

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K745

School Name:

BROOKLYN INSTITUTE FOR LIBERAL ARTS

Principal:

ANN-MARIE HENRY-STEPHENS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Institute for Liberal Arts School Number (DBN): 17K745
Grades Served: 9-12
School Address: 600 Kingston Avenue, Brooklyn New York 11203
Phone Number: 718-221-1097 Fax: 718-221-1794
School Contact Person: Ann-Marie Henry-Stephens Email Address: ahenrystephens@schools.nyc.gov
Principal: Ann-Marie Henry-Stephens
UFT Chapter Leader: Grace-Ann Charles
Parents' Association President: Morissa Sampson
SLT Chairperson: Ann-Marie Henry-Stephens
Title I Parent Representative (or Parent Advisory Council Chairperson): Morissa Sampson
Student Representative(s): Gerron Jack
Diamond Williams-Peart

District Information

District: 17 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn New York 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718-968-4100 Fax: 718-241-9223

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn NY 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 617-212-4934 Fax: 718-759-3909

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)
Ann-Marie Henry-Stephens	*Principal or Designee	
Grace-Ann-Charles	*UFT Chapter Leader or Designee	
Morisa Sampson	*PA/PTA President or Designated Co-President	
Cassandra Drew	DC 37 Representative (staff), if applicable	
Morissa Sampson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Gerron Jack	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diamond Williams-Peart	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cicily Humes-James	Member/CSA Representative	
Gwendolyn Williams	Member/Parent	
Julie Adams	Member/ Parent	
Maria Austin	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Brooklyn Institute for Liberal Arts is a high school with 261 students from grade 9 through grade 11 (grade 12 will be added in the 2015-2016 school year). The school population comprises 93% Black, 4% Hispanic, 1% White, and 2% Asian students. The student body includes 7% English language learners and 17% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 94.2%. Most of the students at this school are immigrants or children of immigrants from the English speaking Caribbean islands. This population of students is not traditionally identified as English Language Learners, but they in fact speak and write different dialects that are native to their home countries and impact their language acquisition skills. We have the systems in place to give all our students the academic and social/emotional support they need to succeed.

The leadership, faculty and staff of this school work hard to ensure that we live our mission statement: *At the Brooklyn Institute for Liberal Arts we educate and nurture each child to develop his or her fullest potential. Our inquiry-based approach to a rigorous, standards-based liberal arts curriculum and our collaborative approach to our learning environment ensure that our students have the academic knowledge and skills necessary to succeed in college and in their future careers. At the Brooklyn Institute for Liberal Arts, we "Believe, Inquire, Learn and Achieve" together so that our students can fully immerse themselves in 21st century life challenges and successes.*

Over the last year, we have continued to work on developing stronger systems and protocols around all elements of the Framework for Great Schools. This year we celebrate our progress in teacher collaboration and our amazing school culture. At BILA we value collaboration and relationships and have built structures to ensure that these values are fully developed in our professional learning community. Teachers and staff meet several times a week in full faculty meetings every Wednesday, grade team meetings, common planning sessions, mentoring and inter-visitation sessions to plan curriculum, to review data, and to guide and counsel each other. During our 2014-2015 Quality Review, we received a Well-Developed rating for having a "culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations." To achieve our goals we:

♣ Partnered with College for Every Student (CFES) a national non-profit organization dedicated to helping underserved students prepare for, gain access to, and succeed in college

- Partnered with Princeton University. The university sends a group of Princeton students to BILA twice per year to spend weeks with our students working on building college readiness skills
- Partnered with CUNY to offer College Now classes to students
- Celebrate good citizenship through a Merit System and Advisee of the Week award.
- Program and support students to finish basic high school requirements by the end of 10th grade
- Offer numerous trips to colleges for all grades to promote College Readiness as early as possible
- Offer a strong Advisory program to promote good citizenship and college readiness and social/emotional well-being
- Aggressively monitor attendance to ensure students are in school every day.

- Hold workshops for parents around college readiness
- Send progress reports are sent out to parents one every marking period

For the 2015-2016 school year, we will continue to focus on ensuring that our students get rigorous instruction across all content areas and in every classroom. To that effort, we have identified our instructional focus for the school year as Argumentative Reading and Writing. We have further broken down that into the following strands:

9th grade Instructional Focus: *Evidence in Argument*: students will develop the skill of using evidence to support arguments in discussion and writing across all content areas .

10th grade Instructional Focus: *Analysis of Evidence*: students will write thorough and cogent analysis of evidence in order to develop claims and arguments .

11-12th grade Instructional Focus: *Analysis of Evidence*: students will read and write thorough and cogent analysis of complex texts in order to develop claims and arguments .

17K745 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11	Total Enrollment	252	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	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	5	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	115.3%	% Attendance Rate			94.2%
% Free Lunch	80.6%	% Reduced Lunch			10.0%
% Limited English Proficient	7.7%	% Students with Disabilities			15.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			88.2%
% Hispanic or Latino	4.7%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	1.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			13.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			3.07
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	90.9%	Mathematics Performance at levels 3 & 4			65.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	95.7%	% of 2nd year students who earned 10+ credits			93.9%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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				

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.

Students will be engaging in rigorous coursework and must be able to support their ideas and opinions critically. Teachers and students will need a strong understanding of the Common Core State Standards (CCLS) in order to help students meet these standards. Coursework in all subjects will be cognitively demanding in preparation for career and college readiness. Students will need to be able to critically examine issues, determine claims and counterclaims, and use and cite evidence to support arguments. Last year focused on getting students to cite evidence to support claims and arguments in 9th grade and to analyze evidence in grades 10 and 11. This year, in an effort to continue the work we began last year, our instructional focus for grades 10-12 involves analysis of more complex texts and arguments.

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 2016, 10, 11th and 12th grade students will increase proficiency in analyzing evidence to support arguments (Common Core Learning Standard); 80% of students will effectively analyze evidence to support arguments across subject areas and grades by showing growth in the “**Textual Analysis**” section of the rubric of New York City Performance Assessment Test Rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<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. 			
1. Activity—In September, teachers will meet to norm and create rubric similar to NYC Performance Assessment ELA rubric. Teachers will meet twice a week in common planning	Teachers	September	Principal, Assistant Principals and Department Coordinators

time sessions to develop rubrics and other instructional artifacts around analyzing evidence in argument			
2. Activity--Teachers will develop Common Core-aligned units of study that incorporates opportunities for all students to conduct research and critique information found. Teachers will also develop collaborative units and lessons that incorporate oral and written skills needed for analyzing evidence to support arguments. Teachers meet bi-weekly in grade teams and department teams to assess student work and make adjustments as needed to ensure that students analyze evidence clearly and effectively	Teachers	Weekly from September 2015 to June 2016	Principal, Assistant Principals and Department Coordinators
3. Teachers will receive professional development during the school year to support their efforts in building students' analytical skills.		Weekly from September 2015 to June 2016	Principal, Assistant Principals and Department Coordinators
4. To involve parents, we will: a) Hold a curriculum night in September to introduce and review Common Core State Standards to parents. b) Create information and study packets providing strategies to help students learn how to analyze evidence in arguments. c) Hold workshops for parents to learn strategies to support their children in reading and analyzing arguments.		Monthly from September 2015 to June 2016	Principal, Assistant Principals, parent Coordinator and Department Coordinators and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers' schedules will be created so that they are able to meet as teams during the school day and for extended PD sessions on Wednesdays from 1:00—5:00 pm.											
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
X	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.
Teachers will evaluate students' progress towards reaching proficiency after every unit of study but will use end of term one exams as benchmark assignments to monitor students' progress towards goal .
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

	Tax Levy	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.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

BILA has a core group of parents that participate in school wide activities. These parents attend PTA meetings, SLT meetings, school events, and student run events. Only 35% of parents attended our last Parent-Teacher conference in the spring of 2015, and approximately 10% attend monthly PTA meetings. We recognize the need, for greater numbers of parents to get involved in our school community and school activities.

Part 2 – Annual Goal

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

By June 2016, the school will develop a more collaborative partnership with families and community based organizations resulting in a 10% increase in parent attendance and participation in PTA meetings, parent-teacher conferences, and school events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Within their professional learning community, staff will receive training on strategies to improve outreach, communication skills and cultural competency so as to build stronger ties between parents and other members of the school community. All parents and teachers will be invited to attend regularly scheduled parent and school meetings</p>	<p>Teachers Parents</p>	<p>September 2015 to June 2016</p>	<p>Principal Assistant Principal, Guidance Counselors, PTA President, Parent Coordinator</p>

(Monthly PTA Meetings, SLT Meetings, Annual Title I Parent Meetings) to inform and strengthen the parent and school community connection.			
The school will use electronic tools (School website, Jupiter grades, School Messenger, NYC School Account) to give parents 24-hour access to all possible information (student grades, completion of assignments, attendance and punctuality, etc.) that will enable them to help their children succeed.	Parents	September 2015 to June 2016	Principal Assistant Principal, Guidance Counselors, PTA President, Parent Coordinator
To ensure parent of ELLs are engaged and informed in all school activities, we will ensure that all documents and messages are translated in all of the languages of students in our school community.	ELL Parents	September 2015 to June 2016	Principal Assistant Principal, Guidance Counselors, PTA President, Parent Coordinator, DOE Translation and Interpretation Unit, Bi-Lingual staff members.
Teachers and Guidance Counselors will use at least 45 minutes of professional development time each week to engage in parent outreach (parent meetings, phone conferences, emails, letters).	Teachers Guidance Counselors	September 2015 to June 2016	Principal and Assistant Principal

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.											
Title I SWP Funds											
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 monthly SLT meetings, whole staff pd sessions, and cabinet meetings, strategies will be discussed for increasing parent involvement. In monthly SLT meetings and in February 2016, attendance sheets will be evaluated to monitor progress towards that goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grade data is reviewed every 6 weeks Data from Progress reports Referrals from teachers.	Tutoring with use of instructional packets, Achieve 3000 (Interactive online reading programs	Small group and one-to-one tutoring	During, after school and on Saturdays
Mathematics	Grade data is reviewed every 6 weeks. Data from Progress reports. Referrals from teachers.	Tutoring with use of instructional packets, and interactive online program, IXL Math, for Algebra, Geometry and Trigonometry.	Small group and one-to-one tutoring	During, after school and on Saturdays
Science	Grade data is reviewed every 6 weeks Data from Progress reports. Referrals from teachers.	Tutoring with the use of instructional packets and using online programs such as Brainpop and Castle Learning	Small group and one-to-one tutoring	During, after school and on Saturdays
Social Studies	Grade data is reviewed every 6 weeks. Data from Progress reports. Referrals from teachers.	Tutoring with use of instructional packets and using online programs such as Brainpop and Castle Learning	Small group and one-to-one tutoring	During, after school and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor,	Grade data is reviewed every 6 weeks.	Students are scheduled to see the school's guidance	Group and individual sessions as needed	During and after school and on weekdays

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>Data from Progress reports</p> <p>Referrals from teachers and guidance counselors</p> <p>Student attendance data</p>	<p>counselors weekly and members of the SBST as needed for: Individual Counseling,</p> <p>Group Counseling</p> <p>Speech</p> <p>Parents are also invited in to participate in counseling sessions, meetings and workshops.</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.
<p>For future openings we will continue the strong hiring and retention practices by:</p> <ul style="list-style-type: none"> • Ensuring every teacher is licensed in the content area that he/she teaches. • Prospective teachers are required to submit resumes, which are then vetted by the school's hiring committee. The principal, assistant principal, with other department-specific faculty, will conduct an initial interview. A demonstration lesson will follow to determine that incoming teachers are highly qualified. • Once new teachers are hired they work in conjunction with department members to develop instructional units and assessments for students. • Offering in-house mentoring to all teachers new to the system • Offering content area coaching to staff members; coaches are provided by CFN 404 • Recruiting from programs such as Math for America, NYCDOE Teaching Fellows Program • All of our staff members are continually offered multiple opportunities to attend staff development • Teachers and counselors are provided with workshops on the graduation requirement in order to better prepare the students in their classes as well as their mentees. • Teachers and staff attend Institute for Student Achievement's (ISA) Summer Institute for professional development in all areas of practice and to learn best practices from other ISA schools

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).
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Ongoing Professional Learning Team Structures

Weekly Whole Staff Learning Sessions

The staff at BILA meet every Wednesday from 1:30 pm-5:00 pm for whole staff professional development sessions. We hold fast to the belief that the whole pedagogical staff we must get together at least one a week for learning and to address school issues that may arise. Guidance counselors and paraprofessionals also attend these meetings.

Differentiated Professional Learning Sessions

These sessions are led by department coordinators (teacher leaders): Coordinators have time built in their schedules that allow them time to visit classrooms, meet individually with teachers who need extra support, work on department data. **All coordinators are members of the cabinet and professional development team. We meet weekly to determine the needs of teachers and students, make decisions about school structure, and evaluate what is or is not working in the school. 3 of the coordinators are also grade team leaders. **

Grade Team Meetings

Grade team meetings take place twice a month on Wednesdays from 1:30-3:00 pm. Our grade teams are our inquiry teams. In these meetings teachers develop intervention plans and monitor student learning and development for groups of students in cycles. Administrators monitor the outcomes of these meetings via minutes and or artifacts that are emailed immediately after the meeting. Or, they sit in on meetings whenever possible.

Common Planning Sessions

Sessions are held twice a week during the school day and are akin to department meetings. Teachers' schedules are created with common planning in mind because we think this collaboration is fundamental to teacher development, whole-school structure, and continuity and consistency across grades. Teachers meet and discuss the needs of their specific department and students. They create common assessments, assignments, and curriculum. Administrators monitor the outcomes of these meetings via minutes and or artifacts that are emailed immediately after the meeting. Or, they sit in on meetings whenever possible.

Inter-visitation

Inter-visitation takes place for several reasons at BILA:

- New teachers have scheduled inter-visitation times for their learning purposes. The principal and assistant principal determine which teachers visit which classrooms initially. Later in the semester teachers decide who they want to visit but must fill out the inter-visitation template we provide.
- Coordinators visit with the intention of supporting and developing struggling teachers (usually at the suggestion of the principal or assistant principal). Or, they may visit to see how a specific pedagogical strategy is working at the request of a teacher.
- Teachers may decide to do inter-visitation on their own as determined by their individual needs

Peer Mentoring

Experienced teachers meet weekly with first-year teachers to support growth and development.

External Professional Learning Sessions

All pedagogues are sent to external learning professional sessions provided by the NYCDOE, College for Every Student (CFES), College Board, and other organizations whenever possible during the school year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.

Teachers and administrators meet to plan all aspects of instruction, including assessments in common planning sessions and weekly professional development sessions. Topics covered in professional development around assessments include creating rubrics, designing performance assessment tests and activities, deconstructing state and local assessments. Data is evaluated on a six-week cycle and instructional adjustments are made based on that data.

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	269,622.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,120,898.00		

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 745
School Name Brooklyn Institute for Liberal Arts		

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 Ann-Marie Henry-Stephens	Assistant Principal Cicily Humes-James
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Elyse English	School Counselor Shannon Tyler-Garces
Teacher/Subject Area Brittany Hart	Parent Morisa Sampson
Teacher/Subject Area Rebecca Graham	Parent Coordinator Ramona Kearns
Related-Service Provider NA	Borough Field Support Center Staff Member Soeurette Fougere
Superintendent Michael Prayor	Other (Name and Title) Bergelette Ologan, Secretary

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	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)	261	Total number of ELLs	22	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input 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	21	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	21	2	2				1	1		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	13	0	10	0
Integrated Algebra/CC Algebra	2	0	1	0
Geometry/CC Algebra	3	0	1	0
Algebra 2/Trigonometry	1	0	0	0
Math _____	0	0	0	0
Chemistry	1	0	1	0
Earth Science	0	0	0	0
Living Environment	10	0	8	0
Physics	0	0	0	0

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	10	0	6	0
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Data from our intake process, SIFE interview tool, and early diagnostic assessments that aligned to the Common Core Learning Standards show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the information they need to properly differentiate their content area, inquiry-based curricula. In addition to teacher created assessments, every year, students take the level set from Achieve 3000 to determine initial English Reading levels. The results of the Achieve 3000 level indicate that approximately 80% of our students enter our school with a reading level at or below 6th grade. SIFE students show levels well below 4th grade. As a result, the school continues to place a great emphasis to teach reading in our differentiated school-wide reading program and in supporting reading and literacy strategies in all content areas in all grades. 9th and 10th grade students get extra literacy classes to help develop their reading and writing skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns across all grades on the NYSESLAT and NYSITELL indicate that at least 85% of our students enter our school at the Entering and Emerging levels of proficiency in all areas. Data indicates that because of our heavy emphasis on literacy skills across content areas, students show growth in reading, writing, listening, and speaking rather quickly. Most students test at Transitioning, Expanding and Commanding levels by the end of 10th grade.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The most up to date data is currently unavailable to schools. However, because of the small number of ELLs in 2012-2013 and 2013-2014 school years, this school has never received Title III funding for its LEP students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a) Our school offers a push-in ESL program at grades 9 and 10, and a pull-out free standing ESL program at 11th grade. We have found that students thrive in the classroom with other English speakers at the lower levels. A pull-out ESL class is offered at 11th grade because if students have not tested at Expanding or Commanding by then, or if they have not passed their Regents exams, we know that they require a smaller setting to hone their skills. Students are provided both the English version and the native language version of Regents assessments, when they are available, side by side. Given the diversity of our language groups and the fact that none of students choose to answer their examination in native language we have insufficient data for comparison.
- b. Teachers and administrators examine student results to modify curricula, instruction and programming across grades; and to develop individual intervention plans for students as needed.
- c. Our assessments indicate that our students come in below grade level in reading, writing and numeracy. In all classes, including intervention classes, native language via collaborative peer support is used as an access point to all content.
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](#).]
NA
6. How do you make sure that a student's new language development is considered in instructional decisions?
In all classes, students are heterogenously grouped by ability and language such that they use native language to access content while developing English and literacy skills.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the ELL programs is determined by analyzing course pass rates, Regents pass rates and promotion rates. These results are consistently reviewed at grade level teams, departments and school wide levels to better determine the effectiveness of school programming.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
An informal interview is the first step in the HLIS process. Upon arrival at our school, students and their families are initially received by the guidance counselor, ESL teacher and the parent coordinator. The ESL teacher with the assistance of a staff member who speaks the family's native language will conduct the interview. If a native language translator is unavailable on site, then the parent and child will be interviewed and the HLIS will be administered using the telephone interpretation and translation service provided by the NYC Department of Education. The ESL teacher administers NYSITELL examination. Spanish speaking students who are not proficient in English based on the NYSITELL result will also take the Spanish LAB. The ESL teacher will administer the Spanish Lab within the first 10 days of admission. In May, the ESL teacher and the assistant principal coordinate the administration of the NYSESLAT after analyzing enrollment data, NYSITELL scores, and the RLAT report on ATS to ensure that all qualifying ELLs are tested. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions.
- 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).
The ESL teacher conducts individual oral interviews with each ELL student within the first 30 days of the tenure in the school and documents the answers on a SIFE questionnaire. This questionnaire along with samples of student work is reviewed by the LAP team and a determination is made as to the student's SIFE status. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.
- 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).
An SBST team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. The ESL teacher and the SpEd Coordinator are responsible for ensuring that ELLs with IEPs get the related services and testing accommodations they are entitled to for all exams.

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.
The assistant principal prints and mails letters out to parents.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. During the ELL parent orientation session, parents will be told and given written documents explaining the new Re-Identification process. Documents will be written in all required languages.
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.
 1. During the intake process, the ESL teacher, the guidance counselor and the parent coordinator (if necessary) with the translation assistance of staff members who speak the parent or guardian's native language will conduct the Parent Program Selection orientation for parents, guardians, and new students. After they have completed the HLIS and it is determined whether the child is NYSITELL eligible. During this meeting, parents are shown the video highlighting the three program options, in the appropriate native language. The school staff with interpretation assistance if necessary (either another staff member or through the NYCDOE Office of Translation and Interpretation), explains the three program options and answers any questions families may have regarding each one. After their questions are answered satisfactorily, parents complete the Program Choice form. After their program selection, we conduct a mini orientation where we explain the unique features of our school and provide them with our school's Family Handbook (in the appropriate language. The Parent Program Selection form along with the HLIS are collected, copied and originals are placed in the student's cumulative folder. Copies are kept in ELL student files in the Principal/Assistant Principal's office.
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.
Since the parent orientation occurs on the same day that families come into school to register their children, surveys and Program Selection forms choice forms are filled out on-site and turned in to us that day.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Since the parent orientation occurs on the same day that families come into school to register their children, surveys and Program Selection forms choice forms are filled out on-site and turned in to us that day.
9. Describe how your school ensures that placement parent notification letters are distributed.
The assistant principal prints and mails letters out to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A file is created for every ELL student and those files are maintained in the Principal/Assistant Principal's office. Copies of documents such as the HLIS forms are kept in those files. In addition, original documents are kept in each student's cumulative file.
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.
 2. In May, the ESL teacher and the assistant principal coordinate the administration of the NYSESLAT to ensure that all ELLs are tested. A schedule is created for NYSESLAT exams to be administered and ELA teachers are trained to administer the test. A room with all necessary equipment is set aside for testing and students get a test schedule to inform them of the tests. A separate letter about the test is backpacked home to parents. Tests are then administered on scheduled days by the trained teachers and supervised by the assistant principal. Students who are absent for any part of the exam are tested during a series of make-up sessions to ensure that all sections are administered to every student.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The assistant principal prints and mails letters out to parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
This school opened in 2012 and we have just completed our 3rd year of instruction. Our Parent survey and selections forms indicate our parents overwhelmingly choose ESL as the preferred model of instruction for their children. At BILA, we offer ESL, so their choice is in keeping with the school's program model.

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.

We have 60-minute block programming for all of our students. All of our 9th grade ELLs are in the one integrated class and they move from class to class in that same block all day. This structure is the same at the 10th grade and the 11th grade level. This allows us to push in extra instructional support (ESL teacher and SpEd teacher) to those classes when needed. Classes are heterogeneous and instruction is in English with native language supports for vocabulary, dictionaries, glossaries and choice of translated reading materia, at times! We also make an effort to develop language by providing instructions in writing as well as orally with additional visual enhancements where possible.
 - 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)?

Entering and Emerging students get 3 60-minute periods of integrated ESL/ELA and 3 60-minute periods of Literacy instruction
Transitioning and Expanding students get 3-60 minute periods of ELA Instruction in an integrated setting
Commanding students get 3-60 minute periods of ELA Instruction as do all general education students.
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.

Content is delivered primarily in English (except in foreign language courses). BILA is an inquiry school. At the BILA, rigorous work involves addressing the expectations of the Common Core Learning Standards and embedding our school's Habits of Mind in every lesson and activity so that our students graduate with strong foundational skills for college and career readiness. Our custom unit and lesson plan templates require that teachers not only identify the standards they are addressing, but align learning goals, activities and assessment to those standards. Within our unit and lesson plans, teachers make modifications for different students/ learners so that students have access and modified entry points to ensure academic success for all. ELLs and SpEds are given extra support to ensure they can access all content and fully participate in the lessons.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We continue to check student progress throughout the year to determine what additional supports including native language is needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

BILA's inquiry-based instructional model demands that students actively develop listening, speaking, reading and writing skills across all content areas. Since ELLs are held to the same standards and expectations as other students, all lessons and activities are created to ensure development of those skills as per the Common Core Learning Standards. Assessments are created and administered to test for growth in those skills. We also constantly use data on Achieve 3000 and our electronic gradebook, Jupiter Grades, to determine how students are building their reading, listening, speaking, and writing skills.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

A. The LAP team identifies and facilitates interventions for students identified as having low native language literacy and low numeracy. Such interventions include placement in the freestanding ESL class, providing native language tutoring and content specific materials and/or after-school enrichment tutoring. We also offer referrals to outside organizations that provide additional ESL support.

B. Our newcomer are placed in an English/ESL class with a heavy focus on explicit instruction of reading and writing strategies, extensive scaffolding of projects and major assignments, and differentiation of reading and homework assignments based on language ability. Additionally, our newcomer ELL has been provided with additional resources such as Achieve 3000 to target basic English skills.

C. We do not have any developing ELLs. Current data indicates that all of our ELLs will graduate in 4 years. However, if any students become developing ELLs we will offer academic intervention across all content areas. The school has adopted uniform reading and writing strategies across English, Social Studies, Math and Science classes. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Vocabulary development is a heavy focus amongs this subgroup because academic vocabulary aids in students' comprehension in class as well as their ability to express themselves in speaking and writing. As such, all content teachers explicitly teach content vocabulary.

D. The same strategies that apply to developing ELLs will be used to help long-term ELLs. The school only recently got a long-term ELL from another school site and is giving that student the academic intreventions services she needs.

E. Former ELLs, on a case by case basis, can continue to be programmed in ELL classes after testing out. For those who continue to require additional support in reading and writing in specific content areas, they may be programmed in the ELL block for those content areas, and programmed for mainstream blocks in other content areas. Lunchtime and after school tutoring is provided to former ELLs, with a specific focus on supporting them with writing

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.

NA

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?

We focus on problem solving and approaches that force students to develop strategies to getting "unstuck". We develop curriculum using grade-level texts as well as online programs including IXL Math and Achieve 3000 to accelerate languageand numeracy development. All staff, including ESL and Special Education teachers, have received training in best practices for co-teaching, Universal Design for Learning, and Understanding by Design. Use of UDL strategies ensures that there are strategic entrypoints in each lesson for each learner. UDL is helpful in breaking down differentiated units into lesson plans that provide entrypoints for all learners. A variety of grade level materials are incorporated into unit and lesson design to provide appropriate supports for ELL SWDs: reference books (bilingual dictionaries, thesauruses), visuals (posters, graphic novels, graphic organizers), manipulatives, and resources in students' native languages.

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?

Our programming and scheduling maximizes instructional and enrichment time for students. All SWD, including ELLs with SWD, are in ICT settings for all core content area classes, Math, English, Social Studies and Science across all grades. Curricular flexibility to support language and academic development is a schoolwide goal that is being addressed with the use of co-teaching best practices and implementation of UDL in unit and lesson planning. Instructional flexibility is providing through our ICT and push-in/pull-out models of support.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

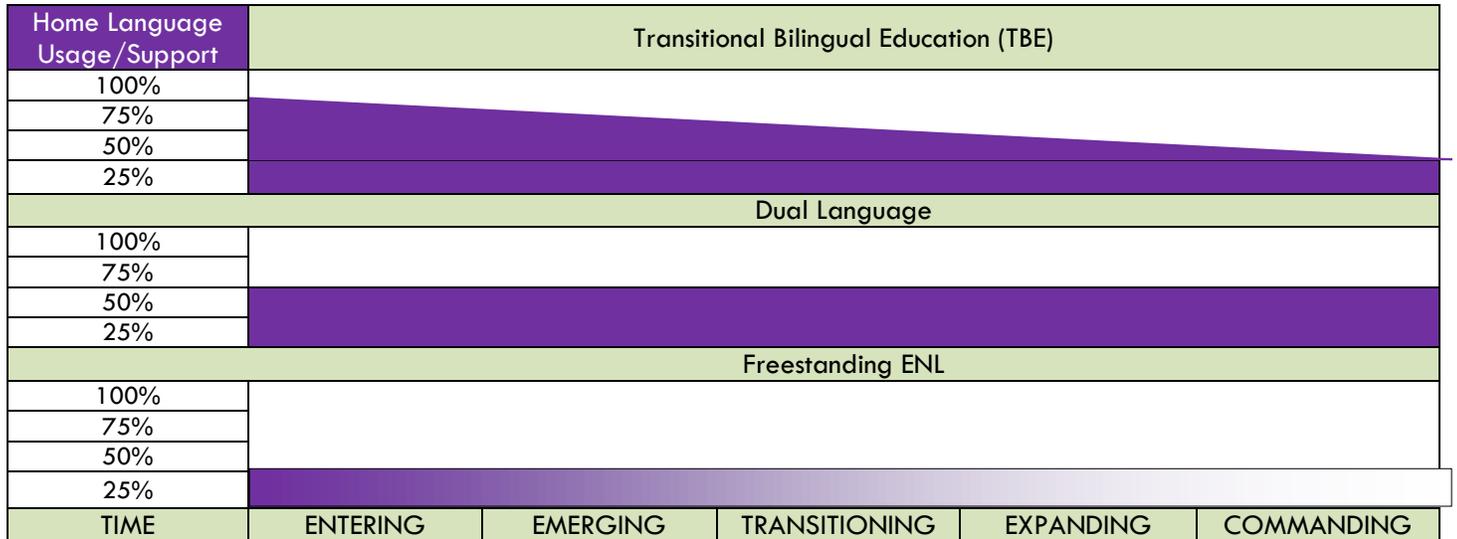


*Note “other approved services” does not apply to New York City at this time.

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. ELLs receive targeted ELA and Math interventions through weekly assignments on Achieve 3000 and IXL Math, adaptive online programs that provide specific skill reinforcement. Both programs provide teachers with data that is used to design classroom instruction to address identified needs in ELA and Math. Additionally, our school's targeted interventions stem from the schoolwide adoption of Universal Design for Learning and Understanding by Design. As UDL is a framework that supports teachers in unit design that incorporates learning activities and assessments for all individuals and groups, including ELLs, teachers are able to break down differentiated units into lesson plans that provide entrypoints for all learners. A variety of grade level materials are incorporated into unit and lesson design to provide appropriate supports for ELLs: reference books (bilingual dictionaries, thesauruses), visuals (posters, graphic novels, graphic organizers), manipulatives, and resources in students' native languages. In addition, ELLs receive intervention services as outlined in the school's CEP Section 6: Academic Intervention Services (AIS).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This year we had 22 ELL students--5 in 9th grade (3 of whom came in the spring semester), 10 in 10th grade and 7 in 11th grade (1 came in the spring semester). 3 of the 9th grade ELLs accumulated enough credits to move to 10th grade and 1, an ELL with an IEP, took and passed his Algebra CC Regents exam. Of the 10 students in 10th grade, all have earned enough credits to move to 11th grade, 1 student has taken and passed 6 Regents exams so far, 4 of them have passed all 5 required Regents exams, 2 have passed 3 Regents exams and 1 has passed only 1 Regents exam. Of the six 11th grade students, 1 is on track to get an Advanced Regents diploma, 4 are on track to get Regents diplomas and only 1 (the one who just came in) is off-track. Those who have not passed any of the 5 required exams are receiving extra support to enable them to do so by the end of the summer session.
12. What new programs or improvements will be considered for the upcoming school year?

The ESL teacher will be programmed to support ELLs in as many classes as possible and teachers who are bi-lingual will be used to team teach with content area teachers in order to offer extra support for ELL students.
13. What programs/services for ELLs will be discontinued and why?

No program will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have access to all of the programs the school offers to other students. We provide after-school tutoring in Math, ELA, Social Studies and Science on Mondays, Tuesdays and Thursdays and Fridays from 3:00-5:00 p.m. We also offer online literacy and numeracy programs to all of our students and computers are made available to them during classes and after school everyday from 3:00-5:00 pm to complete assignments.
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.

ELLs in our school community have a host of instructional resources available to them. We are an Izone school so ELLs, just like every other student, have access to computers (one to one), iPads and online reading and writing programs that they can use in school and at home. All of our classrooms are equipped with SmartBoards. We have bi-language dictionaries, glossaries, texts and computer software programs such as Achieve 3000, IXL Math and Castle Learning, Brainpop.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We have an ESL teacher and a foreign language teacher fluent in Spanish and French. However, we work with our students to determine how to best meet the student's language needs including providing native language support if necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All of the required services for high school-aged students are available to our ELL students at the appropriate grade level. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.
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).

We have a Summer Bridge program for all incoming 9th graders to administer English and Math diagnostics as well as introduce them to our school and its philosophy. Administrators, teachers, guidance counselors and the parent coordinator are involved with this program. Additionally we have an Advisory program which matches a small group of students with a teacher who monitors academic progress and social/emotional development throughout the student's high school tenure. Lastly, our new students are matched to a peer mentor from an upper grade to help with the transition to high school. Students who enter throughout the year

are assigned advisories and native language buddies and are placed in classes with native language support.

19. What language electives are offered to ELLs?

French and Spanish are offered to all students

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)?

NA

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.)
Ongoing Professional Learning Structures at BILA to support ELLs:

Weekly Whole Staff Learning Sessions

The staff at BILA meet every Wednesday from 3:00-5:00 pm for whole staff professional development sessions. We hold fast to the belief that the whole pedagogical staff we must get together at least one a week for learning and to address school issues that may arise. Guidance counselors and the paraprofessional also attend these meeting. At these sessions, staff is informed about rules and guidelines pertaining to ELL instruction, support, laws, etc.

Grade Team Meetings

9th, 10th and 11th grade team meetings take place twice a month on Wednesdays from 1:30-3:00 pm. Our grade teams are like inquiry teams. In these meetings teachers develop intervention plans and monitor individual student learning and development over a period of time. Teachers will look at student work, progress reports and other data to determine how to support students for success.

Common Planning Sessions

Sessions are held twice a week during the school day and are akin to department meetings. Teachers' schedules are created with common planning in mind because we think this collaboration is fundamental to teacher development, whole-school structure, and continuity and consistency across grades. Teachers meet and discuss the needs of their specific department and students within their content areas. They create common assessments, assignments, and curriculum and intervention plans to address students' needs.

Conferences

Faculty and staff attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas

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?
QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to help students transition from middle to high school we offer an Advisory program to all of our students. Advisories meet 4 times a week for quick check-ins and once a week for an extended 2-hour session. In our Advisory program, no more than 12 students are matched to a faculty member throughout the 4 years of high school. Through Advisory, teachers and students build relationships, conference regularly on academics and serve as a main line for communication with the homes to discuss academics, attendance, college awareness, and social-emotional growth. Students have confidence that there is a teacher available to communicate with rest of teachers and family, arrange conferences and tutoring sessions, come up with strategies for success in areas of homework, study skills, self advocacy, etc. These advisors walk their advisees through the tough transition from middle school to high school and make sure they do not fall behind as they work on their skills needed for high school success and college readiness. Through Advisory, students also receive weekly progress reports.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The professional development program described in #1 above provides year-long, on-going professional development for all members of the faculty. Even if teachers participate only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of 144 hours of professional development a year. In addition, our school participates in professional development organized by Internationals the NYCDOE, including intervisitations, summer and Chancellor's professional development days, and a variety of inter-school project-based learning opportunities.

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?

Our school will support parents and families by providing materials, training, and strategies to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. During Curriculum Night in September and February we review programs such as Achieve 3000, IXL Math, transcripts, progress reports, graduation requirements, etc with parents.

Starting in October and continuing throughout the year as needed, the guidance counselors will create a schedule to meet and discuss all relevant information with parents of ELLs.

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.

Records of outreach to parents are maintained through iLog, copies of mailings and through reports from the school messenger system. Documents are placed in individual student files and kept in the principal/assistant principal's office.

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

Our lines of communication with our families are very open and transparent. We call our parents/families regularly to inform them of school events, academic progress, attendance and tardiness. We encourage parent volunteers as well as active participation in our PTA to better support the school and to learn about important school information. We also email our families regularly with school announcements and information that pertains to their child personally. All email accounts for our faculty are made public to the families and we anticipate and encourage communication with the homes as often as needed. Parents can interact with the school and get information from a variety of other platforms: Jupiter Grades, the school's website: bilanyc.net, School Messenger, and social media. We also make our information available for families in a variety of languages in the need presents itself. We utilize translation services for phone calls and also for face to face meetings. Since we speak with parents regularly, we ask parents/families what supports we can provide them. We believe that through frequent communication, we can touch upon the many issues that parents would like addressed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No
5. How do you evaluate the needs of the parents?

We evaluate parents' needs via phone calls, surveys conducted by the parent coordinator and PTA, and documentation of requests made to the school.

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

As outlined above, all of our parental involvement activities are aligned to the needs of our parents.

We conduct many parent meetings throughout the year as well as during Parent Teacher Conference and Curriculum Night. Since we speak with parents regularly, we ask parents/families what supports we can provide them. We believe that through frequent communication, we can touch upon the many issues that parents would like addressed.

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.

Part VI: LAP Assurances

School Name: Brooklyn Institute Liberal Art**School DBN: 17K745**

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)
Ann-Marie Henry-Stephens	Principal		1/1/01
Cicily Humes-James	Assistant Principal		1/1/01
Ramona Kearns	Parent Coordinator		1/1/01
Elyse English	ENL/Bilingual Teacher		1/1/01
Morisa Sampson	Parent		1/1/01
Brittany Hart/French	Teacher/Subject Area		1/1/01
Rebecca Graham/SpEd	Teacher/Subject Area		1/1/01
NA	Coach		1/1/01
NA	Coach		1/1/01
Shannon Tyler-Garces	School Counselor		1/1/01
Michael Prayor	Superintendent		1/1/01
Sourette Fougere	Borough Field Support Center Staff Member _____		1/1/01
NA	Other _____		1/1/01
NA	Other _____		1/1/01
Na	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 17K745

School Name: BROOKLYN INSTITUTE FOR LIBERAL ARTS
Superintendent: MICHAEL PRAYOR

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.

We assess language preferences of the parent community primarily based on information provided by parents on the home language identification survey (which is done during intake), and through conversations with parents. We also use results of surveys provided by the PTA after school orientation sessions.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English
Haitian Creole
French
Spanish
Bengali

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.)

1. Family Handbook--during orientation and at the beginning of the school year
2. School Calendar of Activities--beginning of school year
3. PTA Calendar--at the first PTA Meeting for the school year
4. SLT Calendar
5. Parent-Teacher Conference Announcements
6. After-School Program Calendar
7. New York State test dates
8. Class Contracts
9. School Memos

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.

1. PTA meetings--2 nd Tuesday of every month
2. SLT meetings--3 rd Wednesday of every Month
3. Parent-Teacher Conferences--2 in the Fall and 2 in the Spring
4. Curriculum Nights--one in September 2015 and one in February 2016
5. Annual ELL Parent Meeting
6. Parent meetings based on individuals needs or as issues arise
7. IEP meetings
8. Guidance Interventions or College Preparedness Sessions

Part C: Providing Language Assistance Services

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

All letters and correspondence with parents will be sent out in a variety of languages to meet the needs of the parents. We will send out letters in Spanish, French, Haitian Creole, Bengali and Arabic, and other languages as the need arises.

Brooklyn Institute for Liberal Arts utilizes a wide variety of strategies in order to provide written translation services to our parents. We are fortunate to have teachers, a counselor, an educational paraprofessional, and a secretary who speak at least two languages. The languages spoken by staff members include Spanish, French, Haitian Creole, and Arabic. Our staff members have been very willing to help out by providing written translations whenever possible. Our school is located on a campus with three other schools, so if necessary we have been able to share resources and written translations with those other schools. When a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help.

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.

We will utilize the DOE translation services to reach out to the parents in a variety of languages via telephone to meet the needs of our parents. We also use DOE vendors to provide in-person oral interpretation in all represented languages during our parent teacher conferences .

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.)

Information will be disseminated in a professional development session and included in the Staff handbook

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

Brooklyn Institute for Liberal Arts takes the responsibility of providing each parent with written translation and oral interpretation services seriously. Every effort is made to ensure that parents whose primary language is a covered language and those who require language assistance services receive those services as well as instructions on how to obtain such services. Notification to our parents is made in a variety of ways. The Parent Coordinator and guidance counselors hold an orientation session for new parents as they enroll their students in the school which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each

of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at the parent teacher conferences held in the fall and in the spring.

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
Phone Calls to parents