2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 18K578
School Name: BROOKLYN BRIDGE ACADEMY
Principal: MAX JEAN PAUL
Comprehensive Educational Plan (CEP) Outline

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### School Information

- **School Name:** BROOKLYN BRIDGE ACADEMY
- **School Number (DBN):** 18k578
- **BEDS Code:** 33180011578
- **Grades Served:** 9-12
- **School Address:** 6565 FLATLANDS AVENUE, BROOKLYN, NY 11236
- **Phone Number:** 718-968-1689
- **Fax:** (718)968-1678
- **School Contact Person:** DR. MAX R. JEAN-PAUL
- **Email Address:** mjeanpa@schools.nyc.gov
- **Principal:** DR. MAX R. JEAN-PAUL
- **UFT Chapter Leader:** SHIVIKA RAJKISORE
- **Parents’ Association President:** M. Emmanuelle Christian
- **SLT Chairperson:** M. Emmanuelle Christian
- **Title I Parent Representative (or Parent Advisory Council Chairperson):** N/A
- **Student Representative(s):** Keanu Pierre, Jonathan Maxime
- **CBO Representative:** Monique Haddock

### District Information

- **Geographical District:** High School
- **Superintendent:** Paul Rotonda
- **Superintendent’s Office Address:** 335 Adams Street, Room 504, Brooklyn, NY 11201
- **Superintendent’s Email Address:** protonda@schools.nyc.gov
- **Phone Number:** 718-923-5121
- **Fax:** (718) 923-5145

### Field Support Center (FSC)

- **FSC:** Affinity Schools
- **Executive Director:** Alexandra Anormaiza
- **Executive Director’s Office Address:** 131 Livingston Street, Brooklyn, NY 11201
- **Executive Director’s Email Address:** AAnorma@schools.nyc.gov
- **Phone Number:** 718-935-5618
- **Fax:** 718-935-5941
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

**Directions:**
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max Jean Paul</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Shivika Rajkisore</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>M. Emmanuelle Christian</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td>Jovon Cowell-Pettway</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td>Guinald Sixmilhomme</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td>Deandre St. Fleur</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>Jonathan Maxime</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>Monique Haddock</td>
<td>CBO Representative</td>
<td></td>
</tr>
<tr>
<td>Iva Gioni</td>
<td>Member/staff</td>
<td></td>
</tr>
<tr>
<td>Marie Achille</td>
<td>Member/staff</td>
<td></td>
</tr>
<tr>
<td>Violette Maxime</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Sylvia Figueroa</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Marie Taifer</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Frantz Casseus</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>---------------------</td>
</tr>
<tr>
<td>Sosefina Matuauto</td>
<td>Member/staff</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

| **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| **Collaborative Teachers**: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| **Effective School Leadership**: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| **Strong Family-Community Ties**: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust**: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

### The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### School Quality Guide

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Bridge Academy High School (herein referred to as BBA) is a non-traditional high school that prepares students for graduation and post-secondary success. Through academic rigor, individual support, and community partnerships, students become actively engaged in their education and learn to make informed decisions about their lives and their futures.</td>
</tr>
</tbody>
</table>
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.

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

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

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

Through whole group and individual professional development, we focused on developing teachers’ ability to build student critical thinking skills through an intense focus on reading comprehension and writing. The staff participates in many staff developments over the summer and continues on a by-weekly basis. This year 3 teachers participated in the Learning Partners Program and shared their learning experiences with the entire BBA staff. These teaching and learning opportunities have a strong emphasis on the Common Core Learning Standards and the New York State Standards, high impact differentiated and academic language development strategies, including Learner-centered/Literacy strategies, Bloom’s Taxonomy and higher-order thinking skills. The strategies informed teachers of the importance of creating a classroom learning experience and environment with high levels of student engagement. Teachers hold all students to high expectations and recognize incremental progress as success. Teachers will work with administration to review ratings and create specific learning targets around the teaching framework. These learning targets will be assessed by bi-weekly benchmarks and continuous feedback throughout each cycle.

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

Our Learning Culture and Expectations

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

Student will respond to Quick Writes. The use of “quick writes” is a practice that we continue to build on so that we are not only improving regents’ scores to passing but we are preparing our students for college.
Students will engage in high-quality discussions, exemplified by responding to and extending each other’s thinking and crafting questions to help each other deepen and elaborate upon their thinking. Teachers will use question stems, in order to facilitate high levels of discussions.

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

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

Partnerships to Support College and Career

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

Our learning culture includes:

- Dedicated counselors and social workers provided by CAMBA. Each counselor works with students and families from the moment they are admitted in order to establish goals, outline academic and behavioral expectations, create a plan for graduation, and develop a relationship with the family.
- Our learning environment which presents college information
- Speaker forums
- College Trip
- Parent Workshops
- Tools including: Datacatation

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

3. Describe any special student populations and what their specific needs are.

Overaged undercredited youth require additional emotional and academic support.
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.

**Moving Our Agenda Forward**

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

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

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

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

1. Using Assessment in Instruction
2. Using Questioning and Discussion
3. Literacy Strategies across all content areas focusing on differentiation
### School Demographics and Accountability Snapshot for 18K578

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>191</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
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<tbody>
<tr>
<td># Special Classes (ELA) 4</td>
</tr>
<tr>
<td># Special Classes (Math) 4</td>
</tr>
<tr>
<td># Visual Arts 5</td>
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<tr>
<td># Foreign Language 8</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
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<tbody>
<tr>
<td># Special Classes (ELA) 4</td>
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<tr>
<td># Special Classes (Math) 4</td>
</tr>
<tr>
<td># Visual Arts 5</td>
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</tbody>
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#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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</thead>
<tbody>
<tr>
<td>86.0%</td>
<td>80.1%</td>
<td>5.8%</td>
<td>7.3%</td>
<td>24.6%</td>
</tr>
</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>1.0%</td>
<td>79.6%</td>
<td>13.6%</td>
<td>1.8%</td>
<td>3.1%</td>
<td>2.1%</td>
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#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

**Elementary/Middle School**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Limited English Proficient**: N/A
- **ALL STUDENTS**: N/A

**High School**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Limited English Proficient**: N/A
- **ALL STUDENTS**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Our Assessment Plan

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

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

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

Part 2 – Annual Goal

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

By June of 2019, 65% of our students will see an increase of one level of writing across all content areas, which will be measured by school developed rubrics in reading comprehension and vocabulary acquisition.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>• 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).</td>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>September - June</td>
<td>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Math\Science Coach, assistant principal, and model teachers.</td>
</tr>
</tbody>
</table>

Staff will use Assessments to gauge students’ ELA skills and abilities, which will inform programming and curriculum design; Map BAR, gauge content and learning objectives to include explicit scaffolding in short and long term plan. By the end of the first Cycle, each department will have created specific curricula aligned with regent’s standards. Lunch time and after school and weekend tutoring/programs will be conducted to accommodate as many students as possible. Prior to the June regents, students will have the opportunity to sit for the Mock regent’s exam. Highlight skills and opportunities for Regents practice to familiarize students with the format and language of the exam. Preliminary assessment in the month of December and January regents. Full school year. Parent engagement by weekly calls and four workshops. Parent will take part in community meetings with their child on Tuesday workshops.

### 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.**

During biweekly and monthly town hall meeting parents will be involved in the planning of events.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Allocate funding for the purchase and distribution of guides for the five Regents examinations, Periodic Assessment design, Summer professional development, and lunch time, after-school and weekend tutoring sessions.

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2017-June 2018 as indicated below (customize):

• Supervisor per session (2 days per week) -

• Professional instructional materials to support curriculum development during the regular school day.

• Consumable instructional materials for use during extended day programs.

• Teacher per session (2 days per week) for after school programs and differentiated professional development.

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

TITLE 1

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

OTPS

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

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

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

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

End of each Cycle (3 Cycles December, March & June) passage rate and January regents scores will increase.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
Every 2 weeks is a Bar grade. There are 3 cycles and 6 Bars to a cycle. By the end of each Bar, student assessment is used to make modifications.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

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

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

**Part 2 – Annual Goal**

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

By June 2019, our students will increase their Math Regents examination by 5-10% as evidence by an overall school 2018 Math Regents rate 50% from our 2017 average.
## 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 Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment in December and January Regents</td>
<td>Entire School Year</td>
<td>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Barthelemew (Legacy Pathways), Dr. Spielman (Center for Education Options), Dr. Jenkins (Jenkins Learning/Development Group, Ms. Harris (Fordham), Educhange, Eskolta. Teachers &amp; students also meet Morgan Hildesley (Redesign-TSCCI), Mr. Bates (Boundless Possibilities), Mr. Best (SWAG BK NY INC), Ms. Tucker (Redemption).</td>
</tr>
</tbody>
</table>

Staff will use Assessments to gauge students’ Math skills and abilities, which will inform programming and curriculum design; Map BAR, gauge content and learning objectives to include explicit scaffolding in short and long term plan. By the end of the first Cycle, each department will have created specific curricula aligned with regent’s standards. Lunch time and after school and weekend tutoring/programs will be conducted to accommodate as many students as possible. Prior to the June regents, students will have the opportunity to sit for the Mock regent’s exam. Highlight skills and opportunities for Regents practice to familiarize students with the format and language of the exam. Parents will be notified via skedula and biweekly reports. In addition, parents will be invited to sit in pupil personnel meeting on Tuesday with their child.
**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.

Biweekly and monthly town hall meetings will provide opportunities for families to visit school.

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**Part 4 – Budget and Resource Alignment**

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2016-June 2017 as indicated below (customize):

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

**TITLE 1**

1. Absence coverage for teachers attending professional development -
2. Per Session, guidance counselor, for parent involvement -
3. Saturday Academy Program, credit recovery -

**OTPS:**

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</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.

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

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

Every 2 weeks is a Bar grade. There are 3 Cycles and 6 Bars to a Cycle.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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

Part 2 – Annual Goal

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

By March 2019, 70% of all teachers will revise curriculum maps to reflect CCLS shifts with attention to improve students’ literacy skills by engaging in a collaborative lesson study cycle.
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every 4 weeks, teachers’ conference with the Principal to evaluate the progress and effectiveness of teacher practice. We review goals and strategies in order to push for meaningful instruction.</td>
<td>Full year</td>
<td>Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/ staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants</td>
</tr>
</tbody>
</table>

B.B.A’s Theory of Action, is centered on building teacher capacity through job-embedded professional development structures and the self-efficacy of students through a community of care givers. Each department has an action plan and has reviewed the Danielson’s framework by dissecting and analyzing the components making sure we understand the expectations for each category.

**Domain 1: Planning & Preparation**

- Item analysis of NYS Regents and BARS leads to revision of the curriculum. This backwards planning method allows for the breakdown of the content based on academic importance. The content lends itself to us defining the skills necessary to be successful. Each skill is based on overarching goals for the content. This leads to assessment design which is connected to the skills and content that needs to be taught within the classroom, leading to fluidity in all aspects of developing the curriculum.

- This same approach is used when thinking with regards to the elective classes that are within the department. We as a department figure out the content we wish to teach, move on to the actual big ideas and skills we wish for students to know, and then create the assessments that would adequately test the skills. These assessments tend to be more literacy based, because they are tied to the CCSS 1 & 8 because they lend themselves to citing evidence and defending ones point of view.

- Monthly meetings with parents and teachers

- Teachers will meet three times a week in interdisciplinary teams.

- Teachers will be engaged in a lesson study cycle throughout the year.
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.

Parents and teachers will continue to work together during weekly phone outreach and monthly meetings.

Part 4 – Budget and Resource Alignment

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

Allocations will be taken from Tax Levy to support the schools instructional goals.

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

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

At the end of each cycle (December, March, June) data is reviewed to determine instructional next steps. Student bars and teacher conversations are used in evaluating benchmarks for the school year.

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

Bars are every 2 weeks. There are 6 Bars to a Cycle.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 2 – Annual Goal

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

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

By March 2019, teachers would have completed and shared their data portfolios (student narratives) across departments. This will be assessed by school administrator’s observations and lesson study.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<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?</th>
</tr>
</thead>
</table>
| • 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). | Teachers | August-June 2018 | Administrative cabinet, team leaders, and coaches |
| Administrative cabinet will work with coaches in interdisciplinary teams to help review student work and data to inform decisions. The departments professional development will be assess by reviewing interdisciplinary teams lesson study, team work, and analyzing student work. | | | |
| The strategies used will be the following through our interdisciplinary teams: annotation, scaffolding, and conferring. | students | September-June 2018 | Administrative cabinet and team leaders |
| Parents would be invited to set in mini-conferences | Parents | September-June 2018 | Administrative cabinet, teachers, and CBO |
| n/a | n/a | n/a | n/a |

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.

Parents will attend monthly meetings to input on school wide decisions.

Part 4 – Budget and Resource Alignment

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

At the end of each cycle the scholarship reports are reviewed to determine next steps. In addition, department teams review the data to help inform next steps.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</table>

<table>
<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
</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.
At the end of each cycle data is reviewed to determine instructional next steps. Student bars and teacher conversations are used in evaluating benchmarks for the school. In addition, Regents’ data is incorporated.

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

Every 2 weeks are Bar grades. There are 3 Cycles and 6 Bars to a Cycle. Plus teacher conversations.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 2 – Annual Goal

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

By May 2019, all teacher teams will have engaged in Lesson Studies supported by teacher inter-visitations. Families will be invited to take part in student narratives and feedback from lesson studies.

In evidence by the completion of lesson plans and teacher reflections on the process. Teachers have participated in the Learning Partners Program.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Aug. 2018-June 2019</td>
<td>Administrative Cabinet Team Leaders</td>
</tr>
</tbody>
</table>

In August all teachers will attend a summer PD on reading comprehension and vocabulary acquisition. The PD will include readings from the book “Word Wise and Content Rich.” Teachers will engage in unit planning to include concepts covered.

Supervision and Support of All teachers. Teachers will be able to specialize in a department so we are able to provide increased support for our students. We have biweekly instructional training where they will participate in a book study with the principal and assistant principal. Since they co-teach their classes, we purposefully program them to ensure they have prep time with their co-teachers. We also have weekly department meetings to talk about students who struggle the most and brainstorm interventions.

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.

CAMBA and Project Move

Part 4 – Budget and Resource Alignment

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

Teachers will use tools from Redesign and strategies they create from interdisciplinary teams. In addition, model teachers will help all staff with the implementation of the Japanese lesson study.

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

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

Part 5 – Progress Monitoring

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

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

Every 2 weeks are Bar grades. There are 3 Cycles and 6 Bars in each cycle. Student Progress will be shared with parents at Monthly Meetings.

**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><strong>English Language Arts (ELA)</strong></td>
<td>Monthly meeting with selected cohort of students.</td>
<td>Regents Prep Class ILearn Book End (school wide) Advisories Saturday Academy Regents Prep weekend</td>
<td>English Coach Small group and individual tutoring Double-period classes each day. On-line review for students failing the English Regents exam Regents review classes are available to all students who previously failed a Regents with less than a grade of 65 Intensive Regents Prep End of Day Book End Class which is 20 minutes of reading 10 Minutes of independent reading in each class every day at the beginning of each period</td>
<td>Period 4 Lunch After school, Regents prep (1 week before regents) Saturday &amp; Sunday Regents Prep classes End of each day Saturday School</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td>Regents Prep Class ILearn Advisories</td>
<td>Small group and individual tutoring Double-period</td>
<td>• Period 4 Lunch • After school, Regents prep</td>
</tr>
<tr>
<td>Subject</td>
<td>Classes</td>
<td>Services</td>
<td>Time</td>
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<tr>
<td><strong>Science</strong></td>
<td>Regents Prep Class</td>
<td>Small group and individual tutoring</td>
<td>Period 4 Lunch, After school,</td>
<td></td>
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<tr>
<td></td>
<td>ILearn</td>
<td>Double-period classes each day.</td>
<td>Regents prep</td>
<td></td>
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<tr>
<td></td>
<td>Advisories</td>
<td>On-line review for students failing the</td>
<td></td>
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<td></td>
<td>Saturday Academy</td>
<td>English Regents exam</td>
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<td></td>
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<tr>
<td></td>
<td>Mock Regents exam</td>
<td>Regents review classes are available to all</td>
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<tr>
<td></td>
<td>Regents prep weekend</td>
<td>students who previously failed a Regents</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Make-up Labs</td>
<td>with less than a grade of 65</td>
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</tr>
<tr>
<td></td>
<td>Science Coach</td>
<td>Intensive Regents Prep</td>
<td></td>
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<td></td>
<td></td>
<td>Mid-Day Book End Class which is 20 minutes</td>
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<td></td>
<td></td>
<td>of reading in each class every day at the</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>beginning of each period</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Regents Prep Class</td>
<td>Small group and individual tutoring</td>
<td>Period 4 Lunch, After school,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ILearn</td>
<td>On-line review for students failing the</td>
<td>Regents prep</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advisories</td>
<td>Living Environment Regents exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saturday Academy</td>
<td>Regents review classes are available to all</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regents Review</td>
<td>students who previously failed the Regents</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Mock Regents exam</td>
<td>with less than a grade of 65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regents prep weekend</td>
<td>Intensive Regents Prep</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Social Studies Coach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor)</strong></td>
<td>College and Career Counseling,</td>
<td>College &amp; Career 1x per week</td>
<td>Period 4 Lunch, After school,</td>
<td></td>
</tr>
</tbody>
</table>
| **School Psychologist, Social Worker, etc.)** | Individual and small group counseling | Group & Individual every day | • Regents prep (1 week before regents)  
• Saturday & Sunday Regents Prep classes  
• End of each day  
Saturday School |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic and social emotional counseling</td>
<td>Every day as needed</td>
<td>Classes 1x per week</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)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

STH population will be treated as any other student, however, we will keep a close eye on them and offer emotional and behavioral support when needed through our CBO. We will be sure that they have school supplies and are given gift cards for food and/or clothing.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>

A total number of three students.
STH are provided with workshops and meet with counselors daily.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

Directions:
- All Schools must indicate their Title I status in Part 1.
- All elements of the All Title I Schools section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the SWP Schools Only section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teachers are engaged in several professional activities to sharpen their skills and improve student achievement. They are: Common Planning Time, where they meet by department 3 times a week; scheduled joint/staff professional development 2 times a week. In addition, teachers participate in the following programs and/or work with consultants such as: Dr. Barthelemeew (Legacy Pathways), Ms. Harris (Fordham), Eskolta. Teachers & students also meet with Mr. Gustave (Guiding Stars), Ms. Tucker (Redemption) and Jacobe Bell (Redesign).

2b. High Quality and Ongoing Professional Development

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet in interdisciplinary teams to discuss student work and develop tools to improve instruction. In addition, teachers in meet in content meetings.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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 Schoolwide pool. Refer to Galaxy for school allocation amounts)</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>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>124,675.00</td>
<td>[ ]</td>
<td>[ ]</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>0</td>
<td>[ ]</td>
<td>[ ]</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>1,400,115.00</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
**Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)**  
*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Brooklyn Bridge Academy, in compliance with the Section 1118 of Title I, Part A of the 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Bridge Academy will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

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

| The school’s Parent Involvement |
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;
- 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;

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)

Brooklyn Bridge Academy, 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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### 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 October 30th 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, monthly meetings

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
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
● check and assist my child in completing homework tasks, when necessary;
● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
● set limits to the amount of time my child watches television or plays video games;
● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;
● volunteer in my child’s school or assist from my home as time permits;
● participate, as appropriate, in the decisions relating to my child’s education;
● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
● respond to surveys, feedback forms and notices when requested;
● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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.
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>18</td>
<td>Brooklyn</td>
<td>578</td>
</tr>
</tbody>
</table>

School Name: BROOKLYN BRIDGE ACADEMY

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR. MAX R. JEAN-PAUL</td>
<td>KIMBERLY LABOY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Max R. Jean-Paul</td>
<td>AMELICA CONTENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHIVIKA RAJKISORE, SCIENCE</td>
<td>GUINALD SIXMILHOMME</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARIE ACHILLE SOCIAL STUDIES</td>
<td>JOVAN COWELL PETTWAY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVA GJONI, ELA</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DONALD CONYERS</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>0</td>
<td>0</td>
<td>1</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

2018-19 CEP
Total number of students in school (excluding pre-K) | 217 | Total number of ELLs | 7 | ELLs as share of total student population (%) | 3.23%

**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>School Year Opened (e.g., 2013-14)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☑ No ☐
- Dual language program (DL) Yes ☑ No ☐
- Freestanding ENL Yes ☑ No ☐

If yes, indicate language(s):

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.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
</tr>
</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?

   We use the data to see how students perform and what we need to do in order to help ELLs succeed. Our main objective is to graduate as many of our students as possible. ELLs get additional time to work with teacher/teachers in order to improve their language skills, so that they can pass the exams. They participate in Saturday school (Regents Prep). BBA is a transfer school. After we admit the students, we check their transcripts and information about their language skills. Teachers, advisors and administration work closely together to see where the students should be placed, what courses the student must take and what ESL needs the student has. Based on the previous data and information that we receive from teachers, we provide the student with the needed extra/ESL help.

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

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

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 outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
We view the data in order to have a better understanding of how the ELLs have improved from previous years. When we see improvement, we continue enhancing our lessons so that all our ELLs benefit and enhance their language skills. Data demonstrates where the students are, what we should do as a school to provide students with the necessary help from all teachers, not only from their ESL teachers. We compare students LAB-R scores with the NYSESLAT scores and see their improvements, in what areas they need help, we try to understand their language deficiencies and weaknesses in order to create lessons that will be beneficial to them in the future.

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

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      The ESL/ELA teachers works with the students regularly. ELLs are programmed to take the same classes/courses that other students take but the teachers are aware of the lack of language skills for our ELLs. Therefore, teachers differentiate, use technology in their classrooms, students use computers and are given Independent Reading time daily and after school. The ESL teacher works closely with other teachers to ensure that ELLs are received the best service. Also the ESL teacher meets regularly with the
ELL students during regular class hours and outside the classroom. Students work with a teacher one on one and during English classes.

b. TBE program. If applicable.
   Paste response to questions here:

c. DL program. If applicable.
   Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The ESL teacher teaches all our ELLs. The ESL teacher is also present in other classes for extra help. ESL teacher and student meet individually. Students are provided with extra help at any time during their classes and/or teacher-student conferences.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   Teachers differentiate and use the English Language/English Standards ensuring that all students are receiving rigorous and meaningful instruction. English is delivered by the ESL teacher and differentiation is used constantly. Native language support is provided by our advisor(s) who speak the students’ native language (when needed). Delivery of lesson is done in English and texts used are at different levels of difficulty.

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

5. How do you 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
   
   Using technology, different level text, Independent Reading, test taking strategies, Regents Prep, extra time, teacher-student conferencing, etc. Newcomers start with our Intro courses. Teachers and students work together to see what the ELL needs are and how they can move to the next level. ELLs receiving service 4 to 6 years move to higher courses, such as College Prep or Culture and Identity, A Writer’s Life, where the level of reading/language is at the highest. Long term ELLs also take high level courses and electives. ELLs who tested proficient are moved on to either graduating high school or taking College courses.

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

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

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.
   Tutoring services offered in English. Saturday Regents prep classes (all subjects). Independent Study with ELA/ESL teacher(s). Student-teacher conferences. Lesson study.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We have a rolling enrollment since we are a transfer school. Programs are addressed according to rolling admissions.

10. If you had a bilingual program, what was the reason you closed it?
    None

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    After school programs and tutoring. They are scheduled to attend all the programs offered by our school.

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.
    Haitian
    Haitian
    Haitian
    Supplemental materials target ELLs; use of the computer LAB; classroom library includes glossaries, dictionaries/thesaurus and books in Haitian-Creole, French and Spanish

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Instruction is delivered in English.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    Guidance Counselor and Assistant Principal review programs and student progress based on credits needed to graduate and additional practices they need to pass regents exams.

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?
    Haitian
    Haitian
    Haitian
    Supplemental materials target ELLs; use of the computer LAB; classroom library includes glossaries, dictionaries/thesaurus and books in Haitian-Creole, French and Spanish
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).

All ELL students are invited to join clubs, sports, youth meetings, college career readiness and learning to work programs.

17. What language electives are offered to ELLs? 
Paste response to question here: N/A

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: N/A

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?

ELL Workshops that are offered throughout the school year at various sites.

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.

Paste response to question here: N/A

Teachers will attend ELL Workshops that are offered throughout the school year at various sites.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Several parent-teacher meetings are held throughout the year.

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

Calls are made and one one one conversations are held.
**Additional Information**

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

_Paste response here:_
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Max Jean Paul, 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>Dr. Max R. Jean-Pal</td>
<td>Principal</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Kimberly Laboy</td>
<td>Assistant Principal</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Jovan Cowell Pettway</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Iva Gjoni</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Guinald Sixmilhomme</td>
<td>Parent</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Shivika Rajkosore</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Marie Achille</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Dr. Max R. Jean-Paul</td>
<td>Coach</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Amelica Content</td>
<td>Coach</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Amelica Content</td>
<td>School Counselor</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Donald Conyers</td>
<td>Superintendent</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td>Marioano Guzman</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>11/4/16</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

2. List parents’ preferred languages for both written and oral communication. 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.
We use information and surveys conducted from previously schools. For new enrollments we use the Parent Survey forms.

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.

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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>We have parent-teacher conferences 4 times/year. Teachers also conduct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

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.

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..)

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?

Parent Surveys and Parent Meetings.