2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 13K439

School Name: BROOKLYN INTERNATIONAL HIGH SCHOOL

Principal: KATHLEEN RUCKER
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: The Brooklyn International High School</th>
<th>13K439</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN): 13K439</td>
<td></td>
</tr>
<tr>
<td>BEDS Code: 331300011439</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9 - 12</td>
<td></td>
</tr>
<tr>
<td>School Address: 49 Flatbush Avenue Extension, Brooklyn, NY 11201</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-643-9315</td>
<td>718-643-9516</td>
</tr>
<tr>
<td>Fax: 718-643-9516</td>
<td></td>
</tr>
<tr>
<td>School Contact Person: Kathleen Rucker</td>
<td></td>
</tr>
<tr>
<td>Email Address: <a href="mailto:KRucker@schools.nyc.gov">KRucker@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal: Kathleen Rucker</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: EiMeeker</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Fatima Sharhan</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: KerenAnavy</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Carla Polo</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): GerdineElie DjamilatouCamara</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: n/a</td>
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</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: 13</th>
<th>Kathy Rehfield-Pelles</th>
</tr>
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<tbody>
<tr>
<td>Superintendent: 335 Adams St, Brooklyn NY 11201</td>
<td></td>
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<tr>
<td>Superintendent’s Office Address: <a href="mailto:KPelles@schools.nyc.gov">KPelles@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: 718-923-5181</td>
<td>718-923-5145</td>
</tr>
<tr>
<td>Phone Number: 718-923-5181</td>
<td>Fax: 718-923-5145</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)
Affinity Group | Alexandra Anormaliza
---|---
FSC: | Executive Director:
Executive Director’s Office Address: 131 Livingston Street Brooklyn NY 11201
Executive Director’s Email Address: Aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Rucker</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Pat Doherty</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Fatima Sharhan</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Yilan Yang</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Karen Anavy</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Djamilatou Camara</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Gerdine Elie</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Carlo Polo</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jean Bosco Mankui</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ei Meeker</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>------</td>
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<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Information about your school community:</strong></td>
</tr>
</tbody>
</table>

All of the International High Schools in New York City follow the “Internationals Approach.” This approach is built upon five core principles. These principles inform all aspects of our structure, pedagogy and curriculum, and include:

**Heterogeneity and Collaboration**
We strive to attract as diverse a student population as possible in terms of ethnicity, country of origin, native language, race, gender, English proficiency and academic level. All of our classes are untracked and completely heterogeneous. Our students speak 30 different languages and represent almost 40 nations. Students from the same countries come from a wide range of urban and rural areas where schooling may be limited. Some are refugees or asylum-seekers.

Research has shown that students learn best when they learn from each other. Thus in every class, students work together in small cooperative learning groups. Only through working together can they complete the interdisciplinary projects assigned to them. Through various extracurricular activities students have the chance to collaborate in new and different ways.

**Experiential Learning**

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school’s four walls. These include field trips, expanded learning opportunities and career internships.

BIHS has a comprehensive career internship program. All students in their junior year complete a ten-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work. Students become aware of future possibilities as they acquire job skills while working in schools, hospitals, courts, museums, law firms, computer labs, community-based organizations (CBOs), non-profits, and private enterprise. We have found that the experience is so profound as to influence students’ choices of college majors during the college application process.

Experiential learning also means “hands-on” activities, role-plays, and simulations, which occur in all content area classes as a result of our teacher-designed, project-based curricula.

**Language and Content Integration**

Students at BIHS come to us with a wide range of academic and linguistic needs. We believe that language development is achieved through interdisciplinary content area instruction while working in heterogeneous groups. Learning and language are social constructs and in order to develop language proficiency, students need a sense of purpose, a forum for negotiating meaning with each other, and an opportunity to demonstrate tangible results of their learning. Interdisciplinary student-centered project-based instruction provides scaffolded accessibility for students at different levels of proficiency (including newcomers and students reading proficiently, SIFE students, long term ENLs, and as an alternative placement to Special Education), while making similar language and content area connections across disciplines. These projects culminate in written and/or oral presentations in order to provide numerous opportunities for our English language learners to use language in various settings. A wide range of technology is integrated into all classes thus allowing students to use different modalities to demonstrate what they know and can do.

In addition to developing students’ English language skills, we promote native language acquisition and literacy. We have a collection of native language books in various languages that range from illustrated children’s books to novels and textbooks on a variety of levels. Students complete native language projects in all grades, such as writing native language/English children’s books and bilingual brochures about human rights violations in native countries, or about U.S. citizens’ rights. The school supports after-school native culture clubs and cultural festivals. The clubs and festivals affirm our students’ cultural identity which has proven to support academic development by providing a safe haven for students and a welcoming and orienting community for newcomers.

**Localized Autonomy**

We believe that decisions about instruction, operations, and budget are best made by those who are closest to our students – our staff. As a result, decisions are made collaboratively in a group where all constituencies of our learning
community are represented. As a PROSE school within the New York City Department of Education, we are fortunate to have even greater flexibility in decision-making on a broader scale.

**One Learning Model for All**

Recognizing that everyone in our learning community is continually growing and acquiring new knowledge and skills, our faculty adhere to the same principles that guide our classroom model of instruction. Teachers work collaboratively in teams to plan, differentiate, and scaffold curriculum for all students. At weekly meetings, teachers discuss the progress of their students and analyze data around teaching and learning to better meet the needs of their students.

As part of our ongoing professional development, time is scheduled for teachers to visit one another’s classrooms to learn from each another and reflect on practice. These targeted intervisitations optimize growth and development among staff members. Our teachers have a great aptitude for reflecting upon their work and making appropriate adjustments. They are skilled at both incorporating feedback into their projects and providing meaningful feedback to one another. Additionally, in support of "One Learning Model for All," students, teachers, and school leaders complete and present portfolios documenting their learning and growth over the course of the year.

2. **Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.**

The Brooklyn International High School eagerly seeks out strategic collaborations and partnerships to further the academic opportunities afforded our students. BIHS is affiliated with several community partners within the NYCDOE including The Internationals Network for Public Schools, the New York Performance Standards Consortium, Mastery Collaborative, Learning Partners (continuation grant), College Access for All, NYC Community Schools/Center for Supportive Schools. Additionally, we have an extensive network of community partnerships which include Morningside Center for Teaching Social Responsibility, Beam Center, Magic Box Productions, NYU, and College Now.

- Over the past 25 years, BIHS has developed expanded learning opportunities for our students as we work with our partners throughout the year and in various capacities during and after school. All students complete a ten-week internship program at work sites throughout the city as a way of expanding learning beyond the four walls of the school.

- Additionally, in an effort to help students, families, and teachers develop a growth mindset and make the most out of feedback, we will continue a 4th year partnership with the Mastery Collaborative, joining a team of innovative schools across the city to share and create resources to support mastery/competency-based learning and assessment.

- Through a unique partnership the Office of Post Secondary Readiness, BIHS teachers work with Beam Center instructors (Connected Teaching Fellowship) to further develop their project development skills, as well as technical skills in maker-related fields such as digital fabrication, electronics, craft, physical computing, mechanical engineering, and other disciplines. Beam Center Instructors will support in-class implementation of the projects that have been developed through Connected Teaching. Instructors will co-teach projects, providing instructional support while exposing students to various professional fields (design, art, fabrication, architecture, contracting, etc.).

- As a 4th year Learning Partners School, we will continue reflecting on and improving our circle practice to develop a restorative justice program tailored to the needs of new immigrant English Language Learners.

3. **Describe any special student populations and what their specific needs are.**
The Brooklyn International High School (BIHS) is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve approximately 350 students who come from over 40 different countries and speak 30 different languages. We are a member of The Internationals Network for Public Schools (INPS), one of fifteen such international high schools in the city and a member of the Performance Standards Consortium, one of approximately 40 schools in New York City that use authentic performance-based assessment tasks. Both INPS and the Consortium provide support and professional development for teachers.

4. Identify 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.

After reviewing the Framework for Great Schools Report 2018, feedback from our superintendent’s office and performing an internal needs assessment, we believe that our greatest progress has been in the area of collaborative work amongst our teachers. By strategically budgeting and scheduling planning time, teachers are able to engage in data analysis, curriculum design, and study groups in order to determine how to best meet their students’ needs. Moreover, our participation in the Learning Partners Program allowed teachers to work collaboratively across schools in our Learning Partners cohort.

Our review revealed that we would like to strengthen family ties and this will be our focus for the 2018-2019 school year. Historically, we have had high attendance at our monthly family meetings and conferences, and high participation in the family survey, but we would look forward to expanding the ways in which families can participate in our school community.
### School Demographics and Accountability Snapshot for 13K439

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>09,10,11,12</td>
<td>354</td>
<td>No</td>
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#### English Language Learner Programs (2018-19)

<table>
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<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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#### # Visual Arts | # Music | # Drama | # Foreign Language | # Dance | # CTE |
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<td>4</td>
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#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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<tbody>
<tr>
<td>77.0%</td>
<td>90.0%</td>
<td>75.4%</td>
<td>3.4%</td>
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</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3%</td>
<td>20.9%</td>
<td>27.4%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

#### Years Principal Assigned to School (2018-19) | # of Assistant Principals (2016-17) | % of Teachers with No Valid Teaching Certificate | % Teaching Out of Certification | % Teaching with Fewer Than 3 Years of Experience | Average Teacher Absences (2014-15) |
| 4.08                               | 4                            | 0%                                         | 39%                         | 17%                                    | 4.1                                |

#### ELA Performance at levels 3 & 4 | Mathematics Performance at levels 3 & 4 | Science Performance at levels 3 & 4 (4th Grade) (2016-17) | Science Performance at levels 3 & 4 (8th Grade) (2016-17) |
| N/A                                | N/A                          | N/A                                        | N/A                        |

#### ELA Performance at levels 3 & 4 | Mathematics Performance at levels 3 & 4 | Global History Performance at levels 3 & 4 | US History Performance at Levels 3 & 4 |
| 74%                                | 3%                           | 0%                                         | 0%                         |

#### 4 Year Graduation Rate | % ELA/Math Aspirational Performance Measures (2015-16) | Overall NYSED Accountability Status (2018-19)
| 77.7%                             | N/A                          | % ELA/Math Aspirational Performance Measures (2015-16) |
| 89.0%                             | N/A                          | N/A |

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>% Attendance Rate</th>
<th>% Reduced Lunch</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>0.3%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
<th>Local Assistance Plan</th>
<th>Focus School Identified by a Focus District</th>
<th>Focus Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

##### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
</tbody>
</table>

##### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

##### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
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<td>N/A</td>
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</table>

### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<th>Multi-Racial</th>
<th>Students with Disabilities</th>
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<th>Economically Disadvantaged</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<th>Students with Disabilities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<tbody>
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</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

   Strengths:
   
   1. Rigorous Instruction ranked "Excellent" including high quality student discussions, course clarity, and curriculum designed to foster critical thinking. Curriculum is challenging and teaching is effective (School Quality Snapshot, 2016-17)
   
   2. Instructional Core rated "Well-Developed" as evidenced by CUNY College Now courses offered on-site, teacher portfolios drive professional growth; common planning time for higher quality curriculum development (QR, 2014-15)
   
   3. Received a "Well-Developed" in the following Quality Review components: Curriculum, Learning Environment and High Expectations (MOLP, 2017-18).
   
   4. Expanded Learning Opportunities with outside partners build 21st century skills (Internal Survey, 2018)

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

   Needs:
   
   1. Continue to reflect on gradual reduction of scaffolds as students grow (MOLP, 2017-18)
   
   2. Differentiate student work based on interest and language proficiency (MOLP, 2017-18)

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019, all teachers will complete a reflective portfolio which includes critical analysis of curriculum, peer and student feedback and reflection on theory used to improve practice as evidenced in teacher portfolio artifacts and a roundtable discussion with colleagues and administrators at the end of the year.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs, SIFE, SWDs, LTAs, STH</td>
<td>07/18-06/19, monthly</td>
<td>AP</td>
</tr>
<tr>
<td>ELLs, SIFE, SWDs, LTAs, STH</td>
<td>07/18-06/19, weekly</td>
<td>AP</td>
</tr>
<tr>
<td>ELLs, SIFE, SWDs, LTAs, STH</td>
<td>07/18-06/19, daily</td>
<td>literacy coach</td>
</tr>
<tr>
<td>faculty</td>
<td>07/18-06/19, weekly</td>
<td>Teaching&amp; Learning Committee (representatives from admin and each grade-level team)</td>
</tr>
</tbody>
</table>

The New York Performance Standards Consortium and Superintendent's Office will provide professional development for teachers including discipline-specific workshops, intervisitations and moderation studies focused on analyzing tasks and student work.

Before, during and after school targeted small group academic support classes

Add a full time ENL teacher to 11th grade team to support students in accessing rigorous content.

Professional development committee will create a year long course guiding faculty through critical thinking readings, analysis of curriculum and discussions to support teacher portfolio work and build a shared understanding of concepts and terms.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The School Leadership Team will meet monthly to discuss our approach to curriculum and pedagogy focusing on critical thinking and how our project-based curriculum fosters deeper learning. Discussions will also include strategies for families to use at home to help students connect their learning with their communities and the outside world. Key personnel will include teachers, students and our parent coordinator.

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.

The literacy coach, assistant principal, parent coordinator and teachers will participate in these activities. Schedule adjustments include building in time for small groups of students to meet for extra support with coursework.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
<td>Title III, Immigrant</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

Principal and AP will meet with teachers in September 2018, January 2019, and June 2019 as part of our portfolio review process to assess teacher progress towards their critical thinking goals. Adjustments will be made to our PD calendar as we respond to student and teacher needs. Principal, APs and guidance counselor will meet in January 2019 to review student progress data including course pass rate and student portfolio completion to assess the impact of small group academic supports.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Teacher portfolio (goals, intervisitation letters, curriculum share documents, curriculum map and reflection letter) will be assessed with using the instrument of measurement known as the Danielson Framework. Teacher observations and subsequent feedback will foster teacher development and allow for measurement of progress.

**Part 5c.** In February 2019, 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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths:

1. The School Quality Snapshot shows that 88% of students responded positively to the Supportive Environment category (School Quality Guide, 2016-17).

2. Students spoke confidently of a collaborative, supportive environment that brings out the best of all students (PPO, 2016-17).

3. All elements of the Supportive Environment category ranked well above the city average including 81% of students reporting that teachers support them when they are upset. (School Quality Snapshot, 2016-17)

4. Our Culture of High Expectations was ranked "Well-Developed" and an area of celebration (QR, 2014-15).

5. Our Learning Environment was rated as "Well-Developed" by our superintendent (MOLP, 2017-18)

Needs:

1. Continue to work on strengthening our community through restorative practices such as circle and restorative conversations to ensure that all of our community members understand and trust our restorative discipline processes (Internal Survey, 2018).

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 95% of faculty will be trained in Restorative Justice practices resulting in an increase in student attendance rates, a decrease in OORS reports and an increase in Supportive Environment metrics on the Framework for Great Schools students survey.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

- Through the Learning Partners Program continuation grant, teachers will reflect on best practices around Restorative Justice. Restorative Justice curriculum will be modified to ensure participation of all students, and specifically our targeted at-risk populations. Teachers within BIHS will turnkey the training and train a group of students called "Peer Keepers" to facilitate circles.

  - **Target Group(s):** ELLs, SIFE, SWDs, STH, LTAs
  - **Timeline:** 7/18 – 6/19
  - **Key Personnel:** Model teachers; other teachers; Literacy Coach

- As a Community School we will work with our partners, The Center for Supportive Schools and The Leadership Project, to develop after school activities to increase student engagement.

  - **Target Group(s):** ELLs, SIFE, SWDs, STH, LTAs
  - **Timeline:** 7/18 – 6/19
  - **Key Personnel:** AP, CSS Director

- Continue to partner with Interborough Counseling Center to provide on-site individual counseling to at-risk students. Support new full time social worker from Children's Village in developing our social emotional supports for students including support groups for families and individual counseling sessions.

  - **Target Group(s):** ELLs, SIFE, SWDs, STH, LTAs
  - **Timeline:** 7/18 – 6/19
  - **Key Personnel:** Social Worker, Guidance Counselor

- Culturally Responsive Education resources will be shared through our Professional Development Committee and weekly principal newsletter.

  - **Target Group(s):** ELLs, SIFE, SWDs, STH, LTAs
  - **Timeline:** 7/18 – 6/19
  - **Key Personnel:** Principal and Professional Development Committee

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Monthly family meetings will include discussions about restorative practices so that families can begin to use these strategies at home and understand the work we are doing here at BIHS to develop growth mindset in our students and staff. Through our Community Schools partnership we will also involve alumni to serve as cultural and linguistic ambassadors, assisting our families with understanding this approach to discipline and fostering emotional growth in adolescents.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We will leverage human resources to achieve this goal including our guidance counselor, social worker, literacy coach, AP and other teachers. Schedules will be adjusted as needed to support our restorative practices. Also our Community School Director will assist us with strengthening our restorative practices as we partner with outside organizations for additional training for support staff.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title III, Immigrant</th>
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<td></td>
<td>C4E</td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td>X</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

Our Restorative Practices Committee will meet bi-weekly to share best practices and reflect on our overall progress towards this goal. The Restorative Practices Committee will facilitate professional development for our staff in response to feedback from all grade level teams. Additionally, student feedback, specifically that from our new “Peer Keepers”, will be analyzed as we plan next steps in implementing restorative justice.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Student attendance, students surveys, and teacher portfolio

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

1. Received a well-developed rating for teacher teams and leadership development (QR, 2014-15)
2. Literacy coach meets with teams to facilitate inquiry projects tailored to specific concerns raised by teacher teams (Internal Survey, 2018)
3. Teaching and Learning committee meets weekly for shared decision making and the open exchange of ideas (Internal Survey, 2018)
4. Team collaborative interdisciplinary projects strengthen teacher practices and horizontal skill and content alignment. Additionally provides a supportive and authentic opportunity for student presentations.
5. 98% of teachers responded positively to questions about Collaborative Teachers (School Quality Snapshot, 2016-17).

Needs:

1. Share guidelines for effective team meetings including norms and protocols (Internal Survey, 2018)
2. Analyze current systems for shared leadership and revise structure to ensure that information is accurately relayed to and from all staff members (Internal Survey, 2018)

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, Teaching and Learning Team will have created a revised system for ensuring that all staff is included in decision making. Members of the Teaching and Learning Team will also participate in meeting facilitation reflection to develop ways to strengthen their roles as teacher leaders.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development around team meeting facilitation</td>
<td>All teachers</td>
<td>7/18-6/19</td>
<td>literacy coach and lead teachers</td>
</tr>
<tr>
<td>Share best practices related to restorative justice during school intervisitations, meetings and trainings</td>
<td>All teachers</td>
<td>7/18-6/19</td>
<td>teachers and assistant principal</td>
</tr>
<tr>
<td>Teaching and Learning team will meet twice a month to reflect on school culture and practices and plan PD for teachers.</td>
<td>Teaching and Learning Committee</td>
<td>7/18-6/19</td>
<td>teachers and principal</td>
</tr>
<tr>
<td>Teaching and learning team will reflect on portfolio tasks to assess accessibility for all ELL ability levels, SIFE and other students</td>
<td>Teaching and Learning Committee</td>
<td>7/18-6/19</td>
<td>teachers and principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

School Leadership Team will communicate regularly with families to share collaborative teaching strategies being implemented throughout the school. Social work team in collaboration with our parent coordinator and Community Schools Director from Center for Supportive Schools will share with families strategies to support children at home including dealing with challenging behaviors and cell phone usage.

### 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.

Human resources will be leveraged to achieve this goal including our parent coordinator, social work team, teachers, literacy coach and the teaching and learning committee (principal, assistant principal, literacy coach, UFT chapter leader and a representative from each grade-level team). We will also collaborate with our Community Schools Director from Center for Supportive schools.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<td>21st Century Grant</td>
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</table>
### 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.

Our Teaching and Learning Committee meets on a bi-weekly basis to monitor an overall cycle of continuous improvement planning. Each team will have one member from the administrative team in attendance to monitor team facilitation. The principal also meets with the Community Schools Director on a weekly basis to discuss progress towards goals.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress can be measured through evaluation of Teaching and Learning Committee meetings notes, review of our Social Work team notes, and teacher portfolios.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

1. For the domain, Effective School Leadership, BIHS was ranked "Excellent" (School Quality Guide, 2016-17)
4. Teaching and Learning Committee serves as a sounding board for reflecting on strategies or activities prior to and following implementation
5. All teachers say the principal communicates a clear vision and that the curriculum, instruction, and learning materials are well coordinated (School Quality Snapshot, 2016-17).

Needs:

1. Prioritizing and managing workload to allow principal to maintain continuous presence in classes and to facilitate ongoing cycle of informal feedback and support.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of teachers will have received actionable feedback. School leaders will work with leadership coaches and mentors to implement time management strategies as measured by teachers receiving actionable feedback from administrators and colleagues at least six times a year including: two intervisitations, two curriculum shares, and a minimum of two administrator observations.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review delineation of responsibilities among non-pedagogical staff to structure more time for classroom visits</td>
<td>APs and Principal</td>
<td>7/18 – 6/19</td>
<td>APs and Principal</td>
</tr>
<tr>
<td>Continue to support effective practices established this year to preserve feeling of trust and support including weekly newsletter, classroom visits and regular check-ins with teachers.</td>
<td>APs and Principal</td>
<td>7/18 – 6/19</td>
<td>APs and Principal</td>
</tr>
<tr>
<td>Meet regularly with Internationals Network and affinity group principals to exchange best practices.</td>
<td>Principal</td>
<td>7/18 – 6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Meeting monthly with critical friends group within the Internationals Network to further develop leadership abilities.</td>
<td>Principal</td>
<td>7/18 – 6/19</td>
<td>Principal and leadership coach</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

School Leadership Team will devise workshops for parents/guardians to promote parent leadership. Monthly family meetings will focus on strategies that parents can use to support their children at home. Work will begin at first parent meeting in September and will continue throughout the year. Parent coordinator will work with the SLT to plan and implement the meetings. Representatives of teacher teams will work with parents, Community Schools Director and Alumni ambassadors at monthly meetings to train them to understand progress reports and find opportunities to support their children.

### 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.

To achieve this goal of providing more frequent feedback to teachers, we will leverage human resources include AP, principals from other schools (critical friends) and leadership coach.

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I SWP</td>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
<tr>
<td>Title I TA</td>
<td></td>
<td>In Kind</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

2018-19 CEP
**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.

In January of 2019, principal and AP will meet with teachers as part of our mid-year teacher portfolio check-in. As part of this reflection process, we will ask the teachers for feedback on our leadership thus far. Principal and AP will also review documentation of feedback cycles mid-year to see what changes should be made to improve the rate of feedback to teachers.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

AP and Principals will maintain a shared calendar of classroom visits.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - All of the families reported that the teachers at the school work closely with families to meet the student needs (School Quality Snapshot 2017-18).
   - Teachers reported that numerous partner organizations assist in classrooms; service learning curriculum is responsive to the needs of the community (Internal Survey, 2018).
   - Family engagement work includes monthly family meetings, student-led conferences, and regular outreach to families (complement calls as well as attendance or lateness issues). (Internal Survey, 2017)

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - Offer more opportunities for families and students to learn together as indicated in the Strong Family Community Ties survey questions (School Quality Guide, 2016-17)
   - Find better ways to communicate with families through resources from Community Schools initiative

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 of 2019, we will see an 8% increase in attendance at family meetings and events. Additionally, an alumni advisory board will be formed to participate in monthly family meetings not only as translators, but to serve as role models, empowering families to understand the many possibilities available here at BIHS and in our community including internships, after school partnerships and classroom projects.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restorative Justice practices will be shared with families through parent and student workshops.</td>
<td>Teachers and families</td>
<td>7/18 – 6/19</td>
<td>Model teachers, other teachers</td>
</tr>
<tr>
<td>Grade-level teams will create goals to improve family engagement. Parent coordinator will meet monthly with teams to support implementation of this goal.</td>
<td>Teachers and parent coordinator</td>
<td>7/18 – 6/19</td>
<td>Teachers and parent coordinator</td>
</tr>
<tr>
<td>Students will complete surveys to determine best ways to communicate with their families</td>
<td>students</td>
<td>7/18 – 6/19</td>
<td>Teachers and parent coordinator</td>
</tr>
<tr>
<td>Create an alumni advisory board to meet attend family meetings and assist with translation and acclimating to our school culture</td>
<td>families</td>
<td>7/18 – 6/19</td>
<td>Teachers and BIHS alumni</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

This year we will continue to partner with: Atlas DIY, New York Immigration Coalition, Arab American Association, Flambwayan, Interborough Counseling, Make the Road, and Mayor’s Office of Immigrant Affairs. Through our Community Schools grant we are also partnering with The Leadership Project and Center for Supportive Schools. As part of the Students in Temporary Housing Grant we will be working with Children's Village to provide additional support and counseling for families.

### 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.

To achieve this goal of strengthening our family-community ties, we will leverage our human resources including all teachers, social workers and parent coordinator. Through our Community Schools funding we will also provide more services to families through their programs.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching and Learning Committee will check in with teams in January to reflect on progress towards their individual goals related to family engagement. Principal will meet with Community Schools Director to reflect on progress towards our goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to assess our progress towards our goal of strengthening our family-community ties, we will check in informally with families at events and meetings. Additionally, we will analyze the feedback from the family surveys.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>LAB-R, NYSESLAT, Interim assessment grades, progress reports, ELA Regents score, teacher recommendation</td>
<td>Small group tutoring, after school programs in the arts, Regents prep</td>
<td>Small group and one-to-one tutoring</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Interim assessment grades, progress reports, teacher recommendation</td>
<td>Small group tutoring, after school programs (math support, Engineering Club, Chess Club, Tech Squad)</td>
<td>Small group and one-to-one tutoring</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Interim assessment grades, progress reports, teacher recommendation</td>
<td>Small group tutoring, after school programs to strengthen language and collaboration skills</td>
<td>Small group and one-to-one tutoring</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Interim assessment grades, progress reports, teacher recommendation</td>
<td>Small group tutoring, after school programs to strengthen language and collaboration skills</td>
<td>Small group and one-to-one tutoring</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Interim assessment grades, progress reports, teacher recommendation, attendance</td>
<td>Individual and small group counselling sessions with social worker and guidance counselor, family conferences</td>
<td>Small group and one-to-one</td>
<td>Before, during and after school</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | 15 |

2. Please describe the services you are planning to provide to the STH population.

   STH will be provided with individual and group counseling, targeted after school programs based on student interest, and internships. Basic emergency supplies (e.g. school supplies, clothing, books, glasses, etc.) and other educational services (intervention programs) will also be provided so that STH students have opportunities to progress academically. Additionally, this year, through the STH grant/Community Schools, we will be partnering with Children's Village to provide additional supports including counseling for families and assistance for students with job search and SYEP applications.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

- Highly qualified teachers are recruited from Teachers College, NYU, Internationals Network for Public Schools and the NY Performance Standards Consortium.
- High quality professional development is provided to ensure that the staff is highly qualified. Teachers work in interdisciplinary teams and are responsible for a cohort of 85-95 students. Teachers are provided with common meeting and planning time.
- Our literacy coach provides targeted professional development for all new teachers and other teachers on an as needed basis.

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).

- Teachers will engage in high quality professional development through bi-weekly discipline meetings, weekly team meetings, targeted coaching, intervisitations, intravisitations, curriculum shares, Affinity group professional development, NYC Skills Lab, Internationals Network for Public Schools, FabLab@Schools and various other CBOs.
- The Professional Development Committee plans our PD events based on the needs of their grade level and content level teams. Topics covered include: mastery based assessment, culturally relevant education, digital fabrication, and project-based learning.
- As a PROSE school, teachers complete portfolios which documents their professional growth aligned to school, team and individual goals.
- Community partners such as Magic Box Productions, Beam Center, and Stanford FabLab@Schools provide specialized PD related to technology including digital fabrication techniques, film making and design principles.

Part 3: TA Schools Only
### 3a. Use of Program Resources

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

\[n/a\]

### 3b. TA Coordination with the Regular Program

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

\[n/a\]

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### Part 4: SWP Schools Only

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

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

\[n/a\]

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

All teachers use multiple assessment measures to gauge student understanding and growth over time. We are a project-based school, so within each project, students are provided with a variety of tasks designed to span the ability levels and interest areas of our students. Teachers share curriculum with colleagues at team and discipline meetings for feedback on multiple assessment measures. The professional development committee reviews assessment data and designs professional development activities to assist teachers in using this data to improve instruction. This year we will utilize Schoology, a Mastery Based Assessment Learning Management System, which aligns teachers’ formal and informal assessments with tasks and allows for a more in depth analysis of assessment data. Monthly professional development sessions will include professional development to ensure that teachers are using this platform effectively.

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#### 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 codes\(^1\). 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 consolidated\(^2\). **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.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$273,676</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section 5,6,7,8</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,323,604</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section 5,6,7,8</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEPT 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent and Family Engagement Policy**

| The Brooklyn International High School |

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **13K439**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

The 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.
Support for Parents and Family Members of Title I Students

The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Brooklyn International High School will support parents and families of Title I students by:

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

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress 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 Every Student Succeeds Act (ESSA);
- 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;

Encouraging School-Level Parental Involvement

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)

The Brooklyn International High School
School-Parent Compact (SP

13K439, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

School Responsibilities

Provide high quality curriculum and instruction consistent with 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 Every Student Succeeds Act (ESSA);
1. School Responsibilities

Provide high quality curriculum and instruction consistent with 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;

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents
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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

2. **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 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

3. **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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

The Community Schools Partnership has allowed us to expand our after school program and provide additional supports for families and teachers.

- Achievement Mentoring (provided by staff, Americorps and TLP staff) will continue to support social and emotional learning, school engagement, and, in turn, daily attendance
- Arts and youth development programming will engage students, promoting attendance
- The STH/Foster Care grant provided by Children’s Village will provide students in temporary housing with additional resources including counseling and mental health services

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The goal for our community school is to maintain our high attendance rate of 90% and to increase student participation in after school activities by 10% by June of 2019.

- School will provide academic intervention supports for at least 30 weeks for at least 3 days per week by June 2019.
- School will provide enrichment programs for at least 30 weeks for at least 3 days per week by June 2019.
- 25% of participants will participate in a community service project by June 2019.
- Community members will be invited to participate in two events by June 2019.
- 50 family members will attend one workshop per year and 90% of Building Family workshop attendees will rate it “good” or “excellent” by June 2019.
- 15 hours per week of expanded learning time will be provided by June 2019.
- At least 45% of regular attendees will increase their math, ELA, and science skills through projects based learning in a supportive learning environment.
- 65% of regular attendees will increase attendance, school engagement and behavior by June 2019.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)--in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness--support your academic goals for students?

Academic success hinges on students health and well-being. Through our work with the community schools program, we will expand learning time after school, strengthen our family supports and provide wrap around services such as eye glasses, internet service, and other health care as needed.

By providing wraparound supports for students and families and making the school a place where students are actively engaged and excited to be, students will be encouraged to attend school every day and will be met with the supports they need to be successful.

Part 2 – Community School Partnerships Core Services Action Plan
Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Leadership Project</td>
<td>all students</td>
<td>October 2018-</td>
<td>The goal for our community school is to maintain our high attendance rate of 90% and to increase student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June 2019</td>
<td>participation in after school activities by 10% by June of 1018.</td>
</tr>
<tr>
<td>Center for Supportive Schools</td>
<td>all students</td>
<td>October 2018-</td>
<td>The goal for our community school is to maintain our high attendance rate of 90% and to increase student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June 2019</td>
<td>participation in after school activities by 10% by June of 1018.</td>
</tr>
</tbody>
</table>

Part 3 – Budget and Resource Alignment

Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

<table>
<thead>
<tr>
<th>Attendance Supports</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SMART Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th graders, all 10th</td>
<td>CSS</td>
<td>65% of regular</td>
<td>increased attendance, school engagement and behavior by June 2019.</td>
</tr>
<tr>
<td>grades and selected 11th</td>
<td>Achievement</td>
<td>School will</td>
<td>provide enrichment programs for at least 30 weeks for at least 3 days per week by June 2019.</td>
</tr>
<tr>
<td>and/or 12th graders</td>
<td>Mentoring/TLP</td>
<td>provide</td>
<td>15 hours per week of expanded learning time will be provided by June 2019.</td>
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<td></td>
<td></td>
<td>enrichment</td>
<td>programs for at least 30 weeks for at least 3 days per week by June 2019.</td>
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<table>
<thead>
<tr>
<th>Expanded Learning Time</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SMART Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>275 students</td>
<td>The Leadership</td>
<td>School will</td>
<td>provide enrichment programs for at least 30 weeks for at least 3 days per week by June 2019.</td>
</tr>
<tr>
<td></td>
<td>Program</td>
<td>provide</td>
<td>15 hours per week of expanded learning time will be provided by June 2019.</td>
</tr>
</tbody>
</table>

Community School CBO budget
Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>X</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
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<td>School</td>
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<td>Achievement</td>
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<td></td>
<td>Funding</td>
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<td></td>
<td></td>
<td>Other</td>
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</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. The full-time Community School Director (CSD) was hired in partnership with school leadership and the SLT. The CSD is responsible for the day-to-day management of the community school strategy. The CSD is a "community organizer," facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The CSD drives development of community school action plans and planning for sustainability. The CSD tracks the school’s progress against performance goals, reviews school data, supports program evaluation activities, and manages partnerships. The CSD will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community. Specific position responsibilities will include:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners

- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs

2018-19 CEP
• Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey at key times throughout the school year to inform continuous improvement

• Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including ongoing partnership evaluation (including new partnerships with Parent Teacher Home Visitation Project, Children’s Village, Americorps, the CATCH program and more)

• Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs, such as new health services for students including vaccinations, sexual health, support services and more

• Develop, maintain, and publicize a schedule of programs and expanded learning activities offered at the school

• Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions including leading a weekly Attendance Team with key stakeholders

• Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by school stakeholders

2. The Student Sorter will be used on a daily, weekly, and monthly basis to identify and connect students (both subgroups and individuals) in need of personalized/individualized supports. Prevention initiatives and intervention initiatives will be tracked in the Student Sorter and this data will be analyzed regularly, in partnership with the CST and other key school stakeholders, to evaluate effectiveness and to implement new strategies as needed.

• Partner programs will collaborate with teachers and others involved in instructional programming and regular points of engagement will be implemented throughout the year to ensure a cohesive instructional approach within and outside of the regular school day.

3. In partnership with the principal, the CSD will form and subsequently convene monthly meetings of a Community School Team (CST) whose membership will include: members of the School Leadership Team (SLT), other key school staff and/or faculty, key staff from other partner CBOs, parents, and students. Through this meeting, issues will be regularly communicated to and discussed by the group. The CSD will also work with the Parent Coordinator and identified parent leaders to define and implement strategic initiatives to better engage parents in their child’s education and support the community school. Planned initiatives designed to support authentic parent engagement include:

• Monthly parent workshops through The Leadership Program
• Monthly positive parent outreach -- parents of Achievement Mentoring mentees will receive specific positive progress updates from mentors on at least a monthly basis.

**Part 4 – Community School Partnerships Oversight**

**Part 4a. Key Staff and Partners**

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

1. Partners include:
   1. The Leadership Program

CSD focus areas for the 18-19 school year include: (1) decreasing chronic absenteeism (2) increasing parent engagement and (3) youth development/social and emotional student supports.

2. The Community School Team will include: principal, parent leaders, teachers, CSD, representatives from The Leadership Program, and other community partners. A meeting will be provided prior to each meeting via email to all participants. Meetings will begin with a team-building “check-in” and proceed to review progress on community school goals. Meeting structures will be implemented (such as pair share, small group activities, etc.) to ensure equity of voice in providing feedback and input. Each meeting will end with time for reflection on the meeting, identifying “takeaways” and an email will be sent to the group by the CSD recapping the outcomes and next steps identified in the meeting.

3. The Student Sorter will be used on a daily, weekly, and monthly basis to identify and connect students (both subgroups and individuals) in need of personalized/individualized supports. Prevention initiatives and intervention initiatives will be tracked in the Student Sorter and this data will be analyzed regularly, in partnership with the CST and other key school stakeholders, to evaluate effectiveness and to implement new strategies as needed. Partner organizations will also be required to provide monthly reports documenting progress against stated outcomes and these updates will be discussed in monthly check-in meetings with the CSD.

**Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.**

Our school community will work with our lead CBO partner to ensure that resources are allocated appropriately to ensure successful implementation. We will coordinate human resources and instructional resources in order to provide students with meaningful learning experiences in the extended day program.

**Part 4c. Timeline for implementation and completion, including start and end dates.**

Program will begin implementation with the planning phase beginning in August of 2018, after school programming beginning at the end of September 2018 and continuing through June of 2019.

**Part 4d. Mental Health Work Plan**

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Brooklyn International HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBN:</td>
<td>13K439</td>
</tr>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<p>| The direct instruction component of the program will consist of (check all that apply): |</p>
<table>
<thead>
<tr>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # of ELLs to be served:</strong></td>
<td><strong>Grades to be served by this program (check all that apply):</strong></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: ____</th>
<th># of certified ESL/Bilingual teachers: ____</th>
<th># of content area teachers: ____</th>
</tr>
</thead>
</table>

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

**Literacy Enrichment**

Our NYSESLAT data indicates that there is a gap in student achievement between the listening/speaking and reading/writing sections of the test. Data shows that 13% of our students are categorized as advanced or proficient for the listening/speaking section whereas only 3% of our students are categorized as advanced/proficient for the reading/writing sections. Because of student need, throughout the 2018-19 school year, 5 ESL certified teachers will run reading and writing workshops in English for a heterogeneous group of ENL students including newcomers, SIFE and Long-Term ENLs - 100% of the instructional time will be ENL. Each class listed below has one teacher and they use a variety of texts including poetry and short stories, along with native language dictionaries and online resources such as Brainpop and NEWSELA as well as teacher created materials like adapted texts. The classes are offered on the following days and times:

- **3:05 - 3:35 (After School) Mondays & Thursdays (September - June)** - 80 sessions/40 hours - 12th grade - 10 students
- **8:10 - 8:40 (Before School) Tuesdays & Wednesdays (September - June)** - 80 sessions/40 hours - 12th grade - 10 students
- **3:05 - 4:05** (After School) **Fridays (September - June)** - 40 sessions/hours - 11th grade - 10 students
- **3:05 - 4:05** (After School) **Mondays (September - June)** - 40 sessions/hours - grades 9/10 - 10 students
- **3:05 - 4:35** (After School) **Mondays & Thursdays (September - June)** - 80 sessions/120 hours - grades 9/10 - 10 students

**Math Enrichment**

Because SIFE students and newcomers need extra support, a dual certified Math/ESL teacher will supplement Math classes with basic numeracy skills for students with lower level Math skills. Class will be provided after school in English to improve learning in this core subject area. The class uses online resources like Brainpop, Khan Academy, Desmos and GapMinder along
### Part B: Direct Instruction Supplemental Program Information

with teacher created materials compiled from the IMP curriculum, online resources, and textbooks. The class is offered on the following days and times:

3:05 - 4:35 (After School) Mondays & Fridays (September - June) - 80 sessions/120 hours - 11th Grade - 10 students

Enhancing Academic Oral English Language to Support English Literacy and Social Studies

About 20 ELLs from grades 10-12 participate in learning about tolerance, bias, racism, and sexism. They discuss these issues learning domain specific vocabulary. Students internalize both the vocabulary and concepts as they then develop workshops to teach other students about these same issues. Students also facilitate these workshops at parent meetings in both English and Native Language as well as at teacher professional development sessions. As Snow, Met and Genesee (1989) discuss in their research, content provides real meaning that is an inherent feature of naturalistic language learning. Consequently, students acquire language through this service-learning model of teaching and become more conversant in English in addition to increasing their academic presentation skills. This course is taught in English by a dually certified teacher in ELA & ESL. The class will use many materials from Facing History and teacher created materials from a variety of online resources that include adapted texts. This course meets:

3:10 - 4:10 - (After School) Mondays (September - June) - 40 sessions/hours - Grades 10-12 - 20 students

Attendance will be taken in each class and program notification will be send in parents' preferred language.

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 

For the past four years, with funding from the Learning Partners Program (LPP), The Brooklyn International High School (BIHS) has hosted a restorative justice team that engages in inquiry work and intervisitations with other International High Schools, all of which serve predominantly ELLs. For the 2018-19 school year, the Restorative Justice team at BIHS consists of one teacher certified in Dance, one teacher certified in Science, one ELA/TESOL dually certified teacher, one Math/TESOL dually certified teacher, and the Assistant Principal who facilitates is also dually certified in Social Studies and TESOL. There are nine visits in total where teachers explore questions around the learning focus, implementing restorative approaches with ELLs. Each visit includes classroom visits as well as time to discuss and reflect on the
Part C: Professional Development

inquiry work and classroom implementation with ELLs. Additionally, the Restorative Justice team meets every other week to work separately on two cycles of inquiry.

Title III funds would partially fund the teachers for participation along with coverage for the teachers who attend the Intervisitations. Dates have not yet been set for meetings, but Restorative Justice team meetings are bi-monthly from September to June on Wednesdays from 3:05-5:05 for a total of 20 meetings and Intervisitations are monthly from September - May for a total of 9 visits. Usually 2 teachers and the AP attend the intervisitations.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____

Parental Engagement

While many families of English Language Learners cannot help their children directly with work because of language barriers, the article “Building Collaboration between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities,” argues that parents of ELLs impact higher achievement of students in other ways, like actively participating in parent teacher conferences and attending school based parent meetings (Delgado-Gaitian 1990; Goldenberg 2004 in Waterman and Harry 2008). Therefore, our goal for the 2018-19 school year is to engage families in meaningful ways because their engagement in our school ultimately increases the achievement of our ELLs. As such, the Parent Coordinator conducts a needs assessment of ELL parents to determine which CBOs to invite and which topics to cover at monthly parent meetings that will increase parent engagement to ultimately increase student achievement for ELLs. All information sent to parents of ELLs regarding these meetings is translated, printed and mailed home. Also, we purchase a subscription to School Messenger, which telephones parents of ELLs in their native languages to remind and inform them of parent teacher conferences and parent meetings. In addition, we pay translators to stay during the meetings so parents of ELLs have access to important information to help their children succeed. They use a device in which they speak and parents have headphones so they can easily hear the correct language. We purchase batteries periodically for these 50 devices. We also purchase food for these meetings (within the allotted $250) as well as metro cards for ELL parents who cannot otherwise afford to attend.

Meetings are generally held monthly on the third Thursday of the month. Topics specific to ELLs at these 2 hour supplemental monthly meetings that last from 6:00pm - 8:00pm include:

1 - October and December - College Prep, College Application, and Financial Aid Processes (specific to immigrant and ELL issues). These workshops are geared to help the parents of our ELLs prepare students for college by explaining the process of SATs, and resources available, like free SAT prep classes, as well as how to navigate the college application system and to learn
Part D: Parental Engagement Activities

necessary vocabulary needed to apply for financial aid to colleges. We also disperse information like which colleges have support systems for ELL students. These workshops are facilitated by our Guidance Counselor, Ken Kastenbaum in conjunction with a certified ESL teacher, Laura Alcazar.

2 - January and June - Mentoring and College Readiness - These workshops will focus on ELL student progress towards graduation and the extra help opportunities and extra curricular activities available to support our ELL students. The concentration will be on how parents of ELLs can help their Beginner and Intermediate students pass the ELA exam and become college ready.

ELL parents are invited to school events, college visits, and other trips to encourage communication between the school and home, which will ultimately improve student achievement. We do so using School Messenger.

Additionally, most of our ELL students are newcomers, so many of their parents do not understand how college works in America. Therefore, parents often cannot give their children adequate support when trying to apply for or choose colleges. In order for us to provide students with supplemental guidance, we organize several college trips throughout the year for which we need buses. Two trips are tentatively planned for April although exact dates are to be decided. Parents attend as both chaperones and to learn about the process for themselves.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>• Must be supplemental.</td>
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</tbody>
</table>
Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Brooklyn</td>
<td>439</td>
</tr>
</tbody>
</table>

School Name: The Brooklyn International High School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Kathleen Rucker</th>
<th>Assistant Principal</th>
<th>Fredrick Wambolt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Patricia Doherty</td>
<td>Coach</td>
<td>Laura Alcazar</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Taylor Overturf</td>
<td>School Counselor</td>
<td>Ken Kastenbaum</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jay Pirani</td>
<td>Mellstrom/Math</td>
<td>Parent</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ei Meeker/Humanities</td>
<td></td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Nathaniel Jimenez</td>
<td></td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Kathy Pelles</td>
<td></td>
<td>Other (Name and Title)</td>
</tr>
</tbody>
</table>

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 | 11 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| 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 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
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No

- Dual language program (DL)
  - Yes
  - No

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Teachers rely on NYSITEL and NYSESALT to understand where students are in their language development and then use teacher-created formative assessments with Common Core aligned rubrics to guide instructional planning for ELLs.

2. What structures do you have in place to support this effort?
   We have grade level interdisciplinary teams that create alignment among the types of assessments and rubrics. We also have cross-grade discipline teams to create vertical alignment across grades in terms of the standards teachers are assessing. Disciplinary teams use the Common Core aligned Consortium PBAT rubrics to align standards.
3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

   The success of our program is measured through the analysis of a wide array of data sources, including:
   - Graduation rate
   - Course pass rate
   - Regents pass rate
   - Attendance rates
   - Learning Environment Survey – student results
   - Learning Environment Survey – parent results
   - Learning Environment Survey – teacher results
   - Dropout rate
   - Student anecdotals

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

   In addition to the grade level teams and cross-grade discipline teams, we also have a counseling team and a professional development committee, all of whose members contribute to decisions around interventions and school-wide practices.

5. **How does your school use 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.]**

   We are not a K-5 school.

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?**

   ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

   We use our graduation rate, EDAT, NYSESLAT and ELA Regents data along with PBAT and Portfolio rubrics as outcome assessments to inform our ELL programming.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**

   In addition to the grade level teams and cross-grade discipline teams, we also have a professional development committee, full faculty meetings to discuss this data and make decisions around our programs.

---

**Part IV: ELL Programming**

**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.**

      Instruction at our school is delivered collaboratively by interdisciplinary teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) who work to plan instruction for groups of approximately 80-100 students who are broken down into classes of about 20-25 students. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students’ and block’s needs for a specific project. Instruction in stand-alone ENL develops English language skills so students can succeed in core content courses. We also offer several integrated ENL courses to build English language skills through content area instruction. These courses are taught by dual certified instructors. Students get a mix of free standing and integrated ENL courses according to their levels so their course load meets the CR-154 requirements.
b. TBE program. *If applicable.*
   We do not offer TBE.

c. DL program. *If applicable.*
   We do not offer DL.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   All students are carefully programmed to be certain they have the mandated number of ENL and ELA instructional minutes each year with Entering getting a minimum of 540 minutes of ENL per week, Emerging 360 minutes of ENL per week, and Transitioning and Expanding receiving 180 minutes of ENL. Former ELLs also receive more than the minimum of a half credit of ENL. Each instructional team includes at least two teachers who are licensed in ESL. HLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their home languages.

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.

   Within each interdisciplinary team, there are at least two ESL teachers, many of whom are dual certified. Each interdisciplinary team has time each week for team meetings to discuss curriculum and student progress. Curriculum is designed with the International’s Approach in mind, so teachers mostly use heterogeneous, collaborative groups to foster language development. They also design experiential projects and teach language through content. Many teams design interdisciplinary projects so language is repeated in the various content classes to reinforce its use. Most teachers have attended QTEL and INPS training, so they employ strategies like Jigsaws and Pre, During and Post Reading Activities to build background knowledge. They also differentiate by offering choice in both how a student learns (video, leveled reading, native language texts, etc.) as well as how a student shows his/her learning (posters, paragraph, essays, song, use of native language, recording, etc.). Teachers also use various scaffolds like pictures, sentence starters and graphic organizers to make content comprehensible and help students produce written work. The ESL teachers consult with non-ESL teachers during the team meetings to help provide strategies. Furthermore, all teachers receive high quality professional development throughout the year from qualified providers like INPS, WestEd, and other licensed ESL teachers. Because of the differentiation and scaffolding needed, teachers develop the materials using resources like Newsela, Brainpop, Khan Academy, GapMinder, and Desmos. Literature includes books like To Kill a Mockingbird, The Color Purple, 12 Angry Men, The Giver, The Hunger Games, and many more.

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

   Because of the multitude of languages present in our school, we do not evaluate ELLs in their home languages. However, home language use is encouraged in various projects throughout the year and students are asked to present projects in home language to family members.

5. 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

   Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:
• Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content skill, theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
• Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Teachers can also use websites like NEWSLEA to get leveled current events articles.
• Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer questions about the material presented through all of the text.
• Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

6. 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?

Teachers use the UDL, DOK, and QTEL tools to evaluate their curriculum. These tools were all designed to differentiate the needs of all learners, including SWD and ELLs. By differentiating and scaffolding, teachers provide access to academic content and accelerate English language development. See Questions 3 & 6 for more specific details of differentiation and scaffolding.

7. 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?

ELL-SWDs are in the least restrictive environment because they are in their block scheduled classes with all other students made up of ELLs and Former ELLs. The interdisciplinary team of teachers meet regularly with Related Service providers who help teachers with indirect service to make sure that academic work meets the needs of each child. Students have the option of push-in or pull-out SETSS. Some students want to stay in class but receive extra help, while other students want separate one-on-one help without classmates seeing it. Thus, at the IEP meetings, the CSE, along with the parents and students, decide together whether push-in or pull-out services will best serve both the academic and socio-emotional needs of each student.

8. 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.

Grade level teachers in conjunction with administration, guidance, and the literacy coach, review student work at grade level teacher team meetings. If the student has an IEP, the special education teacher is also included. After reviewing classroom assessments, along with essential data about years of service, SIFE status, and guardian concerns, grade level teacher teams speak with the student to help develop intervention plans. For ELLs During school, we offer the following:
1. English support once a week for Beginner ELLs and SIFE.
2. Math support once a week for students struggling in Math as identified by teachers.
3. Small group mentoring by licensed teachers to help students complete graduation projects.

Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Teachers running these programs utilize the “Internationals Approach”:
- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
- Literacy Enrichment (one class for 11th Grade and one class for 12th Grade)
- Math Enrichment (Calculus - 12th Grade)
- Basic Math Support (11th Grade)

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
11th grade is a big transition for students because many students are still Emerging as English Language Learners and need extra support. Therefore, we will offer extra ESL push-in and/or pull-out support for Entering/Emerging ELLs along with SIFE students. This same teacher will work with content teachers to differentiate curriculum according to student need.

10. If you had a bilingual program, what was the reason you closed it?
We never had a bilingual program.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Since the majority of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question eight of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English. All programs are run by certified teachers.
Chess Club
Student Government
Model United Nations
Anti-Defamation League’s A World of Difference Peer Training Program
College Now
Gay Straight Alliance
Guitar Class
Culture Clubs (Bengali & African)
Reel Works Film Making Class

Other Support Services:
Interborough Developmental and Counseling Center (on site five days per week)
Sadie Nash Mentoring
L.O.V.E. Mentoring

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:
QTEL Institute curricula
Anti-Defamation League: A World of Difference
Facing History, Facing Ourselves
Brain Pop! Videos in multiple content areas
New York Historical Society
Brooklyn Academy of Music
Technology (school has 1:1 laptop computers plus 2 computer labs):
iMovie, Final Cut Pro (digital video cameras)
Garageband (digital voice recorders)
iPhoto (digital cameras)
Powerpoint
MS Word, Excel, PowerPoint
SMART Board
iWork
iBook
Khan Academy
NEWSELA
ColorinColorado
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

All of our students participate in our language development/ENL program. All of our classes use the native language to support learning. The locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Furthermore, teachers and students use native language materials from online resources. Students take advantage of these resources several times throughout the day.

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

Since all of our students are ELLs and Former ELLs, curriculum and resources are designed specifically to meet their academic and socio-emotional needs. All curriculum is differentiated to meet the needs of the heterogenous level of ELLs and SWDs. Therefore, materials correspond with students’ age and grade levels but are appropriate to each student’s cognitive needs. For example, one assignment might be to write a paragraph. The teacher might have 3 versions: one with sentence starters, one fill in the blank and one with a word bank, so all students are working on the same content but the student can access it according to both language and cognitive needs. We use a wide array of resources in our school including teacher-made materials, textbooks 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 with the guidance of teachers. With the teacher evaluation system, Administration ensures that all curricular materials are appropriate for the ELLs that we serve. Furthermore, teachers engage in curriculum shares, team meetings and interdisciplinary meetings, aligning curriculum both horizontally across grade level and vertically from one grade to the next. Administration is also present at these meetings.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

We operate as separate entities and do not share ELL resources.

16. 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).

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities. When students arrive throughout the year, they meet the Guidance Counselor, Ken Kastenbaum as well as the Parent Coordinator, Lilian Ghali, and the Literacy Coach, Patricia Doherty. These are the people mainly in charge of the ELL identification process, so if students have questions, they have met three staff members in addition to teachers.

17. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.

18. 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)?

We do not offer a dual language program.
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 and non-pedagogic staff.) 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?

All of our students are English Language Learners or Former ELLs, so our Professional Development focuses specifically on meeting their academic and socioemotional needs. The teachers at BIHS participate in various professional development activities including intervisitations within our own school as well as at other international schools and collaborating with outside institutions such as INPS, QTEL, Apple, Columbia University, NYU, The Dolan DNA Learning Center, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, Weill Cornell Medical College, Theater Development Fund, Tolerance Center, International Rescue Committee, National Endowment for the Humanities, BRIC (Digital Storytelling), The Tenement Museum, Royal Shakespeare Company, Magic Box (animations), BEAM Center (digital fabrication and technology). These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The Brooklyn International High School participate in weekly interdisciplinary team professional development as well as monthly discipline-based professional development. In addition, BIHS conducts monthly professional development meetings for all faculty. Our Professional Development Committee meets weekly to plan professional development.

The following are the various types of professional development we offer. All curriculum is Common Core aligned, so intervisitations, curriculum shares, and team meetings help teachers develop common core learning standards.

**Contracted Vendor Professional Development**
Morningside Center for Teaching Social Responsibility (Restorative Justice through the NYCDOE)
Since this is not ELL specific, we have partnered with Flushing International High School and International High School at Lafayette through Learning Partners, to learn how they have implemented Restorative Justice Approaches for ELLs. Between the three schools all of which serve ELLs, there will be several intervisitations. Also, the Learning Partner team from our school is made of one ESL certified teacher, along with one ESL/ELA dual certified teacher, a Science teacher and a dual certified ESL/Social Studies teacher. Therefore, all professional development from Morningside can be adapted for ELLs by the expertise of the Learning Partners Team.

Mastery Collaborative - This professional development will be given to a team including the Principal, and a teacher certified in Dance as well as a dual certified ESL/Math teacher. Therefore, anything turnkeyed will have been adapted for the needs of ELLs.

**In-House Professional Development**
Intervisitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include both a pre and post meeting with the host teacher to discuss classroom strategies and student outcomes.
Common Planning Time – Teachers on the same team meet weekly to plan interdisciplinary units, share curriculum and share information about inquiry projects.

**Other Professional Development**
Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
INPS - summer training and Election Day PD
2. 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.

All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, ongoing professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities. Agendas and attendance are kept digitally in shared folders on Google Docs for all meetings and Professional Development workshops. If teachers attend professional development outside of the school, they submit agendas to our Business Manager who files them in teacher folders in the main office.

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?

Interdisciplinary teacher teams will use family engagement time (40 minutes per week) to reach out to families and arrange one-on-one meetings to discuss student progress. Teachers will call home to arrange meetings, with the help of staff members who can translate. They will give a choice of times that best suits the availability of parents. We have a multilingual staff, so teachers will create appointments in a shared school calendar in Google Drive, including the staff member who is needed for translation to make sure someone is available. Teachers will keep notes of these meetings in their team folders on Google Drive, which is shared with all teachers on the team as well as Guidance and Administration. In the event that we cannot reach the parent by phone, teachers will send home letters that are translated by the DOE Translation Services, when possible.

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

With the Family Engagement time in the NYC teacher contracts, interdisciplinary teacher teams engage families in different ways including positive phone calls home in September and team newsletters that introduce teachers and share curriculum. Teams also ask students to present projects to parents in native language and invite parents to these presentations. Furthermore, one team gives a weekly assignment including family input. Our parent coordinator also encourages parents to become involved in our school community by sending home monthly mailings in PPL and organizing monthly meetings staffed with translators. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Attendance at these meetings is generally very high with 50-100 families in attendance. Our parents are also encouraged to accompany the students on trips to colleges and to attend our International Feast. Anywhere from 20-30% of our students' families regularly attend Open School Night and Open School afternoon. In addition to this, parents are made aware of translation services available both through the orientation and intake process in addition to the welcome posters posted at the entrance to the building as well as outside our main office. Our parent welcome center also has many resources in multiple languages.
### Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Kathleen Rucker, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Rucker</td>
<td>Principal</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Fredrick Wambolt</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Lilian Ghali</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Taylor Overturf</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Fatima Sharhan</td>
<td>Parent</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Jay Pirani-Mellstrom</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Ei Meeker</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Patricia Doherty</td>
<td>Coach</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Ken Kastenbaum</td>
<td>School Counselor</td>
<td></td>
<td>6/30/2017</td>
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<tr>
<td></td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Laura Alcazar</td>
<td>Other Assistant Principal</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Nathaniel Jimenez</td>
<td>Other Related Services</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)Laura</td>
<td>Alcazar</td>
<td>AP</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   The data used to assess language preferences of our family community are culled from a variety of sources. We use the Parent Preferred Language (PPL) form gathered from student permanent records and from those filled out by parents when students enter the NYC schools for the first time. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, and Student Emergency Contact cards. The Parent Coordinator gathers this information, so we can provide all parents with written translation and oral interpretations through all means available to us. The parent coordinator also creates a report with the languages parents speak, by class and grade, and updates it regularly.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
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<td>Albanian</td>
<td>1</td>
<td>.22</td>
<td>1</td>
<td>.22</td>
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<tr>
<td>Arabic</td>
<td>42</td>
<td>8.61</td>
<td>42</td>
<td>8.39</td>
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<tr>
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<td>46</td>
<td>11.7</td>
<td>46</td>
<td>11.92</td>
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<tr>
<td>Chinese (ANY)</td>
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<td>6.84</td>
<td>1</td>
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<td>Cantonese</td>
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<td>0</td>
<td>1</td>
<td>.66</td>
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<tr>
<td>French</td>
<td>25</td>
<td>5.08</td>
<td>25</td>
<td>5.3</td>
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<tr>
<td>Fulani</td>
<td>11</td>
<td>2.43</td>
<td>11</td>
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<td>Haitian Creole</td>
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<td>Japanese</td>
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<td>.44</td>
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<tr>
<td>English</td>
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<td>.22</td>
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<tr>
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<td>Spanish</td>
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<td>37.53</td>
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<td>Mandinka (Mandingo)</td>
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<td>.22</td>
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<td>.22</td>
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<td>.22</td>
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<tr>
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<td>.22</td>
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<td>.22</td>
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<td>2.21</td>
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<td>.22</td>
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<td>.66</td>
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<tr>
<td>Wolof</td>
<td>4</td>
<td>.44</td>
<td>4</td>
<td>.44</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

| none other than the covered languages |

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
### Document Name
- Open School conference announcements
- School Specific Calendar including New York State Regents testing dates and Portfolio dates along with PROSE approved calendar changes
- Family Association and SLT announcements and/or fliers
- Student Progress Reports
- Grade-Level Teacher Team Policies and/or School Policy (cell phone, grading, etc.)

### Month/Frequency Distributed to Families
- September 2018
- November 2018
- March 2018
- May 2018
- September 2018
- January 2018
- June 2018
- November 2018
- January 2018
- April 2018
- September 2018

### How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.
- DOE Translation and Interpretation services and/or The Big Word.

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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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open School Conferences</td>
<td>9/26/2018</td>
<td>Many of our staff members are multilingual, so they assist at the family meetings and we use the headsets for simultaneous interpretations. We also call into the DOE’s translation and interpretation phone line as needed.</td>
</tr>
<tr>
<td></td>
<td>11/29, 11/30/2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/7, 3/8/2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/9/2019</td>
<td></td>
</tr>
<tr>
<td>Family Association Meetings - Monthly</td>
<td>10/18/2018</td>
<td>Many of our staff members are multilingual, so they assist at the family meetings and we use the headsets for simultaneous interpretations. We also call into the DOE’s translation and interpretation phone line as needed.</td>
</tr>
<tr>
<td></td>
<td>11/29/2018</td>
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<td></td>
<td>12/13/2018</td>
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<tr>
<td></td>
<td>1/17/2019</td>
<td></td>
</tr>
</tbody>
</table>
Individual meetings with parents of all ENL students | Ongoing | Many of our staff members are multilingual, so they assist at the family meetings. We also call into the DOE’s translation and interpretation phone line as needed.

New Family Orientation | 5/30/2019 | Many of our staff members are multilingual, so they assist at the family meetings and we use the headsets for simultaneous interpretations. We also call into the DOE’s translation and interpretation phone line as needed.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We will call the home of the student in the preferred language either by using on-site multilingual staff or by using the NYC DOE over-the-phone interpretation services.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We train the staff so that they are aware of Chancellor’s Regulation A-663. We do this by including information in our staff handbook, which is updated annually, as well as going over this information during our day of professional development September 4th.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)
We post posters from the welcome kit in the hallways and have signage available in all offices so that parents know their rights to receive information in their preferred languages. We also make announcements at our family meetings and events to ensure that parents are informed of their rights. Language brochures from the T & I welcome kit are also available in the Family Welcome Center in 504. Finally, Language Identification Guides are in our Parent Welcome Center in 504 and our main office in 604 to help families communicate the language they speak.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We will ask our families for feedback on an ongoing basis. All of our students are new to English and all of our families speak languages other than English, so we continually seek feedback on our translation & interpretation services. Additionally, our parent coordinator keeps an ongoing dialogue with families so they can feel comfortable giving our school feedback.