prepared with the academic and life skills that are aligned to CCLS are essential across all academic departments.

During the 2013-2014 school year, BBA was able to strengthen several areas which have been part of our overall goals. We continued to develop and transformed our school culture into one that is focused on student learning and success, staff development and growth and family engagement. We examined the instructional pillars and ensured alignment of our work to NYCDOE Instructional Expectations.

Through whole group and individual professional development, we focused on developing teachers' ability to build student critical thinking skills through an intense focus on reading comprehension and writing. The staff participated in long-term staff development over the summer and continues on a bi-weekly basis. These teaching and learning opportunities have a strong emphasis on the Common Core Learning Standards and the New York State Standards, high impact differentiated and academic language development strategies, including Learner-centered/Literacy strategies, Bloom's Taxonomy and higher-order thinking skills. The strategies informed teachers of the importance of creating a classroom learning experience and environment with high levels of student engagement. Teachers hold all students to high expectations and recognize incremental progress as success. Teachers will work with administration to review ratings and create specific learning targets around the teaching framework. These learning targets will be assessed by bi-weekly benchmarks and continuous feedback throughout each cycle.

The school administration shared data on the students and encouraged teachers to learn about students' literacy levels, build on prior knowledge, teach to different learning styles and reflect on how they can teach the oral, visual, auditory, and kinesthetic learners.

Moving Our Agenda Forward 2015-2016

In collaboration between teacher and administrator, an action plan was created to support the teacher's progression to the next level. Teachers meet individually with the administrator every two months to review and monitor progress towards outcomes. Modifications are made as necessary. Teachers meet in departments and in inter-disciplinary teams to continue learning and to monitor progress of all students at the school.

Teachers continue to receive the following supports to develop their individual professional capacity:

- weekly participation in grade level team meetings;
- inter-visitations and demonstration lessons;
- peer mentoring;
- formal and informal observation feedback.

Our school wide creation of an argumentative rubric aligned to the Danielson Framework. Our focus this year is

1. Using Assessment in Instruction
2. Using Questioning and Discussion
3. Literacy Strategies across all content areas

Our Learning Culture and Expectations

} Students will develop the skills of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.

} Student will respond to Quick Writes. The use of “quick writes” is a practice that we continue to build on so that we are not only improving regents’ scores to passing but we are preparing our students for college.

} Students will engage in high -quality discussions, exemplified by responding to and extending each other’s thinking and crafting questions to help each other deepen and elaborate upon their thinking. Teachers will use question stems, in order to facilitate high levels of discussions.

} Students will become independent in developing higher level questions for the purpose of academic discussion across BBA classrooms.

The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Partnerships to Support College and Career

Brooklyn Bridge Academy is founded in conjunction with New Visions and CAMBA. Our core value is the social-emotional component of the child must be addressed prior to addressing the academic skills. This collaboration is essential in the development for the school model, instructional framework, and leads to college and post-secondary readiness. We continue to move forward by aligning our understanding of student-focused instructional practice. Teachers use various strategies to address readiness, and learning styles in a student-centered environment. Our Foundations classes in English, Math, and Science are designed for new students entering B.B.A. Students are taught skills in preparation for Regents based courses. This is evident in the increased passage rates of the regents.

Our learning culture includes:

} Dedicated advisors provided by CAMBA . Each counselor works with students and families from the moment they are admitted in order to establish goals, outline academic and behavioral expectations, create a plan for graduation, and develop a relationship with the family.

} Our learning environment which presents college information

} Speaker forums

} College Trip

} Parent Workshops

} Tools including: Navience and Datacation

The school continues to make great progress with a supportive environment and a collaboration form for teachers.

18K578 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	184	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	3
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	2	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	73.1%	% Attendance Rate			67.1%
% Free Lunch	72.1%	% Reduced Lunch			9.5%
% Limited English Proficient	5.0%	% Students with Disabilities			24.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			85.5%
% Hispanic or Latino	11.2%	% Asian or Native Hawaiian/Pacific Islander			1.7%
% White	1.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.3	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			2.91
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	67.9%	Mathematics Performance at levels 3 & 4			68.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	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	NO				
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.

Our Assessment Plan

Given the organizational structure of BBA to accelerate credit recovery assessment are central to helping meet our mission for our learners.

- Bi-weekly assessment aligned to CCLS, academic course goals, and Regents goals
- Informal assessments which include: quick writes, quizzes, projects, and unit exams.
- Regents Exams (January and June)
- RCT (Special Education Students/Final Year June 2016)
- Create family seminars and workshops

Our needs assessment started with the implementation of various formal and informal assessments. We will continue to collect data related to our students’ strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identified goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans. Each department works on a lesson study protocol to target specific students and improve teacher craft. The school has strong teacher teams and continues to shapes each department. Our baseline assessments provide the faculty with areas to focus on specific teaching strategies. Bi-Weekly assessment is provided to every student to measure progress.

Part 2 – Annual Goal

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

By June of 2016, 70% of our students will see in an increase of one level on internally created assessments, which will be measured by school developed rubrics in reading comprehension and vocabulary acquisition.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Staff will use Periodic Assessments to gauge students’ ELA skills and abilities, which will inform programming and curriculum design; Map BAR, gauge content and learning objectives to include explicit scaffolding in short and long term plan. By the end of the first Cycle, each department will have created specific curricula aligned with regent’s standards. Lunch time and after school and weekend tutoring/programs will be conducted to accommodate as many students as possible. Prior to the June regents, students will have the opportunity to sit for the Mock regent’s exam. Highlight skills and opportunities for Regents practice to familiarize students with the format and language of the exam. Preliminary assessment in the month of December and January regents. Full school year.</p>	<p>All Students</p>	<p>September 2015</p>	<p>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Barthelemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Ms. Harris (Fordham), Educhange, Eskolta. Teachers & students also meet with Mr. Dorancy (TRIAD Consulting Strategies), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC), Ms. Tucker (Redemption).</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.

Allocate funding for the purchase and distribution of guides for the five Regents examinations, Periodic Assessment design, Summer professional development, and lunch time, after-school and weekend tutoring sessions.

CAMBA will allocate funds for monthly incentives for attendance and achievement. AIDP funds will be allocated.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2015-June 2016 as indicated below (customize):

- Supervisor per session (2 days per week) -
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

In conjunction, with CAMBA , we will host workshops to increase parental involvement by having curriculum nights, and community gatherings.

TITLE 1

1. Funding for model teachers
2. Absence coverage for teachers attending professional development
3. Per Session, guidance counselor, for parent involvement -

OTPS

1. Teachers professional development and conferences - (Legacy Pathways , Dr. Spielman, and Dr. Jenkins) (Fordham University coaches demonstrate lessons, team teaching, workshops - (Scholastic – workshops)

Educational Consultants - SWAGG– African People Exalting, Inc., youth development services one-day a week for 25 men and their families, academic

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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.

End of each Cycle (3 Cycles) passage rate and January regents scores

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.

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students’ strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identify goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

Part 2 – Annual Goal

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

To increase the number of students passing the Math Regents examination by 5-10% in the year 2015-16.

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>Staff will use Periodic Assessments to gauge students' Math skills and abilities, which will inform programming and curriculum design; Map BAR, gauge content and learning objectives to include explicit scaffolding in short and long term plan. By the end of the first Cycle, each department will have created specific curricula aligned with regent's standards. Lunch time and after school and weekend tutoring/programs will be conducted to accommodate as many students as possible. Prior to the June regents, students will have the opportunity to sit for the Mock regent's exam. Highlight skills and opportunities for Regents practice to familiarize students with the format and language of the exam.</p>	<p>Assessment in December and January Regents</p>	<p>Entire School Year</p>	<p>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Barthelemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Ms. Harris (Fordham), Educhange, Eskolta. Teachers & students also meet with Mr. Dorancy (TRIAD Consulting Strategies), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC), Ms. Tucker (Redemption).</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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2015-June 2016 as indicated below (customize):

- Supervisor per session (2 days per week) - \$3000
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

TITLE 1

1. Absence coverage for teachers attending professional development - \$6,818
2. Per Session, guidance counselor, for parent involvement - \$2,690
3. Saturday Academy Program, credit recovery - \$14,760

OTPS:

1. Teachers professional development and conferences - \$47,450 (Teaching Matters 25 days of workshops and one-on-one with teachers to integrate technology into instruction \$25,000) (Fordham University coaches demonstrate lessons, team teaching, workshops - \$9,000) (Scholastic \$7,098 – workshops) (Leadership Academy
2. Educational Consultants - \$10,675 – SWAGG – youth development services one-day a week for 25 men and their families, academic achievement/lifeskills)
3. SLT Stipend - \$1,200
4. Association Membership - \$2,050
5. Admissions - \$3,000
6. Instructional materials/textbooks - \$20,449 – – laptops, regents prep books, computer lab, tablets, sets of class text books and paperbacks

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.

At the end of January, the SLT will review all relative data and benchmarks for mid-year checkpoint. The staff will review regents analysis and course work materials to realign curriculum instruction to meet the needs of the students. We will review the sequence of courses to better understand our students' individual learning needs.

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.

Teachers will align teaching strategies and share best practices. The school has rolling admissions so teachers provide baseline assessments. The learning objectives are explicit and scaffolded in short and long-term plans. By the end of the cycle each department will have created specific curricula aligned with CCLS and skills to help our students.

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students’ strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identify goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

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.

By March 2016, 75% of all teachers will revise curriculum maps to reflect CCLS shifts with attention to improve students' literacy skills.

Regents Prep Class

ILearn

Book End (school wide)

Advisories

Saturday Academy

Regents Prep weekend

English Coach

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>B.B.A’s Theory of Action, is centered on building teacher capacity through job-embedded professional development structures and the self-efficacy of students through a community of care givers. Each department has an action plan and has reviewed the Danielson’s framework by dissecting and analyzing the components making sure we understand the expectations for each category.</p> <p>Domain 1: Planning & Preparation</p> <ul style="list-style-type: none">• Item analysis of NYS Regents and BARS leads to revision of the curriculum. This backwards planning method allows for the breakdown of the content based on academic importance. The content lends itself to us defining the skills necessary to be successful. Each skill is based on overarching goals for the content. This leads to	<p>Every 4 weeks, teachers’ conference with the Principal to evaluate the progress and effectiveness of teacher practice. We review goals and strategies in order to push for meaningful instruction</p>	<p>Full year</p>	<p>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants</p>

<p>assessment design which is connected to the skills and content that needs to be taught within the classroom, leading to fluidity in all aspects of developing the curriculum.</p> <ul style="list-style-type: none"> This same approach is used when thinking with regards to the elective classes that are within the department. We as a department figure out the content we wish to teach, move on to the actual big ideas and skills we wish for students to know, and then create the assessments that would adequately test the skills. These assessments tend to be more literacy based, because they are tied to the CCSS 1 & 8 because they lend themselves to citing evidence and defending ones point of view. 			

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.											
Allocations will be taken Tax Levy to support the schools instructional goals.											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- 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.

The school administration shared data on the students and encouraged teachers to learn about students’ literacy levels, build on prior knowledge, teach to different learning styles and reflect on how they can teach the oral, visual, auditory, and kinesthetic learners. Teachers received the following support to develop their individual professional capacity: weekly participation in grade level team meetings; inter-visitations and demonstration lessons; peer mentoring; formal and informal observation feedback with teachers. In collaboration between teacher and administrator, an action plan will be created to support the teacher’s progression to the next level. Teachers met individually with the administrator every two months to review and monitor progress towards outcomes. Modifications were made as necessary. Teachers met in departments and in inter-disciplinary teams to continue learning and to monitor progress of all students at the school.

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.

To continue to strengthen teachers data analysis skills and expertise within collaborative teams.

By March 2016, teachers would have completed and shared their data portfolios across departments. This will be assessed by principal's observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. • We offer after school and Saturday school classes in preparation for regents. 	<p>Target Group(s) Who will be targeted?</p> <p><i>All teachers</i></p>	<p>Timeline What is the start and end date?</p> <p><i>September-June 2016</i></p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> <p><i>Administrative cabinet and team leaders</i></p>
<p>Part 3 - Action Plan</p> <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> <p>- Research-based instructional programs, professional development , and/or systems and structures needed to impact change.</p> <p>- 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).</p>	<p>Target Groups(s) Who will be targeted?</p> <p>All teachers</p>	<p>Timeline What is the start and end date?</p> <p>September - June 2016</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> <p>Administrative cabinet and team leaders</p>

- Strategies to promote parent leadership and engagement as a key lever for school improvement. -We offer after school and Saturday school classes in preparation for regents.						

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. at the end of each cycle the scholarship reports are reviewed to determine next steps.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	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. At the end of each cycle data is reviewed to determine instructional next steps. Student bars and teacher conversations are used in evaluating benchmarks for the school.
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.

Our needs assessment started with the implementation of various formal and informal assessments. We were able to collect data related to our students’ strengths and needs for skill remediation through the creation of score reports for the ELA and Math Acuity Periodic Assessment, Progress Report, HSST/ATS, Regents data, our December Mock Regents and January Regents exams. We design action plans interpreting this data and design action plans for the improvement of our instructional practice. We also use the Bi-Weekly Assessment Progress Reports to identify areas for additional supports including counseling, case management and attendance outreach. We identify goals for our students and articulate high expectations through individual goal setting with students through behavior management plans, Individual Graduation Plans and Individual Student Action Plans.

Part 2 – Annual Goal

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

By May 2016, all teacher teams will engage in complete two Lesson Studies supported by teacher inter-visitations.

In evidence by the completion of lesson plans and teacher reflections on the process.

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>In August all teachers will attend a summer PD on reading comprehension and vocabulary acquisition. The PD will include readings from the book "Word Wise and Content Rich." Teachers will engage in unit planning to include concepts covered.</p>	<p>All teachers</p>	<p>Aug. 2015- June 2016</p>	<p>Administrative Cabinet Team Leaders</p>
<p>Supervision and Support of All teachers. Teachers will be able to specialize in a department so we are able to provide increased support for our students. We have biweekly instructional training where they will participate in a book study with the principal and assistant principal. Since they co-teach their classes, we purposefully program them to ensure they have prep time with their co-teachers. We also have weekly department meetings to talk about students who struggle the most and brainstorm interventions.</p>	<p>All teachers</p>	<p>Aug 2015- June 2016</p>	<p>Administrative Cabinet</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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At the end of each cycle data is reviewed to determine instructional next steps. Student bars and teacher conversations are used in evaluating benchmarks for the school.

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)		Regents Prep Class ILearn Book End (school wide) Advisories Saturday Academy Regents Prep weekend	English Coach Small group and individual tutoring Double-period classes each day. On-line review for students failing the English Regents exam Regents review classes are available to all students who previously failed a Regents with less than a grade of 65 Intensive Regents Prep End of Day Book End Class which is 20 minutes of reading 10 Minutes of independent reading in each class every day at the beginning of each period	<ul style="list-style-type: none"> • Period 4 Lunch • After school, • Regents prep (1 week before regents) • Saturday & Sunday Regents Prep classes • End of each day Saturday School
Mathematics		Regents Prep Class ILearn Advisories	Small group and individual tutoring Double-period	<ul style="list-style-type: none"> • Period 4 Lunch • After school, Regents prep

Science		Regents Prep Class ILearn Advisories Saturday Academy Mock Regents exam Regents prep weekend Make-up Labs Science Coach	Small group and individual tutoring Double-period classes each day. On-line review for students failing the English Regents exam Regents review classes are available to all students who previously failed a Regents with less than a grade of 65 Intensive Regents Prep Mid-Day Book End Class which is 20 minutes of reading 10 Minutes of independent reading in each class every day at the beginning of each period	<ul style="list-style-type: none"> • Period 4 Lunch • After school, Regents prep
Social Studies		Regents Prep Class ILearn Advisories Saturday Academy Regents Review Mock Regents exam Regents prep weekend Social Studies Coach	Small group and individual tutoring On-line review for students failing the Living Environment Regents exam Regents review classes are available to all students who previously failed the Regents with less than a grade of 65. Intensive Regents Prep	<ul style="list-style-type: none"> • Period 4 Lunch • After school, Regents prep
At-risk services (e.g. provided by the Guidance Counselor,		College and Career Counseling,	College & Career 1x per week	<ul style="list-style-type: none"> • Period 4 Lunch • After school,

<p><i>School Psychologist, Social Worker, etc.)</i></p>		<p>Individual and small group counseling</p> <p>Academic and social emotional counseling</p>	<p>Group & Individual every day</p> <p>Every day as needed</p> <p>Classes 1x per week</p>	<ul style="list-style-type: none"> • Regents prep (1 week before regents) • Saturday & Sunday Regents Prep classes • End of each day <p>Saturday School</p>
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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.
Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Bartholemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Ms. Harris (Fordham), Eskolta. Teachers & students also meet with Mr. Dorancy (TRIAD Consulting Strategies), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC), Ms. Tucker (Redemption).

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).
Coaches/consultants come in to work with departments and individual teachers on a weekly basis. Each department meets 3 times a week for common planning. Informal observations & feedback also take place.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
We use observations & regents data analysis to measure effectiveness. •

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).
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Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	124,675.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,400,115.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

Brooklyn Bridge Academy , 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 18	Borough Brooklyn	School Number 578
School Name BROOKLYN BRIDGE ACADEMY		

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 DR. MAX R. JEAN-PAUL	Assistant Principal KIMBERLY LABOY
Coach Dr. Max R. Jean-Paul	Coach Amelica Content
ENL (English as a New Language)/Bilingual Teacher Iva Gjoni	School Counselor AMELICA CONTENT
Teacher/Subject Area SHIVIKA RAJKISORE, SCIENCE	Parent GERTRUDE NOEL
Teacher/Subject Area SHELLY NOEL	Parent Coordinator JOVAN COWELL PETTWAY
Related-Service Provider IVA GJONI, ELA	Borough Field Support Center Staff Member MARIANO GUZMAN
Superintendent DONALD CONYERS	Other (Name and Title) N/A

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not 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)	217	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input 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	6	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	1	1		1			3			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												2		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1	1	1	0
French													1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)												1		0
Transitioning (High Intermediate)													1	0
Expanding (Advanced)											1	1		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT 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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use the data to see how students perform and what we need to do in order to help ELLs succeed. Our main objective is to graduate as many of our students as possible. ELLs get additional time to work with teacher/teachers in order to improve their language skills, so that they can pass the exams. They participate in Saturday school (Regents Prep). BBA is a transfer school. After we admit the students, we check their transcripts and information about their language skills. Teachers, advisors and administration work closely together to see where the students should be placed, what courses the student must take and what ESL needs the student has. Based on the previous data and information that we receive from teachers, we provide the student with the needed extra/ESL help.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We view the data in order to have a better understanding of how the ELLs have improved from previous years. When we see improvement, we continue enhancing our lessons so that all our ELLs benefit and enhance their language skills. Data demonstrates where the students are, what we should do as a school to provide students with the necessary help from all teachers, not only from their ESL teachers. We compare students LAB-R scores with the NYSESLAT scores and see their improvements, in what areas they need help, we try to understand their language deficiencies and weaknesses in order to create lessons that will be beneficial to them in the future.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Brooklyn Bridge Academy is a Transfer High School in its seventh year of operation. Our major objective is to graduate all our students according to their Individual Graduation Plan. Our ELL students are mainstreamed in their classes. Some of our ELA classes are taught by a licensed ELL teacher as we believe ELL strategies are good teaching strategies for all students. The ELL teacher also works with students during tutoring time. Moreover, our instructional delivery model is the Reading and Writing workshop model emphasizing small class size, modeling, guided and independent practice, which provides ample opportunities for students to speak, read and write English.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The school leadership and teachers discuss students' test result in weekly meetings during Common Planning Time and what the data reveals help us understand what our ELLs need in order to improve their language skills. Therefore, we create programmes and lesson plans that are rigorous and differentiated. We have extended students' Independent Reading time. This have allowed for students to learn more vocabulary words, read more and practice book disucssions and test taking strategies. Teachers and administration (as well as advisors) meet and discuss the students' scores, needs and what we should do to help our ELLs improve their language skills. We meet three times a week in our departments and the ESL teacher works collaboratively with all teachers to make sure that ELLs are getting the necessary help. The ESL teacher works with the ELLs individually and also in the classroom, where she teaches English/ESL. Working collaboratively with other teachers has helped us improve our lessons as a school and our ELLs have benefited and have, as a result, achieved higher grades.

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?

One example of hos we make sure that a student's new language development is considered in instructional decisions is that among our focal students for this year's Lesson Study must be at least one ELL. This allows for more individual time for the teacher to meet and conference with the student and assist him/her with his/her language skills. During student-teacher conferences, the teacher has deep conversations that allow for the teacher to understand what the students needs most, resulting in lesson planning that is differentiated. Independent Reading - the student chooses a novel of his/her choice based on his/her preferences and language skills. Students may read novels in their first language as well.

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).

Our Community Gatherings at the end of every Cycle serve as a culminating event for each trimester/cycle and providestudents with a more demanding opportunity to speak, write, read and listen to English. Each course is designed in such a way that it corresponds with students' grade level. We offer Foundations courses and more advance courses, such as Regents Prep and Post Regents. All of our ELL students receive individualized assistance in the least restrictive environment through mini-conferencing and increased levels of student-to-student interaction. We offer Saturday school to all of our students, including ELLs. They have the chance to practice ELA and Math. For the upcoming year we will continue with our ESL program and will work on improving it and offering more resources and help. Computers are available in school and during teaching. Teachers use power point presentations, smart boards, different level books, etc. Our students, especially our ESL students, are given many opportunities to succeed. All the resources and survices correspond to our ELLs grade levels.

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.

Some of our school's activities to assist newly enrolled ESL students are: community gathering with parents taking part as well, an orientation conducted by the Principal, Advisors, Guidance Cuncelors, Teachers, etc. There are members of the staff/teachers in our school that speak several languages, as well as our Principal and Guidance Cuncelor, who help students by approaching them in the native language/approaching their parents in the native language. There are also parent school night, open school night, Regents Prep, and Community Get Togethers. (Native Language/Native Language materials are not used in inverventional programmes). Test accomodations for ELLs are: ELLs receive time and a half. Brooklyn Bridge Academy is a transfer school. We receive transcripts from other schools – therefore, we do not conduct LAB-R tests. However, we do interview our students before admitting them to our school,

we conduct meetings with parents, advisors and principal; the students do take an entrance test and we also communicate with parents and send letters home to let them know about the ESL program their child will be attending at our school.

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

We use transcripts and other information provided to us (i.e. IEP's).

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).

Kimberly Laboy, Assistant Principal and Erika Bogdany, SPED ELA teacher, Chrisine Cirone SBST team.

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.

BBA is an Alternative/Transfer High School and we go according to previously selected programs.

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).

BBA is an Alternative/Transfer High School and we go according to previously selected programs.

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.

BBA is an Alternative/Transfer High School and we go according to previously selected programs.

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.

Parent surveys are mailed and/or distributed during parent-teacher conferences. School messenger is sent home to remind parents to complete surveys.

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

If surveys are not returned within a certain period of time, a school messenger reminder is sent home.

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

Guidance counselor sends letters home.

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

Information is in ATS.

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.

Testing takes place in a quiet, rigorous environment. A team of teachers participates and conducts/proctors testing. Selected teachers depend on their training and availability.

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

Guidance counselor sends letters and does parent outreach.

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices have mostly been similar to the ones previously requested/offered.

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 ESL/ELA teachers works with the students regularly. ELLs are programmed to take the same classes/courses that other students take but the teachers are aware of the lack of language skills for our ELLs. Therefore, teachers differentiate, use technology in their classrooms, students use computers and are given Independent Reading time daily and after school. The ESL teacher works closely with other teachers to ensure that ELLs are received the best service. Also the ESL teacher meets regularly with the ELL students during regular class hours and outside the classroom. Students work with a teacher one on one and during English classes.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The ESL teacher teaches all our ELLs. The ESL teacher is also present in other classes for extra help. ESL teacher and student meet individually. Students are provided with extra help at any time during their classes and/or teacher-student conferences.
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.
Teachers differentiate and use the English Language/English Standards ensuring that all students are receiving rigorous and meaningful instruction. English is delivered by the ESL teacher and differentiation is used constantly. Native language support is provided by our advisor(s) who speak the students' native language (when needed). Delivery of lesson is done in English and texts used are at different levels of difficulty.
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?
Practice tests, work closely with the ESL/ELA teacher as well as other teachers. All students are assessed weekly. MOSL. The teachers give tests to see where the students are and what they need to improve. ELLs are also assessed daily through discussions, classwork, homework and quizzes.
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 statusUsing technology, different level text, Independent Reading, test taking strategies, Regents Prep, extra time, teacher-student conferencing, etc. Newcomers start with our Intro courses. Teachers and students work together to see what the ELL needs are and how they can move to the next level. ELLs receiving service 4 to 6 years move to higher courses, such as College Prep or Culture and Identity, A Writer's Life, where the level of reading/language is at the highest. Long term ELLs also take high level courses and electives. ELLs who tested proficient are moved on to either graduating high school or taking College courses.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
N/A
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

use the workshop model, Power Point presentations, use of computer labs and technology in the classrooms. Various level texts. Frequent use of libraries/ESL library. All teachers at BBA create lessons that are easily accessible to all students and especially to ELLs. The use of handouts/charts, power point presentations, pictures, modeling, scaffolding are some of the strategies that all our teachers at BBA use, so that all students learn at different levels of difficulty. Book End is another strategy that has helped our students with reading comprehension. Students read independently daily for 20 minutes. Also our school/ESL libraries are very rich with books not only in English, but also in other foreign languages. Students/ELLs have access to glossaries, dictionaries, various level texts, etc.

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

Common Planning Time meeting, teacher discussions and collaboration, staff meetings, feedback from administration, use of data to enhance and improve instruction. IEP's are reviewed by the school's psychologists and SPED team to make sure goals are met.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
EFFICIENCY Chart		.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(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

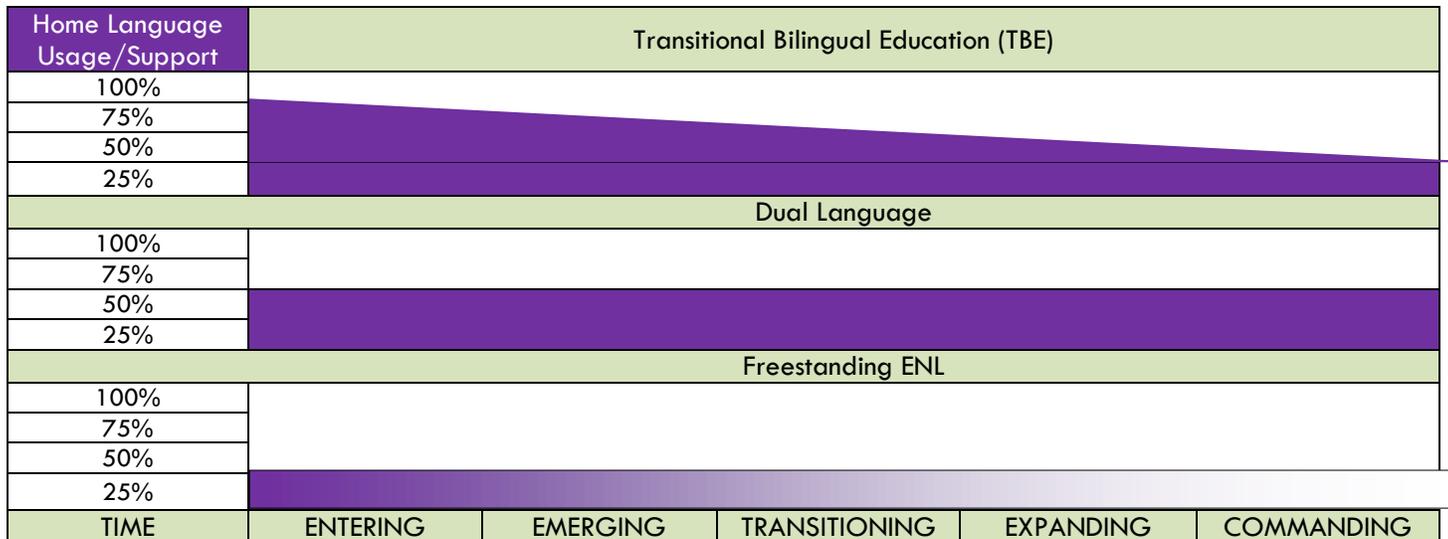


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Tutoring services offered in English. Saturday Regents prep classes (all subjects). Independent Study with ELA/ESL teacher(s). Student-teacher conferences. Lesson study.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our individualized programming is servicing students' in need. Teachers become aware of ELLs during teacher time/teacher meetings/CPT and staff meetings.
12. What new programs or improvements will be considered for the upcoming school year?
We have a rolling enrollment since we are a transfer school. Programs are addressed according to rolling admissions.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Afterschool programs and tutoring. They are scheduled to attend all the programs offered by our school.
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.
Supplemental materials target ELLs; use of the computer LAB; classroom library includes glossaries, dictionaries/thesaurus and books in Haitian-Creole, French and Spanish
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Instruction is delivered in English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Guidance Counselor and Assistant Principal review programs and student progress based on credits needed to graduate and additional practices they need to pass regents exams.
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).
All ELL students are invited to join clubs, sports, youth meetings, college career readiness and learning to work programs.
19. What language electives are offered to ELLs?
Paste response to question here:
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?**Paste response to question here:**

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
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?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
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.
Paste response to question here:

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?
Several parent-teacher meetings are held throughout the year.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
In person meetings, phone calls, letters.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Calls are made and one one one conversations are held.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes.
5. How do you evaluate the needs of the parents?
Questionnaire.
6. How do your parental involvement activities address the needs of the parents?
Translation severices and materials as needed.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>K578</u>		School DBN: <u>18K578</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Max R. Jean-Pal	Principal		11/4/15
Kimberly Laboy	Assistant Principal		11/4/15
Jovan Cowell Pettway	Parent Coordinator		11/4/15
Iva Gjoni	ENL/Bilingual Teacher		11/4/15
	Parent		11/4/15
Shivika Rajkosore	Teacher/Subject Area		11/4/15
Shelly Noel	Teacher/Subject Area		11/4/15
Dr. Max R. Jean-Paul	Coach		11/4/15
Amelica Content	Coach		11/4/15
Amelica Content	School Counselor		11/4/15
Donald Conyers	Superintendent		11/4/15
Marioano Guzman	Borough Field Support Center Staff Member _____		11/4/15
	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: **18k578**

School Name: **BROOKLYN BRIDGE ACADEMY**
Superintendent: **DONALD CONYERS**

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.

Because BBA is a transfer school, we use students' information and data that is conducted by their previous school. We do not assess our students' language skills because we use the information that the students bring with them. Therefore, we use the information from ATS and students' credit reports to continue servicing them.

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.

We use information and surveys conducted previously from the schools. For new enrollments we use the Parent Survey form. .

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.)

Our school's guidance counselor conducts phone calls and, when necessary, translates for parents whose English is not their primary language. We also send notifications to parents about students scores and their continuing education at BBA. All other information is sent to parents by our advisors/school administration.

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.

We have parent-teacher conferences 4 times/year. Teachers also conduct home phone calls and meet with students' advisors.

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.

Translations are conducted by an in-house school staff (guidance counselors, advisors).

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.

Guidance counselor, principal, advisors communicate with parents via email/phone calls or in person. Our interpretation needs are met by in house school staff.

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.)

During meetings with the principal, guidance counselor and/or advisors we are made aware of ensuring that parents understand important information. Whenever needed, they will translate (or find another person to translate for parents and/or students). The principal and other staff members are aware and ready to assist.

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

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)

Parent Surveys and Parent Meetings.