



BROOKLYN ACADEMY HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: BROOKLYN ACADEMY HIGH SCHOOL
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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
Elaine Lindsey	Principal	
Charon Hall	Admin/CSA	
Fran Miller	UFT Chapter Leader	
Bret Boone	UFT Member	
Cheryl Culpepper	DC 37 Representative	
Juliet Rose	Title I Parent Representative	
Reginald Coleman	Parent	
Melinda Davis	Parent	
Vivianne Guillet	Parent	
Bari Snyder	Parent	
Julio Hernandez	Student Representative	

* 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.

Brooklyn Academy is an alternative high school with an emphasis on high standards. Excellence is our only medium. Our mission is to transform the academic and effective lives of our students so that they are empowered and motivated to gain an education that will enable them to engage successfully in post-secondary pursuits. All students in attendance are provided with a variety of concurrent options that allow them to experience success. We provide support and structure for students who need a new environment and are motivated to make a change to receive their high school diploma. At Brooklyn Academy, students are an integral part of the school community. They are active members of the student government, and serve on the School Leadership Team. Some of the services we provide are as follows: Small Classes, P.M. School, Alvin Ailey Dance Program, Music Program featuring our fully equipped recording studio, College Now Program on site offering college credits, Athletic Program featuring PSAL sports including male and female basketball teams, Learning to Work Program, After school tutoring in all major subjects, and On-site Psychologists through Interfaith Medical Center. Brooklyn Academy enjoys collaborations with several community-based organizations including NYU Liberty Partnership, Manhattan Theatre Club, and Medgar Evers. Along with these agencies, student academic success is supported by a pupil personnel team consisting of guidance counselors, and family workers. We offer an after school program. Our program is committed to the academic transformation of students, by promoting academic excellence. To accomplish this we consistently redesign our educational program so that our instructional program is aligned with the new and more challenging standards. This is done while preserving the affective support strategies, which enable us to be successful with our students.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:	Brooklyn Academy High School								
District:	13	DBN #:	13K553	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		TBD	TBD	TBD		
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		65.5	59.88	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		70.1	71.1	83.3		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	79	72	53	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	87	61	54		0	12	TBD		
Grade 12	138	124	110						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	304	257	217	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	24	26	28						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10		N/A	0	0		
# in Transitional Bilingual	0	0	0	Early College HS Participants					
					0	0	0		

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	9	5	3	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	21	20	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	7	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	96	90	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	66.7	80	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	52.4	60	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	95	TBD
American Indian or Alaska Native	0.3	0.4	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	100	TBD
Black or African American	83.2	82.1	87.6				
Hispanic or Latino	15.1	16	10.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.4	0.9				
White	1	1.2	0.5				
Multi-racial							
Male	44.1	46.7	50.7				
Female	55.9	53.3	49.3				
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 type="checkbox"/> 2006-07	<input 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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		X	

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				√	√	X	28
Ethnicity							
American Indian or Alaska Native							
Black or African American				√	√		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

After conducting a review of our students' attendance, we noted that student attendance continues to be low on Fridays, Mondays, and days before and after a holiday. Although attendance continues to improve each year it is still one of the areas we are continually working on. To improve attendance the following strategies have been put in place: Weekly attendance meetings by attendance team, daily home visits for students not in attendance by assigned team for each day of the week, attendance incentives such as catered breakfast for those students with 90% attendance and above, women's and men's groups and retreats, attendance competition between males and females, winners receiving catered luncheon, LYFE program for parenting teens, student assemblies, parent outreach for students not in attendance, and the Learn to Work program that also monitors student attendance.

The Quality Review for school year 2007/2008 produced a grade of well developed. We did not receive a Quality Review for school year 2008/2009, due to our grade on the previous Quality Review and our grade on the progress report. This improvement is due to the following: Administration and staff followed the recommendations of the 2006/2007 Quality Review. Because we were informed that the gathering and use of data were not used effectively to increase student performance, each department developed a system of gathering data. Teachers evaluated students in their class on a daily basis and documented their findings. Lesson plans were immediately modified to accommodate students' needs. The gathering of data and assessment by all teachers made them aware of what academic interventions needed to be made to enhance learning in the classroom. Every intervention was documented, and compiled in a binder that was made accessible to teachers and administration. This process led to increase awareness of the needs of the students, their learning styles, a changing of teaching style if necessary, and most importantly an improvement in student performance. The Quality Review of 2007/2008 informed us that we needed to streamline our assessment. To correct this, a student assessment form was devised that all teaching staff will use to assess their students. This form will be reviewed bi weekly by administration, and will give a snapshot of student progress and assessment strategies used. Teachers will also continue data collection, assessments, and modifications, documenting all findings. For this school year the Data Inquiry Team will focus on critical thinking skills and the analyzing of visuals, examples would be charts, graphs, political cartoons. The focus group will be our Level 1's and 2's (students with grades below 65). This school year we will also implement sub data inquiry teams using our academic departments. Each department will have the same focus for their students who are level 1's and 2's also with a focus on students who are level 3's and 4's (students with grades of 65 and above) in an attempt to move those students to higher grades. School wide we are hoping that students will be better able to interpret graphs, and the questions that follow. Students will also be more exposed to questions and assignments that will allow them to more critical in their thinking. Teachers have been advised to

differentiate their questioning in class.

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.

Annual Goal	Short Description
<input type="checkbox"/> Increase in student attendance for the school year 2010/2011 by 2% from 76% in 2009-2010 to 78%.	<input type="checkbox"/> Student attendance is one of our main concerns. We continue to observe patterns of low attendance on the day before or after a vacation day. Our attendance team meets twice per week, and makes daily home visits to those students with continued absences. Phone calls to parents are also made on a daily basis by our support staff and members of CAMBA, our community based organization operating out of one of the school offices.
<input type="checkbox"/> The Math cohort students have to pass the Algebra I Regents exam in January or June of 2011. There will be a 2% increase from 38% to 40% in the number of cohort students passing with a grade of 65% or higher	<input type="checkbox"/> These students are placed in Math classes in accordance with the grade they attained on their assessment test and review of their transcript upon admittance to Brooklyn Academy. Regents classes are designed to prepare students for the relative exam. Within two weeks the subject teacher assesses whether the student is in the correct class, if the student has not been programmed correctly he or she is reprogrammed into the class deemed appropriate by the classroom teacher. As a transfer school the data is not consistent each year as this is a transient population. Therefore, goals are based on the population at that time.
<input type="checkbox"/> The ELA cohort students have to take and pass the ELA Regents exam respectfully in January or June 2011. There will be a 2% increase from 51% to 53% in the number of students passing with a 65% or higher.	<input type="checkbox"/> These students have been placed in ELA classes in accordance with the grade they attained on their assessment test and review of their transcript, upon admittance to Brooklyn Academy. Within two weeks the subject teacher assesses whether the student is in the correct class, if the student has not been programmed correctly he or she is reprogrammed into the class deemed appropriate by the classroom teacher. As a transfer school the data is not consistent as this is a transient population. Therefore, goals are based on the population at that time.
<input type="checkbox"/> To increase the 4 year graduation cohort rate by 1% for the school year 2010-2011 from 34% to 35%.	<input type="checkbox"/> As per the New York State Report Card for the school year 2009-2010 it is imperative that we increase our graduation rate for all student groups in the upcoming school year, if we are to meet AYP. As a transfer school the data is not consistent from year to year as this is a

	transient population. Therefore, goals are based on the population at that time.
<input type="checkbox"/> To increase parent involvement by 2% from 23% to 25%.	<input type="checkbox"/> In order for our students to be successful, we need the support and involvement of their parents. Their support will enhance our efforts made at Brooklyn Academy

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 **Student attendance**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Increase in student attendance for the school year 2010/2011 by 2% from 76% in 2009-2010 to 78%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> At Brooklyn Academy we have an attendance team comprising of administration, attendance coordinator, guidance counselors, our CBO (Learn to Work), and support staff. This team meets twice per week to devise strategies for reaching students who are not in attendance at least 80% per month. Strategies used are as follows: Daily home visits, daily phone calls to the parents of absent students, counseling by the guidance department, and outreach by the Learn to Work team, who also make home visits, and phone calls to parents of absent students. Students who are not in attendance are also not allowed to do their paid internship with Learn to Work, for the day in question.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/> Presently, all outreach is done during the school day, no additional funding is necessary.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> ATS Daily attendance reports are viewed by administration. Students are required to be in attendance at least 80% monthly; monthly attendance is checked for this reason. RSAL yearly report will inform us whether we have met our projected yearly attendance goal</p>

Subject Area
(where relevant) :

Math cohort students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>The Math cohort students have to pass the Algebra I Regents exam in January or June of 2011. There will be a 2% increase from 38% to 40% in the number of cohort students passing with a grade of 65% or higher</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Students will be placed in Regents math classes in accordance to the grade they attain on their assessment test and review of their transcript upon admittance to Brooklyn Academy High School. Regents classes are designed to prepare students for the exam. Within two weeks the subject teacher will assess whether the student is in the correct class, if the student has not been programmed correctly he or she will be reprogrammed correctly into the class deemed appropriate by the classroom teacher. All math teachers will modify their lessons to accommodate students who are having difficulty. These modifications should reflect the student's learning style and level of understanding. Teachers will continue to differentiate instruction and meet the varying learning levels of their students throughout the semester. AIS services are provided for Math students in the form of push in model. The AIS provider will have continuous consultations with the classroom teacher to evaluate student progress. These strategies are ongoing.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/>No funding necessary.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>The Acuity assessment test for Math will be used for initial assessment in early fall and again in early Spring for those students who will be taking the exam in June. Teachers will submit student progress sheets bi-monthly to their immediate supervisor. Students will continue to be assessed by teachers in the form of quizzes, class work, midterm and final exams. The Regents exam will be used to measure student gains.</p>

Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>The ELA cohort students have to take and pass the ELA Regents exam respectfully in January or June 2011. There will be a 2% increase from 51% to 53% in the number of students passing with a 65% or higher.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Students will be placed in English Regents classes in accordance to the grade they attain on their assessment test and review of their transcript upon admittance to Brooklyn Academy High School. Regents classes are designed to prepare students for the exam. Within two weeks the subject teacher will assess whether the student is in the correct class, if the student has not been programmed correctly he or she will be reprogrammed correctly into the class deemed appropriate by the classroom teacher. All teachers of ELA will modify their lessons to accommodate students who are having difficulty. These modifications should reflect the students' learning style and level of understanding. Teachers will continue to differentiate instruction and meet the varying learning levels of their students throughout the semester. AIS services are provided for ELA students in the form of push in model. The AIS provider will have continuous consultations with the classroom teacher to evaluate students progress. These strategies are ongoing.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/>No funding necessary.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>The Acuity assessment test for ELA will be used for initial assessment in early fall, and again in early Spring for those students who will be taking the exam in June. Teachers will submit student progress sheets bi-monthly to their immediate supervisor. Students will continue to be assessed by teachers in the form of quizzes, class work, midterm and final exams. The Regents exam will be used to measure student gains.</p>

Subject Area
(where relevant) :

Graduation Rate

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To increase the 4 year graduation cohort rate by 1% for the school year 2010-2011 from 34% to 35%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Brooklyn Academy will begin a three semester school year. This allows for students to gain additional credits for graduation as compared to a two semester school year.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> No additional funding needed.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Graduating seniors Students will be assessed weekly through quizzes or tests. Mid term exams and final exams will also be used as instruments of measure for passing the class and gaining the class credit. Graduating seniors will be monitored through ongoing collaborations with teachers and guidance counselors. In addition, counselors will monitor senior progress via 1st marking period grades to make necessary interventions.

Subject Area
(where relevant) :

Parent involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To increase parent involvement by 2% from 23% to 25%.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Additional workshops will be created for parents, these will include: Understanding my child's transcript, financial planning, invitation to the annual United Federation of Teachers conference at the New York Hilton, and defensive driving classes</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/> These workshops will be organized by the Parent Coordinator using Title I funds allotted for improved parent involvement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> As indicators of progress attendance at Parent/Teacher conference Fall/Spring, PTA meetings, and workshops will be reviewed. A review of Fall participation will be done. If the number of parents who attend remains the same or decreases, additional outreach to parents by the parent coordinator will be made in the form of phone calls and open invitations to the school at their convenience.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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								
7								
8								
9								
10	10	12	14	11	50			
11	20	10	4	6	90			
12	6	5	2	4	80			

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Students meet with AIS provider on a daily basis for tutoring. The provider is in class with the students, and documents all aspects of time spent with the student. A weekly meeting with the classroom teacher is in progress to discuss progress of students.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> The 'push in' model is also used for mathematics. The AIS provider joins the class during his/her professional period to assist the classroom teacher with students that have been identified. It is required of the AIS provider to document all tutoring services, along with conferences done with the subject area teacher that discuss the progress of the students.</p>
<p>Science:</p>	<p><input type="checkbox"/> The 'push in' model is also used for Science. The AIS provider joins the class during his/her professional period to assist the classroom teacher with students that have been identified. It is required of the AIS provider to document all tutoring services, along with conferences done with the subject area teacher that discuss the progress of the students.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> The AIS provider works with students during their class period. These students have been identified by the classroom teacher. Documentation is kept that identifies areas that were covered with the student. The AIS provider consults with the classroom teacher on a weekly basis to discuss student progress.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Students meet with Guidance Counselors at least three times a week.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> N/A</p>

At-risk Health-related Services:

N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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

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)

10, 11, 12

Number of Students to be Served:

LEP 3

Non-LEP n/a

Number of Teachers 0

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

All students are intermediate ELLs and receive the mandated instructional hours from a licensed ELL teacher at a nearby high school. All classes are conducted in English and use a balanced literacy approach.

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.

N/A

Section III. Title III Budget

-

School: 13K553

BEDS Code: 331300011553

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	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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. In order to communicate with our Spanish speaking parents, we utilize the services of our guidance counselor whose native language is Spanish, and also the services of our parent coordinator. Their services are used when letters are sent home, and also when parents visit our school. In order to facilitate the other languages that are spoken at our school, we use the District Translation Services.
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. The guidance department reports to the school community any new findings of language translation and interpretation needs. Because we have less than 10% of our student population speaking a language other than English at their homes, we use the district translation services. The guidance department is aware of the students' native language at intake, and filters this information to the teaching staff.

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.

Written translation services will be provided by the district translation services when needed

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.

Oral presentation services will be provided by our in house guidance counselor whose native language is Spanish. If a language other than Spanish is needed we will use the services of the district translation services.

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>.

We will use the services of the district translation services. Lunch forms and other letters that are distributed to parents are ordered in the required language.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$216,002	\$77,813	\$293,815
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,160	\$778	\$2,938
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,800	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,600	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

Our percentage of high quality teachers during 2008-2009 is 100%

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

See school documents

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

See school documents. Please note that our parent involvement policy and school-parent compact were reviewed at our December and January School Leadership meetings. Parents were given a copy of each at our December meeting.

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.

See needs assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See action plans

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.

There has been a school wide push for differentiation in the classroom. Teachers are encouraged to review their students' past academic history on ARIS, and also to review the existing IEP's. Lessons are planned according to students academic level initially, then they increase in rigor as the students progress. Summer school was available for students in 2009, we look forward to the same this school year in the summer of 2010. Novanet is also available to students who need additional credit; this is available during the three lunch periods and for 90 minutes after school, three days a week.

o Help provide an enriched and accelerated curriculum.

As mentioned before Brooklyn Academy has now embarked on a tri-semester school year, with the hope that it will afford the students the opportunity to gain additional credits per school year.

o Meet the educational needs of historically underserved populations.

Teachers are required to state in student analysis forms, what strategies they are using to meet the needs of this population. Students are looked at in levels (1 through 4) and different strategies are put in place to assist student academically. Departments meet periodically to discuss the strategies that have been proven successful with the individual student leading to a sharing of best practices.

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.

Brooklyn Academy is serviced by two guidance counselors. They provide academic guidance and college assistance for the entire application process. Two teachers lead the pupil personnel committee. They meet with teachers on a monthly and need to basis to discuss how students are performing academically. The names of these students are submitted ahead of time, so teachers have time to provide data on the students in question, and in danger of not meeting graduation requirements.

o Are consistent with and are designed to implement State and local improvement, if any.

Because of the new requirement of the cohort groups (having to pass the Regents with a 65 or better depending on the year of admittance) the Data Inquiry Team implements school wide policies that focus on the cohort students but that are beneficial to the school as a whole.

3. Instruction by highly qualified staff.

All teachers at Brooklyn Academy are highly qualified.

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.

Professional development takes place every two weeks. Teachers are encouraged to determine what areas they deem most helpful to the betterment of their student's educational success. Administration also frequent workshops conducted by the Network Team.

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

N/A

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

Parent workshops are conducted by the Parent Coordinator. Parents are also invited to the annual all day workshops given by the United Federation Teachers and a second given by the Council of School Administrators. Parents also participate in our annual Thanksgiving Dinner and Cultural Day activities.

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.

Teachers are represented on the Data Inquiry Team This team is responsible for decisions regarding academic assessment. The Principal's Cabinet also comprises of teachers and administration. This cabinet also is responsible for decisions regarding decisions on academic assessment.

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.

Students who experience difficulty mastering the differing levels of academic achievement are assisted in their class by teachers of the same subject area who 'push in' to assist the classroom teacher. The 'push in' teacher is there daily at a particular class period and this is used as their professional assignment. Both teacher confer once a week on the student's progress and strategies that can be used to further

assist the student. Additional assistance is also given in the three to four weeks prior to the regents exams to further assist students. These classes are given in every regents subject area on a Saturday morning by members of the teaching staff.

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. Brooklyn Academy has an internship program run by the community based organization CAMBA. Psychiatrists from Interfaith hospital are available twice a week to assist students on a need to basis

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		YES	NO	N/A		Check (✓)	
Title I, Part A (Basic)	Federal	✓			\$ 181,442	✓	Pgs 15 – 18
Title I, Part A (ARRA)	Federal	✓			\$ 77,035	✓	Pg. 17
Title II, Part A	Federal			✓	0	N/A	
Title III, Part A	Federal			✓	0	N/A	
Title IV	Federal			✓	0	N/A	

IDEA	Federal			✓	0	N/A	
Tax Levy	Local	✓			\$1,302,164	✓	

¹**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.

²**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

N/A we are not a Targeted Assistance school.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
4
2. Please describe the services you are planning to provide to the STH population. Students are advised of the Mc Kinney/Vento Act. they are advised of their rights, and offered support services.

Part B:

Part B - For Non-Title I Schools

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

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.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Academy High School						
District:	13	DBN:	13K553	School		331300011553	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 4	0	0	0		65.5	59.9	60.0
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 8	0	0	0		70.1	83.3	85.7
Grade 9	0	0	0				
Grade 10	72	53	55				
Grade 11	61	54	60	(As of June 30)	2007-08	2008-09	2009-10
Grade 12	124	110	81		0	12	9
Ungraded	0	0	0				
Total	257	217	196	(As of October 31)	2007-08	2008-09	2009-10
					2	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	1
Number all others	26	28	20				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	5	3	TBD				
# ELLs with IEPs	0	0	TBD				

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	21	20	16
Number of Administrators and Other Professionals	8	7	6
Number of Educational Paraprofessionals	1	1	1

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
	96	90	157	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	80.0	87.5
				% more than 5 years teaching anywhere	52.4	60.0	87.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	95.0	100.0
American Indian or Alaska Native	0.4	0.9	0.5	% core classes taught by "highly qualified" teachers	96.7	100.0	100.0
Black or African American	82.1	87.6	83.2				
Hispanic or Latino	16.0	10.1	15.3				
Asian or Native Hawaiian/Other Pacific	0.4	0.9	0.5				
White	1.2	0.5	0.5				
Male	46.7	50.7	52.0				
Female	53.3	49.3	48.0				

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	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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				v	v	X	28
Ethnicity							

American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	76.5	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	19.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	42.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

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

**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 CFN 108	District 13	School Number 553	School Name Brooklyn Academy
Principal Elaine Lindsey		Assistant Principal Adam Gerstein/Charon Hall	
Coach Cheryl Gill		Coach	
Teacher/Subject Area Tim Murphy-English		Guidance Counselor Yolanda Simancas	
Teacher/Subject Area Cynthia Chery-English		Parent Melida Davis	
Teacher/Subject Area Bradley Jordan-ESL		Parent Coordinator Xenia Samuel	
Related Service Provider		Other type here	
Network Leader Sumita Kaufhold		Other type here	

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	1	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	0

C. School Demographics

Total Number of Students in School	197	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	1.02%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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 [\[see tool kit\]](#).)
4. 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.

Paste response to questions 1-6 here

1. As a transfer high school, our students are coming to us from other high schools. The way we identify students who are currently in DOE high schools is by checking the SBIO screen on ATS. We also administer the home language survey form upon the intake interview. This is done by the Parent Coordinator who conducts the interview.

Students are then programmed in the ELL class we have available and are monitored by their Guidance Counselors, teachers and administration. The students identified as ELL are then scheduled to take the NYSELAT exam when it is scheduled.

2. All parents are involved in a parent orientation. At the orientation, time is spent with parents describing the ELL program that Brooklyn Academy High School offers (standalone). At the same time, transcripts are reviewed with the parents and an assessment is done with all students to determine what level they are at in Math and English.

3. Given the small ELL population we have at Brooklyn Academy, we are able to provide personal attention to our ELL students. The letters are both mailed and given to students to give to their parents and get feedback. There is then a follow-up done by school staff.

4. Students are identified by Home Language Survey Form or they have previously been identified as ELL by the DOE. Much of the consultation with parents is done at the intake interview where parents are informed of their rights and how many minutes of ELL instruction that their children are entitled to.

5. Parents have always chosen the program model of standalone. 100% of parents have chosen this over the last several years.

6. Parents are more concerned about their children being able to pass the NYSELAT exam and to be able to graduate with their high school diploma. We have found that the parents support a standalone 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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding ESL															
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2

B. ELL Years of Service and Programs

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

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	2	0	0	2
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	2	0	0	2
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>0</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

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	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	1	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	1	1	2										

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.

1. a) The organizational model used for ELL instruction is self contained.
b) Program model is ungraded
2. Students are identified as ELL at intake and their program includes at least one period which is typically 57 minutes of instruction from a licensed ESL teacher. This is supervised by the Assistant Principal of Guidance.
 - a) Students get a minimum of 57 minutes a day of instruction.
3. Students are taught using differentiated methodology in all subject areas including small group instruction, use of technology, scaffolding and assessment based learning.
4. a) We have no SIFE students
b) We have no ELL students who have been in the US for less than three years.

4-c, and d-Students' individual needs are assessed and instruction is designed around the level that students are at. Instruction modalities include group work, mini-lessons, direct instruction, use of graphic organizers, project based learning, inquiry based learning, and one to one conferences.
- 4 e). Once we have accessed the ELL services students require, we examine the IEP to ensure that the student is receiving the services he/she is entitled to. All accommodations are adhered to as all of the teachers have copies of the students' IEPs. All staff are notified which students are ELL to ensure that they receive the necessary accommodations as well.

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

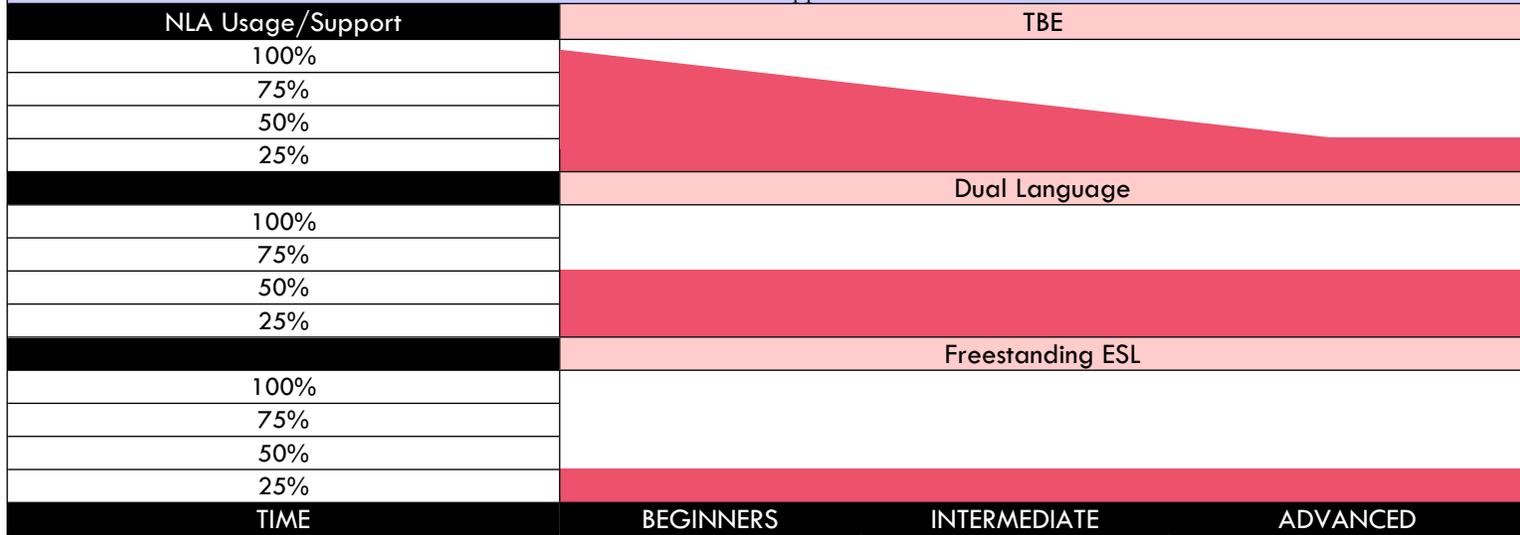
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

5. All of our ELA courses are built around the skill levels that students come in with. Students who have not passed the ELA Regents exam are placed in our English Seminar block in addition to taking ELL classes. Students who have passed the ELA Regents' exam but who have not passed the NYSELAT are assessed individually to determine the appropriate ELA course they should take. Department meetings are held weekly where students' needs and interventions are discussed.

6. See above answer

7. The program will remain the same.

8. None

9. In terms of ELL students having access to all school programs there is no limit placed on them. The same is the case with students who have IEPs. All of our students have the opportunity to participate in tutoring, internships, and after school programs. All students are encouraged to participate.

10. All classrooms are equipped with smartboards which many teachers use in addition to students having access to laptop computers and the use of the computer lab. Lessons are differentiated and the use of graphics are encouraged and implemented in many lessons.

11. Given that our students are ELL, instruction is delivered in English. However instructional material is available in students' native languages as needed and staff who are native speakers are available to assist students as needed.

12. Yes

13. All new students are interviewed when they first arrive to the school by the intake coordinator. A needs assessment is completed, their transcript is evaluated, and students are scheduled for an orientation. During the orientation, students are assessed in Math and ELA.

There is also a parent orientation conducted for parents of new students. Parents are informed about what their rights are, and have an opportunity to develop skills to help their children at Brooklyn Academy High School. These skills include learning how to advocate for themselves and children, services available to them, and helping their children academically.

14. American Sign Language

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

1. English is conducted 100% of the time.
2. N/A
3. N/A
4. None
5. No

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

1. ELL personnel participate in program development in the school and attend staff development meetings regularly offered by the Region and District.
2. N/A
3. Teachers receive training individually through the use of the Literacy Coach as well as participating in department meetings. Teachers are also trained through full staff meetings.

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

1. All parents are interviewed when they first arrive to the school and participate in parent orientation. Parent meetings are conducted in the school bi-weekly and mailings are sent to parents on a regular basis in English and their home language.
2. Yes-Brooklyn Academy High School works with CAMBA which has offices in our school. They provide services to all students.
3. This is done at the intake interview that is required of all parents and students.
4. All activities are planned by the School Leadership Team which includes parents. The primary responsibility of this team is to include as much parental input as possible.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	0	0	0	0	0	0	0	0	0	0	0	1	1	2

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Math <u>Algebra</u>	2	0	2	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	1	0	1	0
Physics	0	0	0	0
Global History and Geography	1	0	0	0
US History and Government	2	0	2	0
Foreign Language	1	0	1	0
Other	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- We use acuity and we review our ELL students through the school's data inquiry process. The two students we have struggle with the NYSELAT exam but are still able to pass Regents exams where most of the efforts have been put. Our primary goal is to have them graduate with their high school diploma.
- Sample is too small to make determination.
- See above answer
- When given the accomodations, both students have been able to pass their Regents exams when they have taken them.
 - N/A
 - N/A

Additional Information

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		
	Other		
	Other		
	Other		