



BROOKLYN COLLEGIATE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER: 23K493)
ADDRESS: 2021 BERGEN STREET, BROOKLYN, N.Y 11233
TELEPHONE: 718-922-1145
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 23K493 **SCHOOL NAME:** Brooklyn Collegiate

SCHOOL ADDRESS: 2021 Bergen Street

SCHOOL TELEPHONE: (718) 922-1145 **FAX:** (718) 922-2347

SCHOOL CONTACT PERSON: Amote Sias **EMAIL ADDRESS:** asias@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Barry Jamison

PRINCIPAL: Amote Sias

UFT CHAPTER LEADER: Melinda Rivera

PARENTS' ASSOCIATION PRESIDENT: Glenda Foster

STUDENT REPRESENTATIVE:
(Required for high schools) Billy Michaca

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** CFN302

NETWORK LEADER: Roz German

SUPERINTENDENT: Amy Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Amote Sias	*Principal or Designee	
Melinda Rivera	*UFT Chapter Chairperson or Designee	
Glenda Foster	*PA/PTA President or Designated Co-President	
Adam Robertson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Billy Michaca Alisa Marcus	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gloria Smith	Member/School Business Manager	
Olajide Olubi	Member/Parent	
Michael Harewood	Member/Parent	
Nadine Locke	Member/Teacher	
	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Founded in fall 2004, Brooklyn Collegiate, a College Board School, is located in the Ocean Hill-Brownsville area of Brooklyn, New York. With 606 students enrolled in grades 6-12, Brooklyn Collegiate's mission is to promote academic excellence by educating, supporting, and guiding students from middle school through high school graduation, building the bridges that ultimately lead to college entrance and success. Employing a powerful combination of dedicated, high-caliber leadership, a highly trained cadre of teachers and staff, a rigorous, accelerated college-prep curriculum, and the guidance and assessment resources of the New York City Department of Education and the College Board, Brooklyn Collegiate fosters the high achievement and healthy growth and development of every student. Students are prepared to meet the high standards required for college admission, as well as meeting or exceeding New York City and State learning standards and proficiency requirements. They also learn to think critically, communicate effectively, and be open to new experiences and ideas as they become lifelong learners and future leaders.

Principles of Excellence in College Board Schools

- A clear focus on maintaining high expectations
- A rigorous instructional program
- Instructional leadership, characterized by a focus on learning for all
- School-based professional development and collaboration
- Meaningful, continuous assessment of student learning

Special School Features

School uniform policy; reduced class size in all grades – average 75 students per grade; state-of-the-art computers; academic tutoring and homework help; High School Advanced Placement Program (AP) courses including Biology, English, and Statistics; middle school honors courses including English, Math, and Science; SAT Readiness Program; college admissions guidance center; individualized college planning; community service requirement; peer tutoring; after-school programs including Academic Challenge team, Web quest, drama club, band, gospel choir, fine arts, , culinary arts, high school varsity girls basketball and boys basketball (PSAL division winners 2008), middle school athletic league (CHAMPS), fitness, volleyball

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:					
District:	23	DBN #:	23K493	School BEDS Code:	332300011493

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.1 / 86.5	92.7 / 86.5	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.8	96.6	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	53	74	78	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	73	72	91		64.1	62.8	68.0		
Grade 8	77	83	79						
Grade 9	103	103	123	Students in Temporary Housing: Total Number					
Grade 10	91	101	86	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	66	78	85		1	12	TBD		
Grade 12	55	60	62						
Ungraded	3	2	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	521	573	606		1	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	11	19						
No. in Collaborative Team Teaching (CTT) Classes	22	14	6	Principal Suspensions	21	50	TBD		
Number all others	31	30	35	Superintendent Suspensions	18	22	TBD		

DEMOGRAPHICS								
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)		2007-08	2008-09	2009-10
(As of October 31)		2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes		0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs		0	0	0				
# receiving ESL services only		8	6	6	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		0	0	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		34	36	TBD
				Number of Administrators and Other Professionals		10	11	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals		2	2	TBD
(As of October 31)		2007-08	2008-09					
		2	2					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)		2007-08	2008-09	2009-10
(As of October 31)		2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	97.2	TBD
American Indian or Alaska Native		0.4	0.5	0.8	Percent more than two years teaching in this school	17.6	47.2	TBD
Black or African American		84.6	85.2	86.3	Percent more than five years teaching anywhere	26.5	50.0	TBD
Hispanic or Latino		11.3	10.8	9.7				
Asian or Native Hawaiian/Other Pacific Isl.		3.1	2.8	2.3	Percent Masters Degree or higher	68.0	69.0	TBD
White		0.6	0.3	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.0	96.5	TBD
Multi-racial								
Male		46.6	48.3	48.3				
Female		53.4	51.7	51.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09
				<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	√
	Math:	√	Math:	X
	Science:	√	Grad. Rate:	√

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	√	√	√	√	√	√	76
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√		√	√		
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-			
White				-	-		
Multiracial							
Other Groups							
Students with Disabilities	-	-		-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged	√	√		√	X		
Student groups making AYP in each subject	3	3	1	3	1	1	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B/B	Overall Evaluation:	W
Overall Score	58.4/68.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	7.6/9.3	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	18.9/18.1	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	30.4/37.6	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	1.5/3.0	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends:

A review of the School Quality Review, the School Report Card, the Middle and High school Progress Reports, and an analysis of the Regents exams reports, NYS ELA and Math exams, it was determined that English Language Arts would be the school wide focus, specifically in the areas of fluency and comprehension. To increase teacher capacity a series of professional development sessions will be held with faculty throughout the year. In addition to enhancing pedagogy and building teacher capacity these sessions will also be used to prepare teachers to align the course curriculum with the Common Core Standards. Our objective is to introduce faculty to new instructional initiatives and to promote an environment in which teacher's best instructional practices are promoted.

We will provide training in the areas of differentiated instruction, the use of technology, and data analysis using the Acuity, Aris, and ITT systems. Research has shown that data is one of the catalyst to increased student performance and progress.

On the middle school level, we looked at the performance and progress of students in both ELA and Mathematics based on the NYS ELA and Math standardized test results and the School Progress Report. In ELA 31.5% of students performed on level 3 and 4. In Math 29.7% performed on level 3 and 4. The number of middle school students performing below grade level in ELA increased from 24.9% in the 2008-2009 school year to 68.5% in the 2009-2010 school year. In Mathematics for students performing below grade level there was a 53% increase from 17.3% during the 2008-2009 school year to 70.3% in the 2009-2010 school year. The increase in the number of students performing below grade level resulted in an overall score of "D" on the Middle school Progress Report for the 2009-2010 school year.

Our analysis of the Middle School data reveals that 50 (21%) out of 234 students that took the ELA test were 1-10 points below the cut-off to move from level 2 to level 3 and level 3 to level 4. In Math, 76 (32%) out of 235 students were 1-10 points below the cut-off to move from level 2 to level 3 and level 3 to level 4. Analysis of students on level 1 shows that in ELA in 7th grade and 8th grade there were 13 students that were 1-10 points below the cut-off to move from level 1 to level 2. In math 8 students fell into

this category. We have established Inquiry Teams that will develop strategies to increase performance of those students performing in the lowest third. In addition we have implemented a Saturday Academy to provide remediation and supplemental resources for students that are struggling or performing at a high level 2.

On the High School level the School Progress Report shows that our students have a four year graduation rate of 67.7% and a six year graduation rate of 79.7%. The school received an overall grade of "C". The area of concern regarding the high school is the progress of students that are in the lowest third in credit accumulation and Regents exam scores. The percentage of students in the lowest third that earn 10+ credits each year shows an average of 17.75% from 9th to 11th grade. In the Regents exams the passing rate for the English Regents is 31.2% and for the United States History Regents the passing rate is 36.6%. College tutors with the AVID program and peer tutors are working with individual students to increase credit accumulation and the Regents passing rate. The Guidance department is working in collaboration with the content area teachers to provide early intervention. To provide the students with one-on-one remediation and small group instruction we have established a Saturday Academy and Regents Prep classes during 9th period. We use the McGraw-Hill Interim assessment results to identify student academic strengths and weaknesses. Teachers use both summative and formative assessments to drive instruction.

Based on the results in the NYS ELA and Math exams, the School Progress Report, High school Credit accumulation and Regents exam results our focus in both the Middle School and high School for the 2010-2011 school year will be on Inquiry Team Work and data driven instruction. The solution to increasing student performance and progress is to provide additional professional development and to continue to support our teachers in differentiated instructional techniques and strategies. Based on our findings with those students that were within 1-10 points of achieving level 3 and 4, Inquiry teams will be established to address the specific needs of individual students.

Accomplishments:

On the high school level, we looked at the performance of students on the Regents exams and their credit accumulation. Seventy-five percents of the graduating class of 2010 received a high school diploma out of which 56% of students have received a Regents diploma. We also had the opportunity to witness the progress of some of our Special Education students, 3 students received a regular local diploma and 1 student out of the four received a Regents diploma.

One of the aids to continued student progress is a rate of high student attendance. During the 2009-2010 school year daily attendance averaged 92.7%. In 2009-2010 as the population increased the daily attendance rate decreased to 90.3%. However, ATS data shows that there was a 75% decrease in students with chronic absenteeism and a 50% decrease in tardiness. The Attendance Team was able to accomplish these gains by increased personal and strategic outreach to the designated population. To address student attendance Brooklyn Collegiate provides a challenging, rigorous, and interesting curriculum. It is our belief that if we provide our students with a well-rounded, balanced education that includes academic courses, social programs, and technology and art classes' students will be enthusiastic and eager to attend school. Evidence that a challenging well-rounded curriculum makes a difference in attendance is reflected in student and parent surveys and teacher input.

One achievement over the past year has been in the area of interdisciplinary planning. We have established a vertical team made up of middle school and high school staff that meets once a month. As a result of this collaboration the Social Studies and English departments have planned projects, trips, and collaborated on the 8th grade exit project. We will continue wherever possible to facilitate the integration of curriculum and planning.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1:

By June 2011, increase performance of Middle School students on NYS ELA test by 18.5% from 31.5% to 50% on levels 3 and 4.

Goal 2:

By June 2011, increase performance of Middle School students on NYS Math test by 5.3% from 29.7% to 35% on levels 3 and 4.

Goal 3:

By June 2011, High School students passing the English Regents will increase by 10% from 48% to 58%.

	<ul style="list-style-type: none"> • Administration, the Data Specialists, and the School Business manager will schedule staff for DOE Webinars and ABC training sessions on ARIS, ACUITY, Common Core Standards and best practice teaching strategies as they become available. ▪ Assistant Principals will schedule teachers for interdisciplinary planning meetings to facilitate collaboration and communication of teachers across and within subject areas at least once a month. • Administration will provide staff with coaching and modeling by peers and outside vendors at least once a month. • Data Specialist and CFN302 will schedule workshops in October and February to train teachers on how to analyze data and how to use the results to drive instruction. • CFN302 and the Data Specialist will provide training for teachers on how to use students' assessment data to enhance teaching and learning. During Monthly vertical team meetings and during staff meetings in November, January, and February. • Outside Vendors, CFN302, Data Specialist, and Assistant Principals will train teachers on how to monitor and measure student progress. On an on-going basis and during study groups, common planning meetings and scheduled training sessions in the months of November and February. • Assistant Principals and Data Specialist will train teachers on how to create student action plans. Common preps will be used to facilitate the development of a template during the month of February. • Teachers will support the students' ability to self-monitor learning by engaging in setting, reviewing, and revising goals on an on-going basis during weekly student conferences. • Teachers will use the daily 37 ½ Minutes tutorials for remediation of targeted students. • Individualized student pull-out and remediation will be implemented by BC teachers and Masters level college tutors for those students that scored a level 1 or 2 on the NYS standardized ELA test. • Individualized student pull-out and enrichment for those students that scored a level 3 or 4 on the NYS standardized ELA test. ▪ To maximize usage of the Renzulli and Achieve 3000 technology programs teachers will receive training in the use and implementation of the programs provided by outside vendors during the month of December. • Students scoring in the lowest third will be enrolled in the Brooklyn Collegiate Saturday Academy beginning November until the 2010-2011 NYS Standardized test. • Students will be instructed in how to use Acuity to monitor their progress and to remediate their own weaknesses.
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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use of Conceptual Consolidated funds i.e. Title I Part A Basic, Title I ARRA, and Tax Levy, to hire educational consultants and non-contracted vendors to provide professional development, to purchase supplemental materials, and to _____ for teachers and other staff. • Use of Conceptual Consolidated funds i.e. Title I Part A Basic, Title I ARRA, and Tax Levy to fund per session and per diem activities professional development activities inside and outside of the school
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following tools will be used to measure the progress we are making towards meeting our goals. Administration along with the Leadership Team will review data and make adjustments to the action plan accordingly. Data and Progress Review will be conducted by Administration and the Leadership Team on a monthly basis during scheduled weekly meetings. Inputs from the Data Specialist and Inquiry Teams will play a major role in the analysis of the data and any modification to our plan.</p> <ul style="list-style-type: none"> • ARIS Reports • Acuity Reports • Summative and formative periodic assessment results • Inquiry Team findings • Snapshots • Formal Observations • Student Action Plans • Periodic Assessment Item Analysis Report

	<p>month of January.</p> <ul style="list-style-type: none"> • Teachers will support the students’ ability to self-monitor learning by engaging in setting, reviewing, and revising goals on an on-going basis during monthly student conferences. • Teachers will use the daily 37 ½ Minutes tutorials for remediation of targeted students. • Individualized student pull-out and remediation will be implemented by the Masters level college tutors for those students that scored a level 1 or 2 on the NYS standardized Math test. • Individualized student pull-out and enrichment for those students that scored a level 3 or 4 on the NYS standardized Math test. • Students will be instructed in how to use Acuity to monitor their progress and to remediate their own weaknesses. • Continue to schedule teachers for training in the use and implementation of the Renzulli and Achieve 3000 technology programs provided by outside vendors. <p>Students scoring in the lowest third will be enrolled in the Brooklyn Collegiate Saturday Academy beginning November until the 2010-2011 NYS Standardized test.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use of conceptual consolidated funds i.e. Title I Part A Basic, Title I ARRA, NYSTL, Tax Levy, and IDEA funds to purchase technology equipment, and to provide training opportunities. • Use of Conceptual Consolidated funds i.e. Title I Part A Basic, Title I ARRA, and Tax Levy, to fund per session and per diem professional development activities inside and outside of the school. 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following tools will be used to measure the progress we are making towards meeting our goals. Administration along with the Leadership Team will review data and make adjustments to the action plan accordingly. Data and Progress Review will be conducted by Administration and the Leadership Team on a monthly basis during scheduled weekly meetings. Inputs from the Data Specialist and Inquiry Teams will play a major role in the analysis of the data and any modification to our plan.</p> <ul style="list-style-type: none"> • ARIS Reports • Acuity Reports • Summative and formative periodic assessment results • Inquiry Team findings • Snapshots • Formal Observations • Student Action Plans 	

	<ul style="list-style-type: none">• Acuity Periodic Assessment Item Analysis Report• Lesson Plans• Bulletin Boards• Renzulli Usage and Individual Profile Report• NYS Math test results	
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): High School English Regents

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, High School students in the lowest third passing the English Regents will increase by 10% from 48% to 58%.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Regents’ preparation courses held during the day, credit recovery, PM classes, and Saturday classes will be offered in conjunction with scheduled tutorial sessions to accommodate students in need of additional resources to ensure they meet their high school graduation requirements and/or pass the required Regents exams. • Continue to schedule staff for professional development in data analysis during common preps and Inquiry Team meetings. This will be provided by CFN302, Data Specialist, and Assistant Principals. • CFN302, Data Specialist, and Assistant Principals will continue to provide staff with workshops on ARIS, and ACUITY on a quarterly basis. • Assistant Principals will continue to schedule teachers for interdisciplinary planning meetings. • Assistant Principals will continue to facilitate Vertical team planning meetings once a month. • Continue to provide staff with coaching and modeling by Administration and peers on an on-going basis. • Data Specialist and CFN302 will continue to train teachers on how to analyze data on a quarterly basis. • CFN302 and the Data Specialist will continue to train teachers on how to use students’ assessment data to enhance teaching and learning monthly during vertical team meetings and during staff meetings in January, and February. 	

	<ul style="list-style-type: none"> • CFN302, Data Specialist, and Assistant Principals will continue to train teachers on how to monitor and measure student progress on an on-going basis and during specific training sessions in the months of November and February. • Assistant Principals and Data Specialist will continue to train teachers on how to create student action plans. Common preps will be used to facilitate the development of template during the month of January. • Teachers will support the students' ability to self-monitor learning by engaging in setting, reviewing, and revising goals on an on-going basis. • Teachers will use the daily 37 ½ Minutes tutorials for remediation. • Individualized student pull-out remediation implemented by the Masters level college tutors • Regents Prep Classes will be held after school 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use of conceptual consolidated funds i.e. Title I Part A Basic, Title I ARRA, and Tax Levy, funds to hire educational consultants and non-contracted vendors to provide professional development across the content area of instruction. • Use of Conceptual Consolidated funds i.e. Title I Part A Basic, Title I ARRA, and Tax Levy to fund per session and per diem professional development activities inside and outside of the school. 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following tools will be used to measure the progress we are making towards meeting our goals. Administration along with the Leadership Team will review data and make adjustments to the action plan accordingly. Data and Progress Review will be conducted by Administration and the Leadership Team on a monthly basis during scheduled weekly meetings. Inputs from the Data Specialist and Inquiry Teams will play a major role in the analysis of the data and any modification to our plan.</p> <ul style="list-style-type: none"> • ARIS Reports • Acuity Reports • Summative and formative periodic assessment results • HSST Credit Accumulation Report • Inquiry Team findings • Snapshots • Formal Observations • Student Action Plans • Acuity Periodic Assessment Item Analysis Report 	

	<ul style="list-style-type: none">• Lesson Plans• Bulletin Boards• Renzulli Usage and Individual Profile Report• NYS Regents Exam results	
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	10	15	10	15	4			
7	9	12	9	12	12			
8	39	11	22	9	7			
9	37	24	25	20	19			
10	38	34	34	17	20			
11	39	23	23	36	28			
12	20	8	16	12	16			

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Renzulli, small group instruction and lab classes 1 period during the day for all students. • SETSS/AIS provider utilizes small group instruction – 8:1 maximum, • At Risk 9th graders receive 1 period per day in non regents instruction in ELA • At Risk 10th -12th graders receive one period per day in content area electives. • <u>Speech</u> – Identified students receive speech and language to help with his/her articulation and language skills. • AT Risk 9th-12th graders receive Regents Prep classes on Saturdays from 9:00am -12:00pm • Achieve 3000 enrichment lab classes are held 1 period during the day for 7th, 8th & 9th grade students.
Mathematics:	<ul style="list-style-type: none"> • Renzulli, small group instruction and lab classes 1 period during the day for all students. • SETSS/AIS provider utilizes small group instruction – 8:1 maximum, • At Risk 9th graders receive 1 period per day in non regents instruction in Math • 10th -12th graders receive one period per day in content area electives. • Regents Prep classes after school
Science:	<ul style="list-style-type: none"> • SETSS/AIS provider utilizes small group instruction – 8:1 maximum, • At Risk 9th graders receive 1 period per day in non regents instruction in Science • 10th -12th graders receive one period per day in content area electives. • Regents Prep classes Saturday academy • AT Risk 7th - 8th graders receive Renzulli and Achieve 3000 supplemental computer lab enrichment • AT Risk 6th, 7th, and 8th graders receive college tutor services once a week and BC teachers twice per week pull out.
Social Studies:	<ul style="list-style-type: none"> • Renzulli, small group instruction and lab classes during the day for all students. • SETSS/AIS provider utilizes small group instruction – 8:1 maximum, • AT Risk 9th graders receive 1 period per day in non regents instruction in Social Studies • 10th -12th graders receive one period per day in content area electives. • Regents Prep classes Saturday academy • AT Risk 7th - 8th graders receive Renzulli and Achieve 3000 supplemental computer lab enrichment • AT Risk 6th, 7th, and 8th graders receive AVID college tutor services AT Risk 7th - 8th graders receive Renzulli and Achieve 3000 supplemental computer lab enrichment • AT Risk 6th, 7th, and 8th graders receive AVID college tutor services once a week

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Group and individual counseling • Guidance Counselor Push-In Social/Non-Instructional Support i.e. Sexual Harassment, Bullying, HIV/AIDS, etc.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Outside Agency on site Social Worker takes referrals
At-risk Health-related Services:	Condom availability program

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – See Attached copy of school’s current year (2010-2011) Language Allocation Policy.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011 N/A

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative N/A

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget N/A

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

To determine the oral and written translation needs of the school the Pupil Personnel Secretary and the ESL teacher review the Home Language Identification Survey, CR Part 154 report, and conduct a parental needs survey during registration and the ESL Parent Orientation meeting that is held at the beginning of the school year. The home language survey results and information provided by the parents at the ELL parent orientation is recorded on the students "Emergency Blue Card" and in the students "Cumulative Records Folder", and updated in the ATS system.

For each parent whose primary language is a covered language and who require language assistance services is given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign in each of the covered languages, is posted at the entrance of the school indicating the availability of interpretation services

Parents were notified via letters that were translated. Follow up calls were made by the Parent Coordinator and parent volunteers to ensure that parents received and understood information. Data was collected formally and informally. Information was shared by the Guidance Counselors.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the RHLA report in ATS currently we have 52 household/students in which English is a second language. The breakdown is as follows:

Language	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Households/Students
Bengali	1	2	2		2	1	3	11
French				1				1
French-Haitian	1							1

Creole								
German				1				1
Haitian Creole	1			2		1	1	5
Hausa						1		1
IBO							1	1
Spanish	4	4	7	4	4	1	6	30
Yoruba					1			1
Total	7	6	9	8	7	4	11	52

Based on the Home Language Survey the inputs from the Parent Coordinator, the Pupil Personnel Secretary, Guidance, and the ESL teacher those households/students that require interpretation services are identify. Administration and the applicable content area teachers are notified.

The Brooklyn Collegiate staff in collaboration with the Parent Coordinator will continue to research and implement strategies to disseminate information to parents of ESL students.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

A copy of the school Interpretation Plan and the interpretation request form is given to the content area teachers during the first staff conference along with instructions on how to fill out and document/telephone interpretation request form. To ensure that there is timely provision of translated documents staff is instructed:

- To make requests at least one week prior to the date the document is needed.
- The request form must be is completed and given to the Pupil Personnel Secretary or the Parent Coordinator.
- To requests interpretation service from the DOE Translation and Interpretation Unit requests must be made at least one week in advance.
- For those languages that are not covered, a cover letter or notice is attached to the English document indicating the parent can request free translation or interpretation of the document.

The telephone will be used as a major source of communication. Parents will be provided with a wide array of translation services. An in house staff member will serve as a translator for school correspondence.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In cases where there is a staff member or parent that speaks the required language their assistance will be solicited for oral and written interpretation. DOE interpreters will be acquired when needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents requiring translation services will receive written directions on how to contact the Parent Coordinator for oral interpreter services in the event of an emergency.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$500,139.00	\$189,346.00	\$689,485.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,001.00	\$1,893.00	\$6,894.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,007.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	N/A	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **96.5**

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

To ensure that all teachers are highly qualified the 5% Title I set aside is being used to provide teachers with training on Differentiated Instruction, Classroom Management, ARIS & Acuity training, and technology training on the SMART Board, Renzulli and Achieve 3000 Programs. In addition to internal study groups, common preps and outside vendors, interdisciplinary training is provided in-house

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Brooklyn Collegiate (23K493) Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS/HS 23K493, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS/HS 23K493'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 Advisory Council, as trained volunteers and welcomed members of our school community. MS/HS 23K493 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. 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 our school community;

MS/HS 23K493'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. Our 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 our 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 MS/HS 23K493 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, MS/HS 23K493 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 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 schools 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 our 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 Advisory Council. 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

MS/HS 23K493 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;

- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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; and
- 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;

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Brooklyn Collegiate (23K493) School-Parent Compact

MS/HS 23K493, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. MS/HS 23K493 staff and the 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 and Assessments.

School Responsibilities:

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

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

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

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; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Parent Coordinator on during the month of September 2010’.

This Parent Involvement Policy was updated on May 2010.

The final version of this document will be distributed to the school community on November 1, 2010 and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

After reviewing student transcripts, standardized test results and promotion data, courses and programs will be developed to meet the needs of all students.

(See pages 10 – 19)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Regents preparation courses, credit recovery, PM classes, and Saturday academy will be offered in conjunction with tutorial sessions to accommodate students in need of additional resources to ensure they meet their high school graduation requirements and/or pass the required Regents exams. Field trips, museum visits and college tours will be conducted to enhance the interdisciplinary curriculum. Curriculum maps will be aligned to the NYS standards to meet the needs of all students, including at risk, ESL and students with special needs. The Guidance Counselors will continue to identify students academically at-risk and meet with them and their parents to discuss attendance and academic progress. The Transition Linkage Coordinator will meet with parents and students to provide information and coordination of vocational training at programs such as COOP Tech.

(See pages 18-19)

3. Instruction by highly qualified staff.

Teachers will participate in quarterly best practice professional development sessions on -site. In addition to select lead teachers turn-keying professional development received off site. During common planning sessions that take place three times per week teachers will receive professional development and training in research based instructional strategies that improve student performance and progress.
(See pages 10 -19)

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers attend conferences outside of the school with the CFN302, Citywide Protraxx professional development opportunities, College Board, and internally during common planning sessions. The parent coordinator has set up a variety of workshops for parents and the community at large.
(See pages 10-19)

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Fellows program, Teach for America program, and the ATR pool are programs we use to find highly qualified teachers.
- Advertisements in education related newspapers and magazines.

(See page 31)

6. Strategies to increase parental involvement through means such as family literacy services.

- a. **Parent Workshops:**

- Stress Management**

- Helping Your Child Succeed**

- Reading with Your Child**

- College & Financial Aid**

- b. **Book Talks**

- c. **Content Area Workshops facilitated by Teachers**

- d. **Workshops in collaboration with the Brooklyn Public Library**

- e. **GED Classes for Parents**

(See pages 30 – 38)

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Weekly departments and/or grade meetings

- Staff development workshops/sessions on reviewing data

- Review of interim assessments results

(See pages 10 – 18)

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- AIS services

- One on one tutoring

- AM and PM tutorial

- Saturday Academy

- Pupil Personnel Team Weekly meetings

Above services will be driven via the use of the ARIS and ACUITY programs and scholarship reports

(See pages 22-24)

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Guidance Counselor and Parent Coordinator will discuss prevention, adult education, vocational, technical and job training programs.

Forums will include parent student meetings as well as workshops.

(See pages 32-39)

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (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. For example, IDEA,

Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ² Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	12-18,20,21,27-34, 37-41, 45
Title I, Part A (ARRA)	Federal	✓				✓	12-18,20,21,27-34, 37-41, 45
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal			√			
IDEA	Federal			√			
Tax Levy	Local	√				√	12-18, 20,21,27-34, 37-41, 45

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR⁴ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Currently we have 4 students in Temporary Housing attending our school

2. Please describe the services you are planning to provide to the STH population.
 - **Transportation**
 - **School Uniform**
 - **Counseling Referral Service**
 - **Other Referral Services as needed**
 - **Open Door Policy in Guidance and Administration**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Collegiate: A College Board School					
District:	23	DBN:	23K493	School		332300011493

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.6/86.5	92.7/	92.4 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.8	96.6	94.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	74	78	60	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	72	91	86		64.1	68.0	88.1
Grade 8	83	79	86				
Grade 9	103	123	126	Students in Temporary Housing - Total Number:			
Grade 10	101	86	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	78	85	76		1	12	20
Grade 12	60	62	86				
Ungraded	2	2	3	Recent Immigrants - Total Number:			
Total	573	606	598	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	19	33	Principal Suspensions	21	50	126
# in Collaborative Team Teaching (CTT) Classes	14	6	5	Superintendent Suspensions	18	22	20
Number all others	30	35	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)			
Early College HS Program Participants	0	0	0

<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	34	36	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	10
# receiving ESL services only	6	6	TBD	Number of Educational Paraprofessionals	2	2	4
# ELLs with IEPs	0	1	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	53	% fully licensed & permanently assigned to this school	100.0	97.2	96.8
				% more than 2 years teaching in this school	17.6	47.2	46.0
				% more than 5 years teaching anywhere	26.5	50.0	62.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	69.0	78.4
American Indian or Alaska Native	0.5	0.8	0.8	% core classes taught by "highly qualified" teachers	83.0	96.5	83.5
Black or African American	85.2	86.3	87.1				
Hispanic or Latino	10.8	9.7	9.5				
Asian or Native Hawaiian/Other Pacific	2.8	2.3	2.2				
White	0.3	0.3	0.3				
Male	48.3	48.3	49.0				
Female	51.7	51.7	51.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA: v
Math: v	Math: X
Science: v	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	X	v	76
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v		v	v		
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-		
White				-	-		
Multiracial							
Students with Disabilities	-	-		-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged	v	v		v	X		
Student groups making	3	3	1	3	1	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D / C	Overall Evaluation:	WD
Overall Score:	4.4 / 53.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	4.4 / 9.4	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	0 / 15.1	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	0 / 29.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

To determine the oral and written translation needs of the school the Pupil Personnel Secretary and the ESL teacher review the Home Language Identification Survey, CR Part 154 report, and conduct a parental needs survey during registration and the ESL Parent Orientation meeting that is held at the beginning of the school year. The home language survey results and information provided by the parents at the ELL parent orientation is recorded on the students "Emergency Blue Card" and in the students "Cumulative Records Folder", and updated in the ATS system.

For each parent whose primary language is a covered language and who require language assistance services is given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign in each of the covered languages, is posted at the entrance of the school indicating the availability of interpretation services

- Summarize the major findings of your school’s written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the RHLA report in ATS currently we have 52 household/students in which English is a second language. The breakdown is as follows:

Language	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Households/Students
Bengali	1	2	2		2	1	3	11
French				1				1
French-Haitian Creole	1							1
German				1				1
Haitian Creole	1			2		1	1	5
Hausa						1		1
IBO							1	1
Spanish	4	4	7	4	4	1	6	30
Yoruba					1			1
Total	7	6	9	8	7	4	11	52

Based on the Home Language Survey the inputs from the Parent Coordinator, the Pupil Personnel Secretary, Guidance, and the ESL teacher those households/students that require interpretation services are identify. Administration and the applicable content area teachers are notified.

Part B: Strategies and Activities

- Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

A copy of the school Interpretation Plan and the interpretation request form is given to the content area teachers and during the first staff conference along with instructions on how to fill out and document/telephone interpretation request form. To ensure that there is timely provision of translated documents staff is instructed:

- To make requests at least one week prior to the date the document is needed.**
- The request form must be is completed and given to the Pupil Personnel Secretary or the Parent Coordinator.**
- To requests interpretation service from the DOE Translation and Interpretation Unit requests must be made at least one week in advance.**
- For those languages that are not covered, a cover letter or notice is attached to the English document indicating the parent can request free translation or interpretation of the document.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In cases where there is a staff member or parent that speaks the required language their assistance will be solicited for oral and written interpretation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

See Above

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 23	School Number 493	School Name Brooklyn Collegiate
Principal Amote Sias	Assistant Principal Phyllis Quiles		
Coach	Coach		
Teacher/Subject Area Sadie Goldman/ESL Per Diem	Guidance Counselor Rosmond Samuels		
Teacher/Subject Area Ms. Francis/English	Parent Houdou Conte		
Teacher/Subject Area Ms. Fletcher/English	Parent Coordinator Wendy Pierre		
Related Service Provider Abena Sidibe	Other		
Network Leader Roz German	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	596	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	1.51%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The steps that are followed for the initial identification of those students who may possibly be ELLs are:

- 1) The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to 23K493. The Pupil Personnel Secretary, administers the HLIS. If the HLIS indicate a language other than English, then the Pupil Personnel Secretary, notifies the ESL teacher. The ESL teacher conducts an informal interview with the parent in their native language and or English.
- 2) The formal initial assessment is conduct by the ESL teacher and/or the Test Coordinator. The LAB-R is administered within 10 days of enrollment. The ESL teacher uses the State designated level of proficiency on the LAB-R to determine if the student is eligible for either Freestanding ESL, Transitional Bilingual Education or Dual Language.
- 3) Using the NYSESLAT, the ESL teacher annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined by the NYSESLAT guidelines.
- 4) The ESL teacher has a supplementary ESL License
- 5) To ensure that Parents understand all three programs choices. In the beginning of the school year, all incoming students and their parents are invited to attend an "ESL Parent Information Orientation", where they are introduced to the Principal, Assistant Principal, ESL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices and given an overview of each program and i.e. Transitional Bilingual Education, Dual Language, or Freestanding ESL programs.
- 6) Parents are advised that Brooklyn Collegiate only offers a Freestanding ESL program, however the guidance department in conjunction with the ESL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs. During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided. Parents are kept informed throughout the school year through one on one meetings, telephone conversations and parent training, such as ARIS.
- 7) Parents are informed of Regional presentations, by ESL teacher and Parent Coordinator.
- 8) The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ESL teacher follows up with telephone calls until all forms are returned.
- 9) Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ESL teacher and telephone calls to ensure that entitlement letters, Parent Survey and Program Selection forms are distributed and returned.
- 10) The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:
 - * The Home Language Identification Survey (HLIS)
 - * Students test results from the LAB-R
 - * Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter.
 - * For those parents and students that request Transitional Bilingual Education or Dual Language programs the guidance counselor, Assistant Principal and ESL teacher collaborate to provide assistance in locating an appropriate school.
 - * Students are placed in the ESL instructional program at 23K493.

After reviewing the Parent Survey and Program Selection forms, the trend over the past few years, most of the parents have chosen the Freestanding ESL program offered at 23K493.

The program model offer at 23K493 is in alignment with parental requests, which is the Freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2		1	4	1		1	9
Push-In														0
Total	0	0	0	0	0	0	2	0	1	4	1	0	1	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	1
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	7	2		2		1	0				9
Total	7	2	0	2	0	1	0	0	0		9

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1		1				1	3
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian							1			1				2
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	0	0	0	0	0	2	0	1	4	1	0	1	9

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Our students are serviced using a Freestanding ESL pull-out model. During pull-out, the students are instructed in an ESL classroom in heterogeneous (mixed proficiency levels) groups of no more than 4 students. The mandated number of instructional minutes is provided

according to the proficiency level as per CR Part 154. Explicit ESL instruction is delivered in the freestanding ESL program. The teacher makes extensive use of ESL and content area materials.

The CR Part 154 mandates are addressed in the instructional plan for language development. The ESL teacher prints out the RLAT report weekly. Students are given the amount of classes allocated according to their proficiency level. The ESL teacher also prints out the RLER report, which tells which students need to take the LAB-R test. Students are placed in the appropriate class according to their proficiency level.

Currently we have one ESL teacher who uses a freestanding ESL model. Through close work with the school programmer we are able to provide all students with their mandated instructional minutes. Middle School students performing on beginning or intermediate levels receive 360 minutes of ESL instruction per week. High school students on beginning level receive 560 minutes of instruction and high school students on the intermediate level receive 360 minutes of ESL instruction per week. New ELL students receive instruction based on LABR results. Advanced ELL students in middle school and high school receive 180 minutes per week as required.

English language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and realia. Language functions and structures are taught within the context of the lesson. The instructional components are based on the New York State ESL standards 1-5. The teacher makes extensive use of modeling and scaffolding strategies to aid students in language acquisition. To address pre-reading during reading skills, and after reading skills the ESL and classroom teachers employ strategies such as modeled reading, skimming, scanning, re-reading for detail, summarizing, read aloud, etc. Graphic Organizers are used to aid in language acquisition and writing. For more advanced students, research activities across the content area are incorporated in the lesson to aid with writing skills and reading comprehension.

Instructional materials for ELL students include ESL grammar books, modified novels, modified readers, multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers, leveled readers, bilingual Regents glossaries, and NYSESLAT prep books. Content area materials include ELL modified lesson plan teacher's aides and modified texts. Novels and oral histories based on the immigrant experience are also used to activate students' prior knowledge. Teachers utilize realia and visuals to reinforce content and vocabulary. Graphic organizers, movie clips, and picture books are used to scaffold lessons for ELLs. Moreover, teachers use a variety of strategies including kinesthetic and tactile responses, web-quests, and group work.

The focus for our students is language acquisition with a focus on grammar and writing. ESL is taught through a project based curriculum. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing. Data from Acuity, regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays which mirror the tasks on the English regents. Students read op-ed articles from the New York Times to build reading and writing skills. Students receive homework nightly and also make oral presentations and write research papers related to topics from the class texts. Students are also taught through exposure to current events in order to expose them to the culture, history, and life in the US. Classes are heavily novel based. Novels are taught using QTEL strategies. ESL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students.

To provide differentiated instruction for ELLs the results of the NYSESLAT test is used by the ESL teacher to identify each student's modality. Based on the results the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as the McGraw-Hill ITT periodic assessments, Regents Prep tests, ARIS, and Acuity. There is also on-going collaboration between the ESL teacher and the content area teachers.

Although we have no SIFE students currently, we have a plan for the future. In the event a student is determined to be SIFE, the first step would be to test that student in their native language to determine where help is needed. The second step would be to address these needs with the ESL and content instructors and tailor instruction accordingly. Our AIS team is also available to help students acquire the skills they may need for academic success. If further help is needed, we will research if bilingual tutors are a feasible option for after school tutoring. Moreover, we will research the availability of bilingual computer tutorials for these students as a supplement to their education. Lastly, and perhaps most important, is that our entire staff receive professional development on how to further address their needs.

Our plan for newcomers is to start off the school year with a welcome orientation for students and parents. This orientation highlights the attributes and expectations of US schools. Our parent coordinator would continue this orientation throughout the year by being available to parents in the transition process. Newcomers will be fully serviced by the ESL teacher through our freestanding ESL program and differentiated instruction in the content areas of instruction. To further help our students we facilitate and purchase professional development

training in the implementation of ESL strategies for all staff.

Plan for ELLs in school 4-6 years:

Based on results of LAB-R, NYSESLAT test, ITT interim assessments, student conferences, teacher observation and collaboration, SMART goals are established for each student. The objective is to provide students with the support and strategies they need for academic and transitioning out of ESL.

Plan for ELLs in school 6 years completed or more / Long Term ELLs:

Our plan for long term ELLs is to focus on intensive parental involvement through our parent coordinator. They will also be fully served by the ESL teacher in a push-in and pull-out model. These students will be encouraged to attend our after school program where they can receive additional assistance. If these strategies do not prove adequate we will investigate the availability of community support groups, peer-peer tutoring or other after school programs.

Plan for ELL Special Needs Students:

ELLs with special needs will be serviced by our Special Education teacher or the AIS team in addition to the ESL instructor. These students will either be tested to ascertain what services they require, or all teachers will follow their existing IEP. Moreover, we will provide Special Education PD for our ESL teacher.

Intervention Programs for ELLs (AIS):

The ESL teacher provides academic intervention for all ELL students during lunch periods two times per week and after school from 3:30pm until 4:30pm three times per week. In addition ELLs attend the 9th period "extended Day Reading/Writing Program Monday through Friday.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

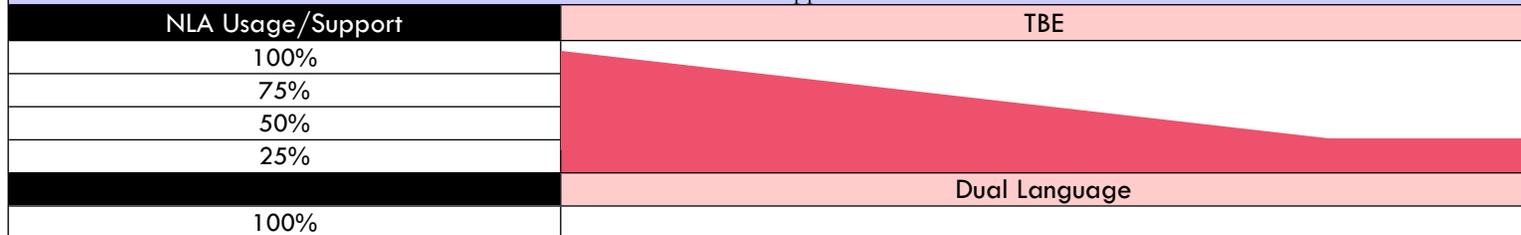
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

The ESL teacher and content area teachers use the results of the ELL Interim Assessments for instructional criteria. Special services for ELL students, such as AIS, small group instruction and/or individual instruction is also provided. The schools LAP and ESL instruction focus on student areas of weakness so we can align instruction that is age, grade, and developmentally appropriate to ensure improvement in student performance. The native language is never used during ESL instruction. Our long term goal is to have all of our ELL students performing at a level 3 and 4 in math, science, social studies, and Language Arts.

The ESL teacher provides academic intervention for all ELL students during lunch periods two times per week and after school from 3:30pm until 4:30pm three times per week. In addition ELLs attend the 9th period "extended Day Reading/Writing Program Monday through Friday. Our transitional students will receive support from the ESL teacher in our after school program. These students will also receive their mandated test accommodations for 2 years after passing out of ESL.

Our future plans area:

To continue to focus on intensive parental involvement through our parent coordinator.

To continue transitional support for students reaching proficiency on the NYSESLAT. Transitional students will receive support from the ESL teacher in our after school program. These students will also receive their mandated test accommodations for 2 years after passing out of ESL.

To continue to conduct staff development meetings at the middle school level and department meetings at the high school level where the main focus is on instructional strategies, such as differentiated instruction, the workshop model, and cooperative learning.

To continue to have weekly department heads (teachers) meeting where we discuss school-wide strategies to improve the instructional program.

Budgetary constraints, staffing, and a small ELL student population limit the availability of ESL programs at Brooklyn Collegiate. For those parents and students that request Transitional Bilingual Education or Dual Language programs the guidance department provides assistance in locating an appropriate school. ESL students are encouraged to attend our after school program facilitated by the ESL teacher 3 times per week from 3:30pm – 4:30pm. Period 9 of each day is a mandatory extended day after school program which focuses on reading and writing.

Instructional materials for ELL students include ESL grammar books, modified novels, modified readers, multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers, leveled readers, bilingual Regents glossaries, and NYSESLAT prep books. Content area materials include ELL modified lesson plan teacher's aides and modified texts. The ESL and content area teachers also use the NYSESLAT Review Book, Novels and content specific materials. In addition technology programs such as Renzulli, Novel Regents Review, and Epscot Host research are used for virtual field trips, skill review, research, journals, and articles.

To support the learning of ELL students we incorporate the use of graphic organizers to help ELL students organize their memoir, persuasive, critical lens, and research writing. Students also have the opportunity to work independently and write in journals. Vocabulary is addressed using New York Times op-ed articles. Annastacio & Annastacio textbooks are used for grammar, writing, speaking and listening, and reading comprehension modeled after the NYSESLAT test. These are also used for content area and subject matter instruction. This text is used to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), science (i.e. the water cycle, the desert, etc.) and language arts (fictional stories as well as nonfiction). Students read novels such as "Catchers in the Rye", "To Kill a Mocking Bird", and "20,000 Leagues Under the Sea". The ESL teacher schedules conferences with each student weekly to review strengths and weaknesses and to set /re-set SMART goals.

Content area teachers are notified of any ELL students in their class and when necessary the appropriate ESL instructional materials is purchased. When new content area materials are purchased we actively seek materials that have explicit ESL components.

In an effort to promote L1 literacy, students are encouraged to read books provided for them in their native language. Students are provided with word-word translation dictionaries and they are offered the translated test. Based on student preferences they feel more comfortable doing academic work in English rather than their native language. The native language is not used in direct instruction. Resources such as dictionaries, pictures, and cognates are used to provide assistance. Test translations are made available when applicable, however students rarely choose to use the translated editions. Students are encouraged to read, write, speak, and listen in their native language. The school provides access to books in some students' native languages. During ESL class, students are encouraged to work on projects that involve reading and speaking in the native language to keep up their literacy.

Parents are provided with a wide array of translation services to ensure that they receive information in their native language in an appropriate and timely manner. Parent notices, flyers, and correspondence are translated. The telephone is used as a major source of communication. Follow up calls are made by the Parent Coordinator and other staff to ensure that parents receive and understood information. Whenever possible in-house staff serve as translators for school correspondence.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

On-going professional development is provided by the CFN302 Network Team, workshops on PROTRAXX, and DOE Office of ELL. The ESL teacher provides support to content area teachers. The ELL teacher attends weekly department head meetings and is a member of the Inquiry Team. Our entire staff receives ESL professional development. ESL training is provided throughout the year for all the staff during common preps, study groups and during monthly professional development workshops throughout the year in excess of the required 7.5 hours per year. The main focus is on how to address the needs of our ELL students in the content area of instruction.

The ESL teacher in conjunction with the guidance department meets with the High School teachers to advise them and collaborate on programming needs for ELL students transitioning from Middle School to High School.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

In accordance with the school's Parental Involvement Policy, the school provides full opportunities for participation of ELL parents with limited English Proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title 1), Parent-Teachers Association and the Learning Leaders program. These organizations are open to all parents, and meet regularly to discuss and support programs that enhance the school environment. ELL parents are encouraged to join and participate in these organizations.

Brooklyn Collegiate has a full time Parent Coordinator that acts as a facilitator of activities for parents, and supports full participation of parents in the education of their children, and in the school community. When parents need translation services, the PC can enlist the aid of Learning Leader volunteers, family workers and staff to assist. For parents with disabilities, family workers can make home visits where needed to disseminate information.

Through our Parent Coordinator, and ELL teacher, workshops have been provided by city agency and community-based presenters to assist parents of ELLs with immigration issues, school issues, and obtaining job and health information. Our PC also makes arrangements for the representatives to come to the school to present to parents.

Brooklyn Collegiate supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's

education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been

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

o The needs of parents are evaluated the DOE survey results. Our ELL teacher maintains an on-going

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	Part V: Assessment Analysis								
8									
NYSAA Bilingual Spe Ed									0

Enter the number of ELLs for each test, category, and modality.

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0
WRITING	A					67			

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Math	1		1	
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	2		1	
Physics				
Global History and Geography	3		2	
US History and Government	2		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?

The results of the NYSESLAT test is used by the ESL teacher to identify each students modality. Based on the results the NYSESLAT review supplemental workbooks are used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using the McGraw-Hill ITT periodic assessments, Regents Prep tests, ARIS, and Acuity. There is also on-going collaboration between the ESL teacher and the content area teachers.

Spring 2010 NYSESLAT test results reveal that in reading and writing two ELL students scored in the intermediate range i.e 14% or two out of six students. Additional instruction in reading and writing will be provided for these students. 43% or three out of six students scored in the advanced level. 43%, or three out of seven students scored in the proficient level. 100% of all ESL students scored in the proficient level in listening and speaking.

The patterns across the four modalities will affect instructional decisions by placing more emphasis on reading and writing during ESL instruction. The patterns across proficiency levels and grades indicate that a majority of the students are performing at an advanced or proficient level overall.

The data suggests that students need the greatest amount of assistance with writing. Once students have entered Brooklyn Collegiate they have consistently moved up at least one proficiency level on the NYSESLAT test. Each year at least two students transition out of ESL.

Currently we have one student (7th Grade) in the middle schooll that was enrolled in September 2009. In terms of performance, this student is currently performing on a level 2. Overall the student performed on a level 3 on the ITA Predictive assessment. On the 2nd ITA Interim Assessment test there was a drop in performance to a level 2. Implications for instruction based on the ITA item analysis report additional instruction is need in reading comprehension skills including drawing conclusions, inference, making predictions, and critical analysis.

Regents preparation courses, credit recovery, PM classes, and a Saturday Academy is offered in conjunction with tutorial sessions to accommodate students in need of additional resources to ensure they meet their high school graduation requirements and/or pass the required Regents exams. Field trips, museum visits and college tours are conducted to enhance the interdisciplinary curriculum. Curriculum maps are aligned with NYS standards to meet the needs of all students, including at risk, ESL and students with special needs. The Guidance Counselor identifies students that are at-risk and schedules meetings with them and their parents to discuss attendance, academic progress and vocational training at programs such as COOP Tech.

Overall there were four ELL students on the High School level that took ten Regents (see breakdown below). Ell students passed seven out of the ten exams that were taken. Analysis of the data shows that additional remediation and resources need to be provided for some ELL students in science and social studies, specifically as it relates to the NYS Regents exams. The ESL teacher in collaboration with the science and social studies department have been working together to better service ELL students in the content area of instruction classes. The success of theprogrsm is evident in the fact that After ESL students entered Brooklyn Collegiate they consistently moved up at least one proficiency level on the NYSESLAT test. Each year at least two students pass out of ESL. On the High School level ELL students passed 71% of the NYS Regents Exams. There were four ELL students on the High School level that took ten Regents. These students passed seven out of the ten exams that were taken.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		