2018-19

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 15K497

School Name: SCHOOL FOR INTERNATIONAL STUDIES

Principal: NICOLE Lanzilotto
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Boerum Hill School for International Studies
School Number (DBN): 15K497
BEDS Code: 331500011497
Grades Served: 6-12
School Address: 284 Baltic Street Brooklyn N.Y. 11217
School Contact Person: Samantha Schmoeger-AP
Email Address: samantha.schmoeger@schools.nyc.gov
Phone Number: (718) 330-9390
Fax: (718) 875-7522
Principal: Nicole Lanzillotto

UFT Chapter Leader: Carmen Sanchez
Parents’ Association President: Susan Moesker & Kenya Blount
SLT Chairperson: Samantha Schmoeger
Title I Parent Representative (or Parent Advisory Council Chairperson): Quianna Lawrence
Student Representative(s): Kezia Regis
CBO Representative: Fabrice Jaumont

District Information

Geographical District: 15
Superintendent: Anita Skop
Superintendent’s Office Address: 131 Livingston Street
Superintendent’s Email Address: askop@schools.nyc.gov
Phone Number: (718)-935-4317
Fax: 718-935-4356

Field Support Center (FSC)
FSC: Brooklyn West Regional Executive Director: Bernadette Fitzgerald

Executive Director’s Office Address: 131 Livingston St. Brooklyn Ny 11201 Rm. 501

Executive Director’s Email Address: BFitzge2@schools.nyc.gov

Phone Number: (718) 935-3954 Fax: (718) 935-2382
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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>Nicole Lanzillotto</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Carmen Sanchez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Susan Moesker/Kenya Blount</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Rasheen Brown</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Elijah Seltzer</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>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Fabrice Jaumont</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Samantha Schmoeger</td>
<td>Member/ CSA</td>
<td></td>
</tr>
<tr>
<td>Nicolas Houselog</td>
<td>Member/Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Amy Schwarzman</td>
<td>Member/ Secretary</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Vickie Sell</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Giovanny Sanchez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Julie Fissinger</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Marine Putman</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Joy Drummond</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ceren Brunell</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Renita Garrison</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Nathalie Van Braekel</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Emma Scott</td>
<td>Member/Co-Chair</td>
<td></td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and informed by 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>:</td>
<td>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>:</td>
<td>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>:</td>
<td>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>:</td>
<td>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>:</td>
<td>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>:</td>
<td>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>

### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### 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 2018-19 SCEP-FF
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.
• **Step 4:** 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 – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

• **Step 7:** 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 8:** 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: SCEP Overview

1. What is your school’s mission statement?

The Boerum Hill School for International Studies (BHS) serves grades 6-12 in Brooklyn, NY. As an IB World School with the Middle Years and Diploma Programme, we are committed to the mission of the International Baccalaureate Program, which is a global group of schools that develop international-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create solutions for a better and more peaceful world.

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 Boerum Hill School for International Studies (BHS) is an authorized International Baccalaureate (IB) in both the Middle Years Program and Diploma Program, we provide curricula in grades 6-10 that emphasize problem-solving and collaboration through project-based learning. As we enter our second year as an authorized Diploma Program for all students in grades 11-12, students will have the opportunity to graduate BHS with an IB Diploma or an IB candidate which can provide college credits and a significant increase of college options and scholarships. The IB provides the ideal academic framework for educating critical thinkers and problem solvers who are internationally minded-culturally agile, bilingual and even trilingual. Our aim is support students as they take risks and develop innovative solutions that impact the world. We aim to foster critical and creative thinkers who appreciate different cultures and respect the values and rights of people everywhere. We emphasize a balanced liberal arts education developing our students academically, socially and emotionally to become successful 21st century Global citizens.

A large part of our work as a school community is working to ensure all students receive equitable academic and cultural experiences through the IB framework. We believe in racial, ethnic, economic, religious and linguistic diversity. Therefore, our student body reflects the world at large. We are working with our partnerships, Red Hook Youth Court Restorative Justice, Boarder Crossers and Ramapo for Children to build the work around diversity and equity. We have also created a school Equity Team which is made up of teachers, students, administration and parents. The team is focuses on awareness of implicit bias and examining racial attitudes, values and beliefs of the school community while using data to create instructional practices and school policies that are equitable.

At BHS, our students can study French as beginners and as native speakers of French. By increasing language proficiency for all learners we aim to create an inclusive and collaborative school culture. We also have been able to create this with the support of our partnership with FACE (French American Cultural Education) which supports French-American relations through innovative cultural and educational projects. We offer French language acquisition in beginners, intermediate and advance classes. The study of French language expands through our French Dual Language course in grades 6 through 9. The aim of the French Dual Language course is for heterogeneous groupings of students to engage in French language through speaking, reading and writing while making interdisciplinary connections to other subjects such as Science and Humanities As we continue to focus on language as a mode to explore cultural expression and social tolerance, we aim to build an additional language acquisition program in Spanish.

In order to support and develop the whole child, students engage in extra curricular activities after school and during the day to support the learning and talents of students. We offer robotics, violin, chess, dance, theatre, soccer, music, table tennis and basketball.

This year we have joined an unique network of schools know as PROSE (Progressive Redesign Opportunity Schools of Excellence). Our school-wide initiatives are driven by teachers and leaders working in a fully collaborative community focused on the needs of students and community at large.

3. Describe any special student populations and what their specific needs are.
We serve a racial, ethnic, economic, religious and linguistic diverse community of students. Our school program and instructional practices are designed to ensure that the needs of all students - SWD, ELLs and highest academic and social need.

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.

The two elements from the Framework for Great Schools that we have made a great deal of progress in the last year are Teacher Collaboration and creating a Supportive Environment.

For Fall 2018-2019, we are actively working to build trust while deepening teacher collaboration as we become a community of critical friends, ensuring consistent instructional practices across classrooms and growing family empowerment. We believe that trust, collaboration, strong and rigorous pedagogical practices, strong ties and relationships with families, lead to high levels of student achievement and engagement.

We have created a Supportive Environment where every student has advisory. The adviser communicates to parents weekly using Managebac, email and grade team level newsletters. Advisers form a strong community with the group of students to build trust and provide a forum for students to address issues, set individual goals, problem solve with a supportive adult and community of peers. Restorative Justice practices are used with students to reflect on their actions and are given opportunities to restore and rebuild relationships that may have been harmed. The Restorative Justice Team (RJT) trains students as peer mediators with support from The Red Hook Community Justice Center. The RJT also responds to community conflict utilizing a systematized ladder of consequences and responses to intervention. This empowers all community members to approach discipline issues with the intention and tools to heal and restore rather than punish. Student government is another forum where students are able to address concerns with the leadership team and lead student-generated initiatives. Class Presidents and their committees facilitate the grade level town halls, meet bi-monthly with the school leadership to address concerns and generate solutions, administer student surveys, plan grade level field trips and develop service projects within school and local community. This year, students have rebuilt our school store promoting Positive Behavior Intervention Supports and have initiated multiple service projects delivering canned goods to food pantries and clothing to shelters for the homeless.

For the 2018 - 2019 school year, teachers will work collaboratively to develop and refine International Baccalaureate Units of Study aligned to the Common Core and IB criterion levels that engage students to think deeply about the content and utilize inter-disciplinary learning to develop innovative student ideas and connections across content areas. Teachers plan units by aligning Approaches to Learning so that students are practicing grade specific skills in all of their classes. Teachers also work in Inquiry Groups and department teams to develop strong lesson planning practices, assessment analysis to inform instruction and differentiation techniques. We have changed the structure of our learning and collaboration spaces to ensure classrooms spaces are shared within content areas and shared grade team offices support daily collaboration as we move into building trust and working as a unified team. Additionally, we have implemented an inter-visitiation schedule for department & grade teams to provide teacher to teacher feedback to develop strong practices around questioning and discussion and student centered inquiry based teaching and learning. In addition to administrator evaluations and feedback, Coaches, Mentors and Model Teachers will continue to observe and provide feedback to teachers to support and ensure rigorous instruction and pedagogy.

Teachers are revising summative tasks, using formative and summative assessment data to differentiate up as well as provide scaffolds for students who need them. Through the use of strong unit and lesson planning practices, teachers collaborate to improve their practices by using student data to increase learning and create individualized learning experiences to ensure a productive struggle for all learners. This foundation will move us in the direction of becoming a Prose School to ensure peer evaluation is a part of our learning organization. We will continue to use Monday and Tuesday time for CPT and Professional Learning as well.

The main areas that we are focusing on improving this year are: Building Trust, Teacher Collaboration, Consistent Instructional practices and Parent involvement/participation. Dept. and Grade Teams will meet weekly to horizontally
and vertically plan using the IB framework. Dept. Teams will focus on the critical friends protocol to provide one another with feedback on units and lesson plans, while grade teams will work to deepen the kid talk protocol, using data to create individualized action plans for students.

To enhance our Family Ties, in addition to our advisory structure, our Family Outreach Coordinator will continue to develop systems of communication with families. We have calendared events for the entire school year, in collaboration with the PTA and SLT. We have a new website which will be used to update parents and communicate digitally to the entire community. Our PTA, Family Outreach Coordinator and all staff members will continue to work on welcoming families through workshops, events, award ceremonies, and Family/curriculum night throughout the year.

Our school celebrates the accomplishments of students and faculty members and creates opportunities for everyone to reflect and plan on ways to improve. We are a community of inquirers, problem solvers and reflectors. We know that the inquiry cycle depends on risk taking, coming up with solutions and making revisions along the way. We are unafraid to fail and believe that when we work together, with our students at the center of our work, we can achieve anything.

5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.

Through PROSE initiative teachers will have 6 additional planning days to focus on vertical and horizontal alignment.
### School Demographics and Accountability Snapshot for 15K497

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
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<tbody>
<tr>
<td>06,07,08,09,10,11,12</td>
<td>632</td>
<td>No</td>
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#### English Language Learner Programs (2018-19)

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<thead>
<tr>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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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># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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<tbody>
<tr>
<td>17</td>
<td>15</td>
<td>16</td>
<td>14</td>
<td>85</td>
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#### Types and Number of Special Classes (2018-19)

<table>
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<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Foreign Language</th>
<th># Dance</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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<tr>
<td>19</td>
<td>45</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>85</td>
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#### School Composition (2017-18)

<table>
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<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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<tbody>
<tr>
<td>57.0%</td>
<td>52.6%</td>
<td>9.5%</td>
<td>23.3%</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>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.9%</td>
<td>34.5%</td>
<td>25.5%</td>
<td>4.4%</td>
<td>29.6%</td>
<td>6.0%</td>
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#### Personnel (2015-16)

<table>
<thead>
<tr>
<th># Assistant Principals (2016-17)</th>
<th>% Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6%</td>
<td>55%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.1%</td>
<td>48.5%</td>
</tr>
</tbody>
</table>

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

<table>
<thead>
<tr>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33%</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>82%</td>
</tr>
</tbody>
</table>

#### Global History Performance at levels 3 & 4

| 71%                             | 76%                                     |

#### 4 Year Graduation Rate

| 75.0%                          | 78.0%                                   |

#### Regents Diploma w/ Advanced Designation

<table>
<thead>
<tr>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

##### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</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>YSH</td>
<td>N/A</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

##### Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</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>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

##### Science (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</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>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### High School

##### ELA Performance in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</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>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
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</tbody>
</table>

##### Mathematics Performance in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

##### Graduation Rates

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

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2018-19 SCEP-FF
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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>x</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>x</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

At Boerum Hill School for International Studies (BHS), teachers develop curriculum using the International Baccalaureate framework to ensure content is learned, skills are practiced and concepts are explored. Teachers reflect on and revise their units of study every quarter and during summer Professional Learning (where over 90% of teachers participate). Utilizing the IB framework allows teachers to share a common language around instructional practices, to implement meaningful lessons and tasks that engage students in critical thinking, problem solving, and a love for learning. Each unit of study is aligned to IB criterion, which correlates to grade level Common Core Standards. Learning targets are translated into student-friendly and grade appropriate language, so that all learners, including English New Language Learners (ENLs) and Students with Disabilities (SWDs) can track their progress. Through ATL’s, students develop tools and skills to learn how to learn. Grade Teams plan collaboratively to align Approaches to Learning (ATL) skills (communication, self-management, research, thinking, etc.) to ensure cohesion of skills across all content areas. Curriculum is shared and made public via ManageBac - a planning, assessment and grading IB platform, which allows for transparency and alignment vertically and horizontally. The Middle Years Programme Coordinator (grades 6-10) and Diploma Programme Coordinator (grades 11-12) work as model teachers and instructional coaches to assess rigor, align practices and provide each teacher with curriculum feedback. Coaches work directly with the IB who approve units of study and hold the school to high standards. Department teams utilize a lesson and student work analysis protocol to determine what students are learning, how they know and what revisions must be made to ensure students are meeting instructional goals. The Leadership team developed a year-long Professional Learning plan utilizing partnerships like...
MSQI, Learning Partners, Teachers College, Teaching Matters and district offerings. Professional Learning plans are developed based on different needs and goals of teachers and support staff.

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all content area courses will have revised and deepened their units of study, by aligning the formative and summative tasks and the International Baccalaureate Approaches to Learning Framework, in department and grade teams, based on student needs to differentiate instructional experiences resulting in a 45% increase in student test scores on Math and ELA exams and IB criterion, in grades 6-12.
### 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 What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Department Teams</strong> – utilize the lesson study protocol, organize inter-visitations and use student work as an anchor to revise lessons and increase learning to differentiate instruction.</td>
</tr>
<tr>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
<td>Department Team Facilitators</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Teacher Inquiry Groups</strong> – Differentiated Learning for teachers – For example: lesson planning, using data to inform instruction, and developing questioning and discussion practices in the classroom.</td>
</tr>
<tr>
<td>Teacher/Para groups devised based on Advance/Observation data</td>
<td>Sept 2018-June 2019</td>
<td>Teacher Leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MYP &amp; DP IB Coordinator</strong> – works with departments and leads PD’s to improve and align units, summative tasks and rubrics to ensure rigor, alignment to IB and intellectually engaging, student centered learning experiences.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Emily Brandt and Rebecca Crawford</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Model Teachers</strong> – support teachers to develop questioning and discussion techniques through Professional Development, lunch and learns and organized inter-visitations so teachers can provide one another with feedback using the Danielson Rubric.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 2018-June 2019</td>
<td>3 model teachers anticipated/encourage to apply per year</td>
</tr>
</tbody>
</table>

### 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.

BHS will engage families and support their understanding of instruction and the common core by hosting events such as: Saturday Parent Academy Workshops (APPT), Curriculum Night, and Parent Teacher conferences (during and after school). We will also send home literature that explains common core and testing information. All correspondents will be sent in preferred language of the parent. Administrators, Teacher Leaders, Teachers, Guidance Counselors, and other staff will be responsible for implementation and oversight.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<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>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td>X</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Title I</td>
<td>Title III</td>
<td>PTA</td>
<td>SIG Grant</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1003(a)</td>
<td></td>
<td>Funded</td>
<td></td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Funding</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.

Teachers will participate in inter-visitation rounds lead by department facilitators to provide each other with evidence based feedback using the Danielson rubric in 3b, 3c and 3d to grow as pedagogues and develop critical friends relationships. Data collected will be assessed monthly to monitor progress and instructional moves made to increase student discussion/engagement and use of formative assessment data to inform instruction. ADVANCE ratings will be analyzed during mid-year reviews to monitor progress. Professional Development plans will be designed based on individual needs of teachers.

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

Feedback, Advance, Mock Testing Analysis, Summative Task Results, Regents and MS Math and ELA Exams

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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 5 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

BHS believes in Restorative Justice practices, where students reflect on their actions and are given opportunities to restore and rebuild relationships that may have been harmed. The Restorative Justice Team (RJT) trains students as peer mediators with support from The Red Hook Community Justice Center. The RJT also responds to community conflict utilizing a systematized ladder of consequences and responses to intervention. This empowers all community members to approach discipline issues with the intention and tools to heal and restore rather than punish and remove resulting in a 65% decrease in suspensions. BHS has created a community school that values student voice and a sense of belonging by utilizing restorative circles, conflict mediation, non-violent communication practices and support from Morningside Center for Teaching Social Responsibility and Human Root. Additionally, teachers have been trained by Ramapo for Children during Monday Professional Learning time. They have also been provided with individualized coaching to ensure restorative justice practices are utilized across all classrooms. The advisory curriculum was developed in collaboration with the School Leadership Team to ensure every child has an advocate and every parent develops a close relationship with at least one staff member who guides and supports their student’s academic and social-emotional development in collaboration with our guidance counselors. Each student has advisory twice weekly where small groups meet to build relationships with their peers, discuss meaningful topics, engage in community service work and practice being caring, reflective, empathetic community members. Advisory lessons address issues of bullying, race, class, sexuality, identity, and testing stress, to name a few and provides students a forum to develop communication, collaboration and organizational skills. In addition, each Grade Team organizes a monthly town hall meeting with
students to celebrate academic achievements, IB learner profiles and attendance stars. Student leaders provide announcements about upcoming events and facilitate a Q&A with the teacher team to address concerns that may arise. Student government is another forum where students are able to address concerns with the leadership team and lead student-generated initiatives. Class Presidents and their committees facilitate the grade level town halls, meet bi-monthly with the school leadership to address concerns and generate solutions, administer student surveys, plan grade level field trips and develop service projects within school and local community. This year, students have rebuilt our school store promoting Positive Behavior Intervention Supports and have initiated multiple service projects delivering canned goods to food pantries and clothing to shelters for the homeless. The parent coordinator sends out a week-in-review newsletter to families and a monthly newsletter (via email and backpacked home) to ensure all families are informed, engaged and empowered to participate in the community. The Principal hosts a monthly tea and scones event, which provides an additional opportunity to communicate and collaborate with families. This year, the focus has been on diversity within our school and using data to support children at home. Parents are given skills, tools and resources to reinforce learning at home. A monthly video, highlighting events, trips and instruction is also sent home and shown in advisories to celebrate our community.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Teacher inquiry grade teams will focus on the lowest third in every grade during grade meeting time to develop an individual academic and socio-emotional goals and action plans for targeted students. Grade teams will use a kid talk protocol and the implementation of Advisories, which will result in a more inclusive school community, reduction of student incidents, increase over all attendance by 15% and the school’s lowest third performance in ELA and Math scores on state exams by 45% and for HS, earning 10+ credits in their 9th grade year. Marking period progress reports, weekly attendance reports, OORS reports and benchmark assessments through out the year will be used to monitor student progress.
### 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).

| Grade Team Meetings & Advisories – Grade Teams use the kid talk protocol to plan individual goals with students grounded in academic and social emotional data. Grade Teams also plan trips and celebrations to promote a positive school culture. Each student has an advocate and parents have main point of contact. Grade teams will also use ManageBac, Curriculum Night, Parent Teacher Conferences and parent outreach time to create an understanding of our supportive environment and the Common Core in order to support their children at home. | Individual Students | Sept 2018-June 2019 | Grade Team Facilitators/Advisors |
| Guidance Counselors - Mandated IEP counseling as well as college and career counseling to support students with transition and individualize goal setting. | Mandated and Needs Based | Sept 2018-June 2019 | Guidance |
| SUNY Downstate On Campus Social Worker & Full Service Nurse - works with students at risk and identified by grade teams and counselor as needing additional support | Needs Based | Sept 2018-June 2019 | Ana Cohen |
| Teen Talk Counselor - works with students at risk and identified by grade teams and counselor as needing additional support | Needs Based | Sept 2018-June 2019 | Counselor |

### 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.

BHS will engage families and support their understanding of Supportive Environment by hosting Saturday Academy and Curriculum Nights that provides information for parents on how they can create and foster a supportive environment at home for their children. Such events could include: parent workshops, and Parent Teacher conferences (during and after school). We will also send home literature that contains useful information for parents. All correspondents will be sent in the preferred language of the parent. Administrators, Teacher Leaders, Teachers, Guidance Counselors, and other staff will be responsible for implementation and oversight.

### 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.
JB Managebac Software (online grading and communication system for staff, students and families)

Per Session for Cultural, academic and sports programs

Grade Team Facilitators

Family Outreach Coordinator

College Counselor

College Program Director

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

<table>
<thead>
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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
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<th>C4E</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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<td>Title I TA</td>
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<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></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.

Parents are included in the process of developing an action plan for individual students so that the partnership between the school and home is strengthened. Events that include celebrations and awards ceremonies will include parents as well to support the social/emotional and academic progress and accomplishments of students. Advisers will distribute a survey during our mid year family night to assess the outcomes of strategies implemented and family engagement/participation.

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

Parent Surveys, Family Involvement, Monthly meetings (tea and scones) with Principal and AP's, participation at school led events, informal feedback, SLT and PTA participation

**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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td></td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

BHS believes that collaboration is at the heart of the work. Therefore, time and support is strategically carved out to ensure teacher teams share best practices, analyze data and provide one another with feedback. Department Teams meet bi-monthly on Mondays and once weekly during a common planning period to analyze student work, revise IB unit plans and assessments to improve and deepen student learning. Teachers are covered twice annually to participate in classroom inter-visitations with coaches and administration to norm using the Danielson Rubric. In addition, Grade Level Teams meet bi-monthly on Mondays and once weekly during common planning time to study student data, focusing on the lowest 3rd to create actionable goals using a Kid Talk protocol. Grade Teams vertically align the Approaches to Learning (ATLs) to help students develop academic skills across disciplines.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all teachers collaborate to develop at least one interdisciplinary unit plan and collaborate on developing lesson plans that utilize student data to inform instruction and increase student engagement, student centered...
instruction, global citizenship and project based learning in all classes by 10% as measured by Advance ratings, Danielson feedback and highly effective lesson plans.
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? (Include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Meetings - Departments meet twice a monthly to utilize the lesson study protocol/inquiry cycle, organize inter-visitations and use student work and testing data as an anchor to revise lessons and increase learning to differentiate instruction and share best practices.</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>Model Teachers - Teachers engage in monthly Professional Learning to develop strategies on differentiation, integration of ELL and SPED instruction, and discussion techniques. All teachers will provide differentiated instruction and flexible groups daily based on student data.</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>Grade Team Meetings - Teachers meet twice a monthly in grade teams to collaborate on ways to improve approaches to learning (grade specific skills) across content areas, to identify students in need, to set individual plans for students, to engage in professional development opportunities as needed and to plan grade wide field trip excursions each month.</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>Learning Partners Program – We have partnered with another learning partner school to develop and participate in the inquiry cycle and collaborate/focus on instructional and organizational improvements.</td>
<td>Participating schools and teachers</td>
<td>Sept 2018-June 2019</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.

BHS will engage families and support their understanding of strategies to support their children at home by providing parents with literature on effective strategies for use at home, host event such as: Curriculum Night, parent workshops, parent teacher conferences, ManageBac and other forms of communication. All communication will be sent home in the preferred language of the parent. We will also utilize the reorganize work day on Tuesdays to foster further parent outreach.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
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<th>21st Century</th>
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<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></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. In February, feedback will be assessed on instruction observed to analyze the impact of collaboration and inter-visitations where teachers own the data and hold one another accountable to best practices within the learning environment. Teams will look at the quality of student work samples from each grade using IB and Common Core aligned rubrics to determine progress and create next steps.

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

Unit and Lesson Plan collection and analysis, teacher reflection, Advance ratings

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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

The leadership team will continue to provide feedback to support teacher growth and pedagogy using the distributive leadership model. School Leadership will meet with whole staff, cabinet members, department and grade team leaders, model teachers, IB coordinator, DP Liaison, and mentors to ensure alignment of the school vision and Danielson practices. Leadership will continue to make improvements using resources and personnel to improve student achievement.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the leadership team, teachers and other stakeholders will participate in building the school’s vision that reflects the MYP Middle School Years Program of the IB philosophy. The leadership team will provide a minimum of 8 rounds of formative feedback and professional development to teachers on implementing the Middle Years Programme and specifically related to developing strong Danielson practices of planning and differentiation (1e), questioning and discussion techniques (3b), student engagement (3c), and using assessments to inform instruction (3d), resulting in a
40% rise in student reading, writing and speaking for Middle School and High School students based on Math and ELA exams in MS and Regents Exams in HS.
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>All teachers</td>
<td>Sept 2018-June 2019</td>
<td>IB Coordinator</td>
</tr>
<tr>
<td>Admin</td>
<td>Sept 2018-June 2019</td>
<td>Admin</td>
</tr>
<tr>
<td>New Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Teacher Mentors</td>
</tr>
<tr>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Dept. Leaders</td>
</tr>
</tbody>
</table>

IB MYP coordinator collects, reviews and provides feedback on implementing the MYP curriculum including the planning of units, embedding the IB Learner profile into classroom culture, and teaching conceptual units with real world application.

Principal, Assistant Principals perform instructional walk-throughs weekly utilizing Advance and IB framework to provide teachers with ongoing feedback on instruction. Administrative meetings are held weekly to collaborate on instructional support for staff and to norm as we analyze our data.

New teachers are provided with a trained mentor by The New Teacher Center who gives weekly feedback on lessons utilizing the Danielson Framework, models lesson plans and participates in intervisitations.

Department Leaders meet with their teams 2x monthly to develop MYP curricular units and lesson plans with a focus on Danielson 1e, 3b and 3d as supported by our IB vision and instructional foci.

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.

BHS will engage families and support their understanding of Effective School Leadership through the formation of SLT committees led by parents which will focus on diversity & equity, the development of Dual Language Program and Parent Empowerment. We will continue to hold family workshops, communicate to families through the weekly newsletter and hold Parent Academic workshops.

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.

Mentoring
Per diem
Per Session
### 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>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
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<tr>
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<tr>
<td></td>
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<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</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.

*Degrees of Reading Power (DRP)*

- The mid-point benchmark will be in February.

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

- Programming meetings, student choice surveys, feedback from team leaders and cabinet, school survey, Student Voice Collaborative

#### 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

Families are welcomed into our school community through the efforts of our Family Outreach Coordinator, PTA, teachers, student advisers, school leadership and support staff. Multiple annual events, like our Global Action Project Week, PTA Family Day, Curriculum Night and APTT Workshops with families, create a positive partnership between home and school, where students can see their community as one, united toward a common vision; their academic and social/emotional success. BHS International Studies is a community school and our mission is for parents to feel a sense of belonging and ownership over the school. This year, the focus has been on diversity within our school and using data to support children at home. Parents are given skills, tools and resources to reinforce learning at home through our partnership with Human Root.

The school-wide trend- Students are demonstrating a trend of progress on the ELA and Math state exams.

Based on our ELA and Math data, students with IEP’s and ESL students continue to need extra support and guidance. In addition, based on our school wide itemized analysis of the ELA assessment, students would benefit from further support around constructive responses on the test.

The priority need; Increasing the percentage of students who passed the state ELA and Math exams and support IEP and ESL students by engaging them in additional rigorous tasks.
### 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, an increase in parent involvement and outreach will result in a more collaborative school community, higher daily attendance for students and increased parent engagement due to the implementation of Managebac, a 40% increase in attendance at family events and communication between teachers and families due to the implementation of new school website, class websites, digital newsletters, Managebac, Advisory & PTA sponsored events.
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 What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>Sept 2018- June2019</td>
<td>Grade Teams</td>
</tr>
<tr>
<td>Families</td>
<td>Sept 2018- June2019</td>
<td>Teachers and Parent Coordinator</td>
</tr>
<tr>
<td>11th &amp; 12th graders</td>
<td>Sept 2018- June2019</td>
<td>College and Senior Team</td>
</tr>
<tr>
<td>All Stakeholders</td>
<td>Sept 2018- June2019</td>
<td>PTA and and parent coordinator</td>
</tr>
</tbody>
</table>

Grade Teams schedule events to incorporate parents and families as chaperons, judges, and audience members to build a bridge between learning at home and in school. Grade Teams also include parents in action plans developed based on kid talks.

Communication to parents including the Parent Communication Bulletin Board, a virtual weekly and monthly Parent Newsletter and a variety of monthly workshops. Utilization of Managebac for daily communication to families.

College support team (College Counselor/Director helps senior students and parents working towards graduation requirements and on college selection and materials including online applications and FAFSA forms.

PTA sponsored and annual school wide events support the mission of the school and build community with all stakeholders involved.

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.

FACE (French American Cultural Exchange) and Morning side

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.

Full Time College Counselor/College Liaison

Communication systems – Mailchimp, Managebac, Weekly Newsletters, School Website

Family Outreach Coordinator – Collaboration with PTA & SLT

Coaches/NTC Mentors, Model Teachers - LPP Program

Director of Recruitment and partnerships
2 Academic/Social-Emotional Counselors

1 Mandated Counselor - Student's with IEP's

Grade Team & Dept. Team Leader Positions

Web Site Designer

**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>
<th>X</th>
<th>Title I SWP</th>
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<td>Title I 1003(a)</td>
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<td>School Achievement Funding</td>
<td>Other</td>
<td></td>
<td></td>
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</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.

In September 2019, the leadership team will discuss progress during cabinet, grade team and department facilitator meetings to assess the needs of our students and participation of parents. Teams will monitor newsletter/managebac and communication with parents monthly and weekly to assess impact and conduct a comparative analysis on parent participation during curriculum night, parent teacher conferences and school events in Collaboration with PTA and SLT will take place to assess needs and adjust systems along the way.

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

Meeting Notes, feedback, surveys

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<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>MOSL results; Regents ELA and MS exam results, Formative and Summative Tasks in the various English classes – Benchmark and Baseline data analysis - running records for Reading Intervention and IB Projects/Criterion and MSQI initiative.</td>
<td>Saturday Scholars; After school tutoring</td>
<td>Small group tutoring</td>
<td>Before and after school; Summer Enrichment Program</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MOSL results; Regents and MS exam results, Formative and Summative Tasks in the various Math classes and IB Projects/Criterion.</td>
<td>Saturday Scholars; After school tutoring</td>
<td>Small group tutoring</td>
<td>Before and after school; Summer Enrichment Program</td>
</tr>
<tr>
<td>Science</td>
<td>Regents Living Environment, Earth Science, Chemistry and MS Science Exam results; Formative and Summative Tasks in the various science classes and IB Projects/Criterion.</td>
<td>Saturday Scholars; After school tutoring</td>
<td>Small group tutoring</td>
<td>Before and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Regents US History and Global results; Formative and Summative Tasks in various Social Studies classes and IB Projects/Criterion.</td>
<td>Saturday Scholars; After school tutoring</td>
<td>Small group tutoring</td>
<td>Before and after school</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Teacher referrals; attendance; lateness; social/emotional needs, Dean referrals, SIT Team action plans</td>
<td>Probation sheet; Counseling, case conferencing</td>
<td>One on one counseling; group therapy</td>
<td>During school time; Summer Enrichment Program</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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### 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.)

   | 45 |

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

   Hired an additional counselor, on site SUNY Downstate social worker and full service nurse, partnership with Teen Talk to support students, developed partnership with Red hook Community Youth Court to respond to student discipline using a restorative justice approach.

### 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 [link to STH liaison].

| N/A |  |
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

Indicate with an “X” your school’s Title I Status.

| Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All teachers are hired after being interviewed by a committee comprised of teachers and at least one administrator and conduct a demo a lesson in front of students evaluated by teachers and students. Teachers are supported based on individualized needs/goals and Advance data. Teachers participate in staff bonding monthly events including an Outward Bound community building retreat and award ceremonies.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

- PD Think Tank committee and teacher surveys inform Professional Development
- IB training in curricular units and lesson plans
- Project Based Learning PD’s
- Socratic Seminar PD
- Depth of Knowledge question strategies
- MOSL/DRP Data Analysis
- Data Driven Instruction- Advance
- Paraprofessional PD- facilitated by Lead Para
- Backwards planning PD- alignment of formative and summative tasks
- IB school visits
School Wide Classroom Inter-visitations

Learning Partner Program

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Assessment choices are made through a distributive leadership model. Teachers participate in various teams - Grade level, Department, and Inquiry study groups. Teachers discuss their students’ needs in meetings and then bring those needs to the table while in cabinet meetings with administration.

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. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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. 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 Indicate the amount contributed to</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</th>
</tr>
</thead>
</table>

2018-19 SCEP-FF
<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>308,139.00</th>
<th>X</th>
<th>5A, 5D, 5E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>X</td>
<td>5C, 5E</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>78,389.00</td>
<td>X</td>
<td>5B</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>46,200.00</td>
<td>X</td>
<td>5B, 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,689,318.00</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

1**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.
The 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 School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding**: To 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.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **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, including Title I 1003(g) SIG funds**: 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/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent 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.

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### Parent and Family Engagement Policy

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. Members of the school community in compliance with 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.

### Support for Parents and Family Members of Title I Students

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- Title I Priority and Focus Schools and the parents of students served in the Title I program must jointly agree upon the use of these additional funds to support increased parent engagement/education to enable parents to effectively support their child’s learning.
- 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

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**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)**

**School-Parent Compact**

**International Studies**

**School Responsibilities**, 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 Elementary and Secondary (ESSA) 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

**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

**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.
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

- **Name of School:**
- **DBN:**

  This school is (check one):
  - ☒ conceptually consolidated (skip part E below)
  - ☒ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

- The direct instruction component of the program will consist of (check all that apply):
  - ☐ Before school
  - ☒ After school
  - ☒ Saturday academy

- **Total # of ELLs to be served:**

- **Grades to be served by this program** (check all that apply):
  - ☐ K
  - ☒ 1
  - ☒ 2
  - ☒ 3
  - ☒ 4
  - ☒ 5
  - ☒ 6
  - ☒ 7
  - ☒ 8
  - ☒ 9
  - ☒ 10
  - ☒ 11
  - ☒ 12

- **Total # of teachers in this program:**
- **# of certified ESL/Bilingual teachers:**
- **# of content area teachers:**
**Part B: Direct Instruction Supplemental Program Information**

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: 

The Boerum Hill School for International Studies will offer an After-School and Saturday Scholars program to support High School ELL students and Middle School ELLs with their English literacy skills. For the After-School and Saturday Scholars program, we used data from state Middle School ELA exam, High School ELA Regents exam, Degrees of Reading Power (DRP), high school students credit accumulation especially in ELA and Social Studies courses and teacher feedback were analyzed to determine the program rationale. The data show that some of the students have been at the same proficiency level for at least two years, and our findings reveal that their Reading and Writing scores on the NYSESLAT continue to lag behind their Listening and Speaking scores. Therefore, reading comprehension and writing are the modalities we need to especially target. We hope that the additional small group instruction will enable the students to attain a proficient level and test out of the ENL program. On Wednesday, Thursday and Friday from 2:35-4:05 pm and Saturday 9:00 am-12:00 pm, a certified ESL teacher and ELA teacher will work with ENL students in the Title III in After-school and Saturday Scholars Program focusing on reading, speaking and listening skills. The rationale being that the prescribed time during the school day is insufficient to close the gap in literacy. The program will be setup to target literacy skills and general literacy enrichment. This additional 10 hours of literacy per week will help to address that issue, and target the requisite reading and writing skills necessary for making better gains on the NYSESLAT. The program will help to push students who are struggling to meet IB Language and Literature criteria, Common Core Literacy Standards for reading literature, as well as the New York State ENL Performance Indicators, for Standard 1. The program will serve up to 58 Emerging to Transitioning ELLs from grades 6-12. To accomplish this end, we will be using NewsELA and graphic novels. This will provide students with authentic text opportunities, as well as a broad range of choice for groups and independent reading. The genres of media presented will allow students multiple entry points. One ENL-certified teacher, in conjunction with an ELA co-teacher will teach both groups. The language of instruction as well as of the provided materials will be English. All instructional materials are supplemental and distinct from those used for daily instruction during the week. Teachers will maintain records such as attendance and tracking progress through our online grading system ManageBac and Google Doc and make phone calls home, and write emails and letters in parents’ preferred languages and hold parent meetings to encourage students to attend.
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: ______

We are forming a ENL committee of teachers, administration and students to focus on the Problem of Practice-how to ensure ELLs are supported across all the content areas. Many of our students succeed in their stand alone ENL milieu, but struggle in the content areas- especially social studies and ELA. To this end, a team of 1 administrator, 1 ENL teachers, 1 ELA teacher and 1 ELL student, we will read and use parts of the book "Teaching English Language Learners: Across the Content Areas" by Debbie Zacarain to inform our work in the committee. Then, the team will turn key the learning from the book into a three PD sessions for whole faculty. All teachers working in the Title III program will receive out of school PD through the borough/DOE sponsored and through our partnership with International Baccalaureate related to the program. The PD will positively impact the progress of ELLs by encouraging and providing teachers ways to differentiate materials, develop protocols aligned to student learning and deepening questioning to support students English development. This will also help ENL teachers to develop scaffolds for their integrated collaborative teaching work with students in the content areas by:

1. Determine their ELLs’ stages of English language acquisition.
2. Modify assignments and assessments in different content areas for ELLs at different stages of language development.
3. Ensure that all ELLs participate fully in lesson activities alongside their English fluent peers.
4. Communicate effectively with parents and guardians of students from diverse cultures

It will help the administrator, as a supervisor and professional developer of both ENL and content teachers to ensures that all students are having their needs met. And it will help the ELA teacher as she develops curricula so that it will be useful to her general education and ELL students. All members of this study group will turn key their conclusions and findings in department and grade-team meetings. The ENL committee will meet once per month in January, February and March. At each of these meetings, we will discuss the themes and questions raised in our reading (chapter 1-3, 4-6, 7-9, respectively). As we are able, we will make connections to our own practice, adapt and implement strategies laid out in the book, and report back the findings of those experiments.

Our first after school meeting will focus on small-group instruction and how to plan for it. Our second after school meeting will focus on the relationship between vocabulary instruction and reading and writing tasks. Our third after school meeting will focus on ELL assessment in the content areas. Records will be maintained including agendas through Google docs and attendance sheets by the ENL teachers. Sessions will be held in November 2018 and January 2019 and March of 2019.

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
## Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

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Parent involvement in our school, including parents of ELLs, is a key component of our planning each year. All parents, including those of ELLs, will have a several times a year to connect with the school community. Some of those times will be: Holding a special back-to-school event for ELL families in which they have time to meet us, school leaders, their children’s teachers, and school staff. Creating a welcome video in multiple languages. Visiting local neighborhoods to meet families. Connecting new families with a contact person who speaks their language as soon as they enroll in the school for guidance and information. Creating an “ambassador” program in which students and parents are trained to provide guidance on school procedures, services, policies, academics and other enrichment programs. This year we are continuing to have APTT - Academy for Parents and Teachers with families. The focus of these sessions with parents will be using the Degrees of Reading Power (DRP) data for their child to inform reading strategies for them they can use at home to support their child's reading growth.

Our goal is to inform and have parents become experts regarding Math, NYSESLAT, ELA, and Science state tests; testing exemptions for new ELLs; testing accommodations for all ELLs; opportunities for ELL students; and the promotional policy for ELLs via letter, and parents meetings. Correspondence in other languages provided by the Department of Education (DOE) is routinely distributed to our Arabic, Spanish and French speaking parents; as well as available DOE correspondence in other languages represented at our school, such as Bengali, Haitian Creole, and Mandarin. The translation/interpretation unit may be used, if needed, although we frequently rely on the assistance of multilingual parents and staff within the school community. The needs of parents are evaluated in informal and formal ways through parent-teacher conferences, meetings, workshops, surveys, school events, PTA meetings, etc. The educators and administrators have conversations with parents as a way to gain valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as their socio-economic situation. We work cooperatively with them, and make student referrals for different services according to the students’ needs. The parental involvement activities address the needs of the parents by providing workshops, meetings, and counseling. Parents are also given referrals to outside services whenever it is deemed necessary. All records will be maintained including agendas, attendance sheets and invitations in parents preferred languages through our leading ENL teachers involved in the program and parent coordinator. We view parents as an integral component of our school community and work closely with them so as to ensure their children’s improvement and success. Certain correspondence is communicated parents in their home languages, for example back parent letters home, parent outreach via phone, and parent teachers conferences.
### Part E: Budget

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

<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>
<td>9,643.35</td>
<td>After School Scholar Program2 trs x 1.5 hours x 27 sessions x $60.65 = $4,912.65 Saturday Scholar Program2 trs x 3 hours x 13 sessions x $60.65 = $4,730.70 Total = $9,643.35</td>
</tr>
<tr>
<td>Purchased services</td>
<td>1722.65</td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>1000.00</td>
<td>NewsELA, Brainpop, and Dualingo</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,366</td>
<td></td>
</tr>
</tbody>
</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>15</td>
<td>Brooklyn</td>
<td>497</td>
</tr>
</tbody>
</table>

School Name: The Boerum Hill School for International

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 ELL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Lanzillotto</td>
<td>Samantha Schmoeger</td>
<td>Vincent Hyland</td>
</tr>
</tbody>
</table>

Bilingual/ENL Teacher

<table>
<thead>
<tr>
<th>Nathan Einschlag</th>
<th>Marie Cadot</th>
</tr>
</thead>
</table>

Teacher/Subject Area

<table>
<thead>
<tr>
<th>Kelly Bridwell</th>
<th>Parent</th>
</tr>
</thead>
</table>

Rich Walsh

<table>
<thead>
<tr>
<th>Parent Coordinator</th>
<th>Jackie Carrier</th>
</tr>
</thead>
</table>

Related-Service Provider

<table>
<thead>
<tr>
<th>Marine Putman</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Skop</td>
<td>N/A</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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>%</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FF 55
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☑</td>
<td>☐</td>
<td>French</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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<td>DL</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

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?
   The school uses a combination of TCRWP, teacher-created assessments, and the Qualitative Reading Inventory, as well as state assessment data available for each student to evaluate students' needs and to plan for how best to serve them. These data show a students' reading level at the time of assessment, and can then be used to track growth within the current school year. These assessments also allow teachers to itemize different sub-skills of reading and writing to target their instruction in ways that will maximize benefit for ELLs.

2. What structures do you have in place to support this effort?
   The teachers are provided with common meeting times to review data (running records) to identify student academic and language needs. The common planning time allows for teacher collaboration, planning and review of progress.
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?

Our programs are evaluated based on the results of state assessments. If we are able to demonstrate that students are performing well, or at least better than they did previously, against these formal criteria, then we can deduce that our program is effective. If they are not growing in their English-language skills, then we can say our program model should be revisited.

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

Summative data is compared and aligned to learning goals. Students not meeting goals are provided with small group instruction as well as push-in/pull-out services. Student goals are created and both summative and formative assessments are used to measure growth.

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.] n/a

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

There is a minimum of two common planning time provided for grade teachers and subject group teachers and one period per week for vertical planning. During vertical planning meetings, ENL teachers have the opportunity to examine data plan for instruction and make adjustments.

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.

The goal of our school language program is to enable our ELL students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large. Additionally, our goal ultimate goal is to provide our students with the tools they need to be successful in college, career and as an active citizen. At our school the ENL program provided consist of ICT classes on all grade levels and in varying subject areas. We currently have two freestanding classes/groups for middle school grades 6-8 students and one freestanding high school class/group. Each class/group meets four times a week as regular 45 minutes class period (180 minutes total) with a fully certified ESL teacher. Data from the NYSESLAT and NYSESIELL were used to determine placement of students.

b. TBE program. If applicable.

n/a

c. DL program. If applicable.
This is our first year offering Dual Language in French. Currently, our grades 6-8 are taking Social Studies in French and receive additional French language instruction in our after-school program.

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)?

   Student transcripts and test performance data is used to design each ESL student's program. The ESL teachers and school programmer have developed a system to audit ESL students' programs to ensure that students are receiving the instructional minutes according to their proficiency levels. There are two freestanding middle school classes that serve grades 6-8 and one high school freestanding class (180 minutes). There are two ICT 6th grade science classes (each 180 minutes), one ICT 7th grade science (90 minutes) and ELA class (90 minutes), one ICT 8th grade ELA class (180 minutes), one ICT 9th grade Government class (180 minutes), one ICT 9th grade science (45 minutes), one ICT 10th grade ELA class (90 minutes), one ICT 10th grade United States History class (135 minutes), one ICT 11th grade ELA (45 minutes), one ICT 11th grade Global Studies (90 minutes) and one ICT 12th grade ELA (45 minutes).

   All ELL students receive the daily requirement of ESL instruction as determined by the LAB R and the NYSESLAT and NYSITELL by fully certified ESL teachers. Other data from students' test performance scores (i.e. Regents) and transcripts are used to develop students' individualized student programs.

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.

   Core content is delivered in a more-or-less English-only environment. ENL and content teachers do not necessarily have the necessary second language skills, themselves. Therefore, we have implemented co-teaching of content courses wherever possible to ensure that necessary and effective scaffolds are in place to meet the needs of students who are below proficient in English. During instruction, we use these scaffolds to ensure students are working toward achievement of the Common Core Learning Standards, through work with varying levels of text and adjusted requirements based on their levels of proficiency.

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

   There are several tools used to evaluate ELLs in their native language. The initial identification is done using the HLIS. The answers are verified and analyzed by the ENL teacher. Once a potential ELL is identified and screened as eligible for testing, the ELL student (Spanish speaking) is given the Spanish LAB as a form of language dominance. Once placed in ENL classes (Stand Alone and/or Integrated) ELLs are given baseline and baseline assessments. Informal tests in the content areas, and common core performance tasks are also used across the grades to evaluate native language throughout the year. The inquiry teams targeted students are given informal assessment in Native Language according to targeted skills. Data is analyzed and instruction driven according to students' weaknesses.

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

   Classes are differentiated for the varying groups of ELLs.
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 our IB program framework and differentiation tools and resources, like newsela.com and TC reading materials to support individual student needs.

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?
Most of our ELL-SWD are served in an ICT setting. Our goal is to have all ELL-SWD mainstreamed in the least restrictive environment (ICT setting) within one year. All students participate in Art, Advisory, Dance and Physical Education with their peers.

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.
The targeted intervention programs for ELLs in ELA, Math and other content areas are small group afterschool intervention instruction in all subject areas, Saturday Academy, and Credit recovery online programs.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Providing more professional development opportunities to teachers and staff on ENL program and Dual Language Program

10. If you had a bilingual program, what was the reason you closed it?
Self-contained and pull out models will be discontinued because it hindered students language and overall academic and social development.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our student body is all ELL students and all program are opened to all students. After school tutoring and Saturday school help is open to everyone. The Advance Placement and International Baccalaureate courses are offered to all students.

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.
Paste response to question here: All ELLs, regardless of subgroup receive the same materials. There are computers in the bilingual classrooms equal to those in monolinguinal classes. We also have a state of the art library complete with computers and research material. Our librarian is a licensed bilingual teacher and is available to all students who need to use the library for research. He is available to offer additional scaffolds to our ELL population. Technology is available all around the school. Teachers have smart-boards in their classroom and desktop computers to use in the classroom. They also have rolling labs of laptops computers so students can use them all at once.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
Native language support is provided in the ENL and subject area classes. There are literature and chapter books in French, Arabic and Spanish in our ENL and integrated classes. There is also native language support through independent leveled readers. Students have French-Arabic-Spanish-English dictionaries, glossaries with content area specialized vocabulary, resources such a writing resource. Our library also stocks many books in French, Spanish and Arabic. Native language support is provided in the ENL program as baskets of literature books and dictionaries have been purchased in the languages present at our school. This material is housed in the monolingual classes where there are ELLs as well as in the ESL classroom. ELLs have
access to dictionaries, glossaries, and leveled readers in the languages present at our school.

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

All required services support and resources correspond to ELLs’ ages and grade levels using differentiated instructional strategies, the use of data such as running records to access and drive individual instruction.

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?
Paste response to question here:

We also have a state of the art library complete with computers and research material. Our librarian is a licensed bilingual teacher and is available to all students who need to use the library for research. She is available to offer additional scaffolds to our ELL population. Technology is available all around the school. Teachers have smart-boards in their classroom and desktop computers to use in the classroom. They also have rolling labs of laptops computers so students can use them all at once.

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).

Meeting with ESL Team and parent coordinator to prepare for the academic year.

17. What language electives are offered to ELLs?
Language Acquisition/Foreign Language (Spanish, and 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) EEs 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)?

a. Stand Alone
b. English and French

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?

Our professional development plan for all personnel who impact on our ELLs (classroom teachers, paraprofessionals, guidance counselor, special education teachers, occupational/physical therapist), speech therapist, secretaries, SAPIs worker, IEP teacher, clusters) includes on-going workshops on strategies and skills needed by ELLs to promote language development. Professional development on ELL strategies are given during Professional Development time on Mondays afternoon and common planning time for teachers. Some of our staff also attend professional development outside of the school.. All of our literacy and math workshops
presented by our instructional coaches and data specialist also address the needs of ELLs. During the Inquiry Team meetings professional development is provided at the school on Best Practices and Common Core State Standards (CCSS) that correlate to the ENL standards and regulations of CR Part 154. In addition, there will be a series of workshops open to the entire staff on Saturdays on meeting the needs of our ELLs in relation to the common core standards and their impact on the teaching/learning of ELLs.

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.

DOE support, student mentors, teacher support and partnership with the Arab American Center in our neighborhood.

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?

Mr. Einschlag provides after school meetings for parents with questions and concerns about the ENL program.

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

Specific activities such as parent teacher conferences, Saturday Parent Academy and Tuesday Parent Outreach time foster parental involvement of ELL parent involvement. Parents are called to the school to discuss their students progress.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Part 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, Nicole Lanzillotto, 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>Nicole Lanzillotto</td>
<td>Principal</td>
<td></td>
<td></td>
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<tr>
<td>Samantha Schmoeger</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackie Carrier</td>
<td>Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nathan Einschlag</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly Bridwell</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rich Walsh</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily Brandt</td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anita Skop</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td></td>
<td>Other ______</td>
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<tr>
<td></td>
<td>Other ______</td>
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</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

Requirement under Chancellor’s Regulations A663 for all schools

**DBN:** 15K497  **School Name:** Th  **Superintendent:** Anika Skop

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>Samantha</td>
<td>Schmoeger</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 and methodologies used to assess language preferences of the parent community for both written and oral communication include collecting data via the following forms: *student Registration Form *HLIS *Emergency Contact Card(Blue Card) *ATS Reports( RCPL,RAPL,RCON),etc.

   At BHS, our main languages are English, French and Arabic with a few students speaking Hatian Creole and Spanish. This information was obtained from the RHLA report in ATS. We also use information obtained from the HLIS. There are two questions on the HLIS (Part 3--Parent Information) which asks parents in which language they would like to receive written information; and in which language they would prefer to communicate orally with staff. We use the data collected from this information to assess our school's written and oral interpretation needs. We also look at the RPOB to assess the languages spoken in our school. Furthermore, we review the data in our LAP to verify languages spoken in our school. We look at agendas, parents’ notification...
letters, parents attending PTA meetings, Parent Coordinators logs, Parent/Teacher Conference attendance sheets, parent teas, after school, evening and Saturday activities attendance and ENL attendance sheets to assess who attends our activities.

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>
<tbody>
<tr>
<td>The major languages are French, Spanish, Arabic, Bengali and Chinese. There are over 20 home languages spoken by families of our students according to ATS. The information is provided to the PTA, SLT and is available in the Main Office.</td>
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</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.

   Spanish

**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.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At BHS, we disseminate document such as parent monthly calendar, parent handbook which we disseminate at the beginning of the year, New York Testing dates etc. We do in-house written translations and use community personnel as the need arises. We have enough</td>
<td></td>
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</tbody>
</table>
pedagogical personnel versed in oral and written French and Arabic to accomplish this goal. For our other languages we use parent volunteers and/or community resources and/or use of the translation programs on the Internet. We also use the Department of Education Translation and Interpretation Unit on an as needed basis. We use the translated letters and HLIS as well as brochures and information provided by the Department of Education Office of English Language Learners. All documents are translated in a timely fashion.

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>Curriculum Night (September 30), Fall (November 21) and Spring (March 25) Parent Teacher Conferences and teacher teams parent meetings (every Tuesday).</td>
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</tbody>
</table>

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

We use translation services, all digital, verbal and paper communication is in translated languages.

**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.

BHS has established procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education through parent meetings on Tuesday time, parent teacher conferences, newsletters, parent workshops, and translation services.

**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.)

The school provides staff members or hires interpreters in the required language. If necessary and acceptable to the parent, staff recruits parent volunteers. If this is not acceptable to the parent, or the parent speaks a language that can not be found among the staff, the school utilizes the phone translation service. Where documents are translated by the DOE, they are disseminated.

**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 be using the NYC DOE designed surveys and our own parent surveys to gather feedback. We will also form a parent focus group compromised of speakers from different languages that will help us move the work and make it more purposeful for kids and families.