



BROOKLYN COLLEGE ACADEMY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: BROOKLYN COLLEGE ACADEMY
ADDRESS: 2900 BEDFORD AVENUE
TELEPHONE: 718-951-5941
FAX: 718-951-4441

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332200011555 **SCHOOL NAME:** Brooklyn College Academy

SCHOOL ADDRESS: 2900 BEDFORD AVENUE, BROOKLYN, NY, 11210

SCHOOL TELEPHONE: 718-951-5941 **FAX:** 718-951-4441

SCHOOL CONTACT PERSON: NICHOLAS MAZZARELLA **EMAIL ADDRESS** NMazzar@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: David Genovese

PRINCIPAL: NICHOLAS MAZZARELLA

UFT CHAPTER LEADER: Frances Peterson - Murray

PARENTS' ASSOCIATION PRESIDENT: Annette Cooke

STUDENT REPRESENTATIVE:
(Required for high schools) Kareem Carryl

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** CFN 106

NETWORK LEADER: SHONA GIBSON/Maria Broughton

SUPERINTENDENT: Amy Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Nicholas Mazzarella	Principal	Electronic Signature Approved.
David Genovese	Admin/CSA	Electronic Signature Approved.
Shernell Thomas - Daley	Admin/CSA	Electronic Signature Approved.
Lynelle Rennis	UFT Member	Electronic Signature Approved.
Frances Peterson - Murray	UFT Chapter Leader	Electronic Signature Approved.
Lois Flood	Admin/CSA	Electronic Signature Approved.
Alan Windsor	Parent	Electronic Signature Approved.
Annette Cooke	Parent Association President	Electronic Signature Approved.
Karrien Davis	UFT Member	Electronic Signature Approved.
Garvin Blake	Parent	Electronic Signature Approved.
Ronald Barksdale	Parent	Electronic Signature Approved.
Paul Spicer	UFT Member	Electronic Signature Approved.
Glensie Cole-Evans	Parent	Electronic Signature Approved.
Kareem Carryl	Student Representative	Electronic Signature Approved.
Sade Samlasingh	Student Representative	Electronic Signature Approved.

Denise Gourdine	Parent	Electronic Signature Approved.
Sharon Cadogan	Parent	Electronic Signature Approved.

* 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 College Academy's unique, successful 24 year collaboration with Brooklyn College enables highly motivated students with diverse backgrounds and interests to move from 7th to 12th grade within a challenging academic atmosphere. Our students are able to function independently in educational settings outside the school building and in an unrestricted college campus environment. We are a collaborative community of leaders and learners whose learning environment is characterized by equity and excellence.

As an Early College High School, we offer our students the unique opportunity to earn real college credits from an accredited four year institution of higher learning. Our students are exposed to the college experience as they move through high school so that they are ready for college upon graduation from high school.

Recently we were awarded Bronze Medal status as one of America's best high schools according to US News and World Report. Also, the New York Post ranked us among New York City's Top 50 High Schools.

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 College Academy								
District:	22	DBN #:	22K555	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 checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.0/94.7	97.1/ 95.7	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98	97.65	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	35	24	25		42.3	43.9	61.9		
Grade 8	33	35	27						
Grade 9	153	141	128	Students in Temporary Housing - Total Number:					
Grade 10	134	155	138	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	124	132	149		0	6	TBD		
Grade 12	123	116	119						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	602	603	586	(As of October 31)	2007-08	2008-09	2009-10		
					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	12	10	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	3	TBD		
Number all others	6	9	10						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0	1					
						0	0		

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	0	1	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	31	30	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	1	0	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
	2	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	64.5	66.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	58.1	53.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	83	TBD
American Indian or Alaska Native	0.2	0.5	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	95	TBD
Black or African American	85.4	83.6	80.7				
Hispanic or Latino	9.5	10.6	12.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	2.2	2.7				
White	3.3	2.8	1.9				
Multi-racial							
Male	34.9	34.3	33.6				
Female	65.1	65.7	66.4				
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 type="checkbox"/> 2008-09	<input 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:	Y			ELA:		Y	
Math:	Y			Math:		Y	
Science:	Y			Graduation Rate:		Y	

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	√	√	√	√	√	√	
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	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B/A	Overall Evaluation:	
Overall Score	65.9/ 81	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.7/ 13.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.6/ 17.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	32.6/ 50.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR/ 0	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?

□

Through our collaboration with the Brooklyn College School of Education and the leadership of Dean Deborah Shanley, we were able to raise our school's status to that of an Early College High School in 2007. Being an Early College High School allows our school to offer our students the opportunity to earn up to thirty college credits while still in high school. This is unique in that there are only thirteen Early College High Schools in New York City and just over 300 schools nationwide. The Early College High School component provides our students with an opportunity to achieve both an academic and financial advantage over other New York City students. Due to the funding that the City University of New York provides our school, we are able to pay for tuition and textbooks for our students who are enrolled in college classes. Because our students can take and receive up to thirty college credits, the financial advantage that this program provides our students is significant.

As we begin the fourth year of a five year Early College High School integration plan, we have made significant changes to the curriculum, structure and vision of our school. We moved the English Regents and the United States History and Government Regents exams down a grade level to the 10th grade. The Global History and Geography Regents exam was moved to the ninth grade. We made this structural change in order to schedule available college classes into our students programs. Also, Brooklyn College has certain requirements for high school students taking college classes. By restructuring our curriculum and course offerings we are giving our students the opportunity to meet stringent college requirements early on in their high school careers. Our collaboration with College Now and the Brooklyn College School of Education enabled our Early College program to be successful. The School of Education at Brooklyn College and Dean Shanley have been champions of our work on the high school level to the college community. College Now, under the direction of Pieranna Pieroni, has provided us with seats for our students to take college classes. College Now has also provided us with tutors and the College Prep class to begin our students on the path to be successful in their high school classes as well as their college classes.

There are several other distinctive features of our school. They are as follows:

Attendance : Our overall attendance rate last year was 95%. This year our attendance is on track to once again hit 95%. Brooklyn College Academy is extremely proud that our attendance rate is one of the highest in our network. BCA has consistently ranked in the top 25% citywide in attendance. Our

students take pride in coming to school and they want to be successful in their work. BCA is very good at communicating to our students how attendance can enhance their overall success in college.

Safety and Security: Brooklyn College Academy's safety statistics have improved over the past year. During the 2008- 2009 school year we recorded ten (10) Principal's suspensions. We have shown improvement by lowering that number to four (4) in 2009 - 2010. Last year we had three superintendent's suspensions. This year we have not had any. Our safety record is due in part to the dean of students, Lynelle Rennis. Ms. Rennis has established a fair set of rules for our students that are consistently enforced. She has raised the level of discipline in our school and has cut down on the number of incidents. The improvement in the school's safety statistics is also due to the climate each teacher sets in his/her classroom. Each teacher establishes and enforces their individual contract/rules early in the school year. The teachers are then able to sustain this level of discipline throughout the year due to early intervention.

A Dual Sited School: Brooklyn College Academy is split between two sites. Our eleventh and twelfth grades are housed in James Hall at Brooklyn College. At the college, we occupy several offices and classrooms during the school day. In the evening, our classrooms are used for graduate classes by the Brooklyn College School of Education. Our seventh through tenth grades are housed at our Annex site at 350 Coney Island Avenue which is over three miles away from Brooklyn College. Being housed at Brooklyn College offers us many opportunities to help our school and our students become successful. Brooklyn College offers our faculty and students access to the college facilities such as the computer lab, library and the gym (home to the BCA Bobcats and Lady Bobcats basketball teams). Our students are exposed to the college culture and get a real sense of what it is like to go to school on a college campus. The college allows us access to professors to teach classes in the Early College component of our school. This gives our students a real feel of what it is like to be in a college class and to discover what they need to do to be college ready.

Graduation Rate: Our graduation has historically been high. According to the school's records, we graduated 95.2% of our 2009 cohort. We have been cited in both the Daily News and the New York Post for having an outstanding graduation rate; especially in the borough of Brooklyn. We were also cited in the New York Post (August 2009) as one of the top fifty high schools in New York City. Our teachers and our guidance counselors work hard to make sure that our students graduate on time. Graduation is always one of the proudest days of our school year. Every year our school looks forward to graduation to see if our graduation rate improved and to see how much scholarship money our graduating class earned. Once again our graduating seniors earned over \$1,000,000 in scholarship money.

Regents Pass Rates: The faculty at Brooklyn College Academy works very hard to achieve very high pass percentages on the New York State Regents exams. In June of 2009, we achieved the following pass percentages: Spanish: 100%, U.S. History and Government: 96%, Living Environment: 92%, Earth Science: 90%, Global History: 87%, Chemistry: 76%. We are extremely proud of the work that the faculty did with our students to achieve these scores. BCA is committed to continued achievement on the New York State Regents exams.

BCA Music Program: The BCA World Ensemble is becoming more popular each year. The World Ensemble is a music class where students play instruments from all over the world including djembes, Odaiko drum, Nigerian log drum, Gu Zheng, Aztec flute and many others. Under the direction of our teacher, Laurie Friedman – Adler, our music program has grown over the past several years. Ms. Friedman has invested a lot of her time to build this program. The Ensemble has performed at several

middle and elementary schools in our immediate area exposing younger students to world music. Recently, the World Ensemble played a performance at Gershwin Hall at Brooklyn College on May 9, 2010. This concert certainly was one of the highlights of our school year. In 2009, the World Ensemble traveled to the University of Nebraska at Kearney as part of a collaboration with the National Network for Educational Renewal (NNER). Ms. Friedman - Adler and the World Ensemble visited two Native American reservation schools and played for the students and faculty there. It was truly an experience that taught our students about education in a democracy and allowed our school to renew itself in its mission to help create socially just citizens in our democracy. Ms. Friedman – Adler’s dedication to our school and this program is never ending.

Our greatest accomplishment over the past couple of years has been the launch of the Early College High School component. The enrollment in these classes has grown. During the 2006 – 2007 school year, 107 students were enrolled in Early College classes. This year, 2009 – 2010, we have enrolled students. In 2008 - 2009, we had 150 students enrolled in the Early College High School Program. The departments within Brooklyn College now understand the Early College concept and are accepting more of our students into their courses. We are offering more seats and more college classes to our students every semester. An example of our success is the statement by a Brooklyn College professor commenting that our Early College students are achieving at a higher level than many of the assigned college students in his class. As of now, our students are passing the college classes offered at a rate of approximately 98%. This is due to the support of Brooklyn College and the advisory component that accompanies each college class. BCA is on target with its five year plan and looking forward to continued success in the future.

A significant barrier to the school’s continuous improvement is the physical separation between sites. Three and a half miles with no direct bus or train route separate our sites at Brooklyn College and the Annex. Running two sites is also a real strain on our finances. The school is not funded for two distinct sites that causes a financial hardship for the school. Within the current fiscal environment, it is becoming increasingly difficult to offer a full academic program while being split between two sites. Sufficient funding to support two sites and our continued success is essential to the future of our school.

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"/> To continue to engage all teachers in a school wide self-reflection process. By March 2011, two teachers will volunteer to take part in the schoolwide Peer Review process. The Peer Review will be presented as a culminating event at our annual faculty retreat in March 2011. As part of the Peer Review process, the peer review teams will complete a reflection on the process used to complete the work by March 2011. Also, by June 2011 all faculty members will have written and presented a self reflection at a full faculty meeting.	<input type="checkbox"/> <ul style="list-style-type: none"> • All teachers will have completed a self reflection by June 2011 • Two teachers will take part in the Peer Review process during our annual faculty retreat in March 2011. • The peer review teams will complete a reflection on the process used to complete the Peer Review
<input type="checkbox"/> To create and implement a system to increase the ability of our faculty to evaluate the level of college readiness among our students by June 2011. Using Dr. David Conley's Key Cognitive Strategies, our faculty will report on our students' progress toward college readiness in February 2011 and again in June 2011 via faculty survey.	<input type="checkbox"/> <ul style="list-style-type: none"> • All teachers will be continue the work of their

	<p>Professional Learning Communities (PLC's) by grade level.</p> <ul style="list-style-type: none"> • A PLC focused on Early College Advisory will be created. • We will deepen our partnership with our Early College intermediary (Middle College National Consortium) and its work with EPIC (Educational Policy Improvement Center).
<p><input type="checkbox"/> To continue to solidify our Early College High School (ECHS) program by building upon the support structures already in place for parents and students. By June 2011, we will have made two presentations to professional organizations with our Early College partners; Brooklyn College and Middle College National Consortium. These presentations will help to increase the level of collaboration and continue to support our ECHS students.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Administration and faculty from Brooklyn College will continue to collaborate with the administration and faculty members from Brooklyn College Academy. • Meetings, conferences and retreats involving the two learning

	institutions will help us to continue to build support for our ECHS students
--	------------------------------------------------------------------------------

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

Whole School

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> To continue to engage all teachers in a school wide self-reflection process. By March 2011, two teachers will volunteer to take part in the schoolwide Peer Review process. The Peer Review will be presented as a culminating event at our annual faculty retreat in March 2011. As part of the Peer Review process, the peer review teams will complete a reflection on the process used to complete the work by March 2011. Also, by June 2011 all faculty members will have written and presented a self reflection at a full faculty meeting.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • All teachers will have completed a self reflection by June 2011 • Two teachers will take part in the Peer Review process which culminates during our annual faculty retreat by April of 2011. • A reflection on the process the peer review team experienced will be collaboratively Written by the team and be used as part of the peer review report. • The Peer Reviews will be displayed in public space for teachers to read and discover best practices. <input type="checkbox"/>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Each Peer Review Team consists of three teachers. • Teachers who are part of the Peer Review Team will use their prep periods to complete the required classroom intervisitations. • Per Session money may be used to help expedite report writing • Faculty meeting time will be used for the teams to meet and collaborate

<i>action plan.</i>	on the writing of the review.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • The Peer Review Coordinator will meet with the school’s administration at least three times to share report writing and intervisitation findings. • The final reports will serve as the instrument of measure for this goal .

Subject Area
(where relevant) :

Whole School

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To create and implement a system to increase the ability of our faculty to evaluate the level of college readiness among our students by June 2011. Using Dr. David Conley's Key Cognitive Strategies, our faculty will report on our students' progress toward college readiness in February 2011 and again in June 2011 via faculty survey.
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"/> <ul style="list-style-type: none"> • All teachers will focus the work of their Professional Learning Communities (PLC's) on goals related to college readiness. • A PLC focused on Early College Advisory will be created. • We will deepen our partnership with our Early College intermediary (Middle College National Consortium) and its work with EPIC (Educational Policy Improvement Center). • Two teachers will participate in a pilot program created by EPIC that focuses on testing for college readiness.

<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"/></p> <ul style="list-style-type: none"> • The PLC's will meet twice per month during our regular faculty meeting times. • Per session money may be used to foster the work of the PLC's and the teachers working in the college readiness pilot program. • Two teachers will be participating in the pilot program for college readiness testing. • Teacher may be released to attend meetings regarding this pilot testing program
<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"/></p> <ul style="list-style-type: none"> • Notes and minutes of all PLC meetings will serve as an indicator of progress toward PLC goals. <p>Notes are taken at PLC meetings which are held twice per month.</p> <ul style="list-style-type: none"> • School administration will meet with teachers participating in the college readiness testing program at least three times throughout the school year. • A mid year PLC survey will be issued to track the progress of the PLC toward accomplishing college readiness goals. • PLC's will submit tangible products of their work for the year in June of 2011.

Subject Area
 (where relevant) :

Whole School

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To continue to solidify our Early College High School (ECHS) program by building upon the support structures already in place for parents and students. By June 2011, we will have made two presentations to professional organizations with our Early College partners; Brooklyn College and Middle College National Consortium. These presentations will help to increase the level of collaboration and continue to support our ECHS students.</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"/></p> <ul style="list-style-type: none"> • Early College Advisory teachers will collaborate with college professors three times per week regarding the work students are required to complete in the Early College classes • College faculty and administration will participate in our annual faculty retreat.

	<ul style="list-style-type: none"> • Continued participation in activities sponsored by the NNER (National Network for Educational Renewal) • Continued participation in activities sponsored by MCNC (Middle College National Consortium)
<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>	<input type="checkbox"/> <ul style="list-style-type: none"> • Per Session monies may be used to pay teachers for attending meetings held after work hours. • Grant money will be used for professional development purposes. Teachers will attend professional development conferences sponsored by MCNC (Middle College National Consortium) and NNER (National Network for Educational Renewal).
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Minutes taken at collaborative meetings will serve as an indicator of progress. • Minutes and reports taken at the annual faculty retreat will serve as indicators of progress. • Agendas and minutes from conferences in with our collaborators will serve as indicators of progress. </div>

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	5	5	5	5				
8	5	5	5	5				
9	15	20	10	10				
10	15	25	15	10				
11	15	20	15	15				
12	10	15	10	10				

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <u>AIS services would include :</u> <ul style="list-style-type: none"> • Mandatory tutoring is offered three times per week during the school day. • Reduced size class for both 7th and 8th grades • Classes in grade 9 receive infused literacy • On – going phone contact to parents • Student referrals to guidance counselors • We are collaborating with two other high schools to service our students in PM School. • After school enrichment class are held two times per week. • Middle school students receive ELA enrichment classes during the school day.
Mathematics:	<input type="checkbox"/> <u>AIS services would include :</u> <ul style="list-style-type: none"> • Mandatory tutoring is offered three times per week during the school day. • Reduced size class for both 7th and 8th grades • On – going phone contact to parents • Student referrals to guidance counselors • We are collaborating with two other high schools to service our students in PM School. • After school enrichment class are held two times per week. • Middle school students receive math enrichment classes during the school day.
Science:	<input type="checkbox"/> <u>AIS services would include :</u> <ul style="list-style-type: none"> • Mandatory tutoring is offered three times per week during the school day. • Reduced size class for both 7th and 8th grades • On – going phone contact to parents • Student referrals to guidance counselors • We are collaborating with two other high schools to service our students in PM School. • After school enrichment class are held two times per week
Social Studies:	<input type="checkbox"/> <u>AIS services would include :</u> <ul style="list-style-type: none"> • Mandatory tutoring is offered three times per week during the school day. • Reduced size class for both 7th and 8th grades

	<ul style="list-style-type: none"> • On – going phone contact to parents • Student referrals to guidance counselors • We are collaborating with two other high schools to service our students in PM School. • After school enrichment class are held two times per week
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p><u>At risk services would include :</u></p> <ul style="list-style-type: none"> • A dedicated guidance counselor assigned to specific to each grade level • Guidance counselors move with their students through to twelfth grade and graduation • Outreach to student/parents when identified as “at-risk” are supported with outreach, • Counselors keep ongoing logs regarding student conferences, parent conferences, and other contact with families of at risk students. • Counselors help at risk students and families find additional support from outside agencies.
At-risk Services Provided by the School Psychologist:	At this time school psychologists are utilized only during CSE evaluations.
At-risk Services Provided by the Social Worker:	Referrals are made to specific social agencies upon need
At-risk Health-related Services:	One health aid is responsible for covering both sites

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)

This section is not applicable to our school

Number of Students to be Served:

LEP 0

Non-LEP 619

Number of Teachers N/A

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.

This section is not applicable to our school

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.

This section is not applicable to our school.

Section III. Title III Budget

—

School: Brooklyn College Academy

BEDS Code: 332200011555

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	500.00	This money will be used for translation services provided by our bilingual guidance counselor on a per session basis.
Purchased services - High quality staff and curriculum development contracts	0	This would not be applicable to our school.

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	This would not be applicable to our school.
Educational Software (Object Code 199)	0	This is not applicable to our school
Travel	0	This would not be applicable to our school.
Other	0	This would not be applicable to our school
TOTAL	500	

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.

□

Using ATS and biographical information collected from students when entering the school, we are able to assess our translation and oral interpretation needs. Parents can also request, through their child's guidance counselor, for information to be translated or interpreted into their home language. This information is collected at the beginning of the school year so that appropriate services can be implemented in a timely manner

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.

□

We have found that our school written translation and oral interpretation needs are minimal. Our school does not have a significant ELL population where these services are needed on a large scale. We reported our findings to the School Leadership Team. The PTA President will then turnkey this information to our parents.

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.

□

We provide written translation services by request. Parents and students request written translation services through their guidance counselor. The Guidance Counselor then reports the request to administration. The written translation is then done in – house by school staff.

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.

□

We provide oral interpretation services by request. Parents and students request oral interpretation services through their guidance counselor. The Guidance Counselor then reports the request to administration. The oral interpretation is then done in – house by school staff.

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>.

□

Copies of the Parents Bill of Rights in covered languages are available upon request from the grade level Guidance Counselor. Copies of the Parents Bill of Rights are also available during Parent – Teacher Conferences. Parents are notified by the school and by the PTA that these items are available. Signs regarding the availability of translation services in the covered languages are conspicuously posted at the front entrance to the school as well as in the general office and the office of each guidance counselor .

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:	0.00	554,983	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,549		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,749	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,498	*	

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 faculty is 100%highly qualified

* 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.

□

Brooklyn College Academy

The mission statement of Brooklyn College Academy states that we aspire to be a “Community of Leaders and Learners.” We believe that our parent community is a vital link to our success as a school. Our parents are partners in educating our students and help to provide support so that all of our students can be successful. Stated below is the Parent Involvement Policy for our school.

1. How will we ensure that all parents, including working parents and parents be afforded the opportunity to participate at

Brooklyn College Academy?

Brooklyn College Academy encourages parental involvement by encouraging Teacher Association, School Leadership Team, Conferences and

any other activities involving our school community. All of the guidance counselors are available to meet with parents appointment. We have

established a website that serves as a base of information for all parents to is the policy of the school that any parent can ask for and receive an any member of the school community.

2. What are the mechanisms and procedures Brooklyn College Academy uses fashion of meetings, workshops and other opportunities available to parents?

In addition to the aforementioned website, the school distributes flyers letters students to be taken home to their parents. An

them about

upcoming events. The PTA also prepares flyers and bulletins for school wide

occur at least four times per year.

3. How are parents involved in the decision making process at Brooklyn College parents sit on the School Leadership Team and how were they selected?

The PTA Executive Board and School Leadership Team members meet with the principal also communicates with the parents.

Traditionally, seven parents have sat on the School Leadership Team. These parents are nominated at the PTA nominations meeting. They address the issue of who would be a good candidate to sit on the SLT. The nominated parents are then elected by a balloted vote at the Parent Teacher Association elections meeting. The PTA President is a member of the SLT is involved in many vital areas of decision making for the school.

4. How will parent involvement policy be assessed?

This will be addressed by monitoring the attendance of parents at all school functions. Parents will be asked for feedback during SLT and General PTA meetings. The school's administration addresses parent concerns at monthly faculty meetings, SLT meetings and at monthly PTA meetings.

5. How will the school involve parents in the development of the School – Parent Compact?

The School Parent Compact will be developed in conjunction with the School Leadership Team and the PTA Executive Board. The Executive Board will then present the Compact to the general membership. Parents at this meeting have an opportunity to voice their concerns and issues to the school's leadership. Any changes to the Compact will be made after considering the opinion of the parents.

6. How will the school involve parents in the development and approval of the Parent Involvement Policy?

This will be done in a similar manner to the School – Parent Compact. A PTA Executive Board and the PTA general membership will allow our parents' voices to be heard. Any changes to the policy will be made after considering the opinion of our parents.

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.

□

College Academy
School – Parent Compact

, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

I. School Responsibilities

will :

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Use data from the systems supported by the Department of Education to track student progress
- Incorporate the use of technology, such as SMARTboards, into the environment
- Incorporate strategies connected to the theories of Differentiated Instruction and Understanding by Design
- Continue to build our Professional Learning Communities as part of the aculty.
- Continue to build our Early College High School program in collaboration

with Brooklyn College

2. Hold parent-teacher conferences during which this compact will be child's achievement. Specifically, those conferences will be held:

- according to the dates set by the New York City Department of Education

3. Provide parents with frequent reports on their children's progress. as follows:

- Progress reports will be sent out six times per year (at the half way point of each marking period)
- Report Cards will be distributed every six weeks at the end of each marking period.

4. Provide parents reasonable access to staff. Specifically, staff will be follows:
will be made through the child's guidance counselor.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- The Parent Teacher's Association holds a number of events throughout the year that parents can be involved in at the school.

II. Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding appropriately
- Providing an environment conducive to studying
- Helping my child accept consequences for negative behavior
- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch .
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

III. Student Responsibilities

achieve the State's high standards. Specifically, we will:

- Do homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school prepared to work with pens, pencils, and homework
- Follow the school's dress code
- Attend tutoring sessions when we do not understand something in class.

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.

Through our collaboration with the Brooklyn College School of Education and the leadership of Dean Deborah Shanley, we were able to raise our school's status to that of an Early College High School. Becoming an Early College High School allows our school to offer our students the opportunity to earn up to twenty four college credits while still in high school. This is unique in that there are only thirteen Early College High Schools in New York City and just over 250 schools nationwide. The Early College High School component provides our students with an opportunity to achieve both an academic and financial advantage over other New York City students. Due to the funding that the City University of New York provides our school, we are able to pay for tuition for our students who are enrolled in college classes. Because our students can take and receive up to twenty four college credits, the financial advantage that this program provides our students is significant.

As we are in the second year of a five year plan, we are making significant changes to the curriculum, structure and vision of our school. We are currently moving the English Regents and the United States History and Government Regents exam down a grade level to the 10th grade. The Global History and Geography Regents exam was moved to the ninth grade. We are making this structural change in order to schedule

available college classes into our students programs. Also, Brooklyn College has certain requirements for high school students taking college classes. By restructuring our curriculum and course offerings we are giving our students the opportunity to meet the stringent college requirements early on in their high school careers. Our collaboration with College Now and the Brooklyn College School of Education enabled our Early College program to be successful. The School of Education at Brooklyn College and Dean Shanley have been champions of our work on the high school level to the college community. College Now, under the direction of Pieranna Pieroni, has allowed us to have seats for our students to take college classes. College Now has also provided us with tutors and the College Prep class to get our students on the path to be successful in their high school classes as well as their college classes.

There are several other distinctive features of our school. They are as follows:

Attendance : Our overall attendance rate last year was 94.5%. This year our attendance has improved to 95.4%. Brooklyn College Academy is extremely proud that our attendance rate is on of the highest in our network. BCA ranks in the top 25% citywide in attendance. Our students take pride in coming to school and they want to be successful in their work. BCA is very good at communicating to our students how attendance can enhance their overall success in college.

Safety and Security: Brooklyn College Academy's safety statistics have improved dramatically over the past year. Last year we recorded 35 principal's suspensions. This year we have shown improvement by lowering that number to 12. Last year we had four superintendent's suspensions. This year we have had three. Our safety record is due in part to the dean of students, Lynelle Rennis. Ms. Rennis has established a fair set of rules for our students that are consistently enforced. She has raised the level of discipline in our school and has cut down on the number of incidents. The improvement in the school's safety statistics is also due to the climate each teacher sets in his/her classroom. Each teacher establishes and enforces their individual contract/rules early in the school year. The teachers are then able to sustain this level of discipline throughout the year due to early intervention.

A Dual Sited School: Brooklyn College Academy is split between two sites. Our eleventh and twelfth grades are housed in James Hall at Brooklyn College. At the college, we occupy several offices and classrooms during the school day. In the evening, our classrooms are used for graduate classes for the School of Education. Our seventh through tenth grades are housed at our Annex site at 350 Coney Island Avenue , over three miles away from Brooklyn College. Being housed at Brooklyn College offers us many opportunities that help our school and our students become successful. Brooklyn College offers our faculty and students access to the college facilities such as the computer lab, library and the gym (home to the BCA Bobcats and Lady Bobcats basketball teams). Our students are exposed to the college culture and get a real sense of what it is like to go to school on a college campus. The college allows us access to professors to teach classes in the Early College component of our school. This gives our students a real feel of what it is like to be in a college class and to discover what they need to do to be successful.

Graduation Rate: Our graduation has historically been high. According to the school's records, we graduated 97.7% of our 2007 cohort. Last year we were cited in both the Daily News and the New York Post for having the second highest graduation rate in Brooklyn. Our teachers and our guidance counselors work hard to make sure that our students graduate on time. Graduation is always one of the proudest days of our school year. Every year our school looks forward to graduation to see if our graduation rate improved and to see how much scholarship money our graduating class earned. Last year, graduating seniors earned over \$800,000 in scholarship money.

Regents Pass Rates: The faculty at Brooklyn College Academy works very hard to achieve very high pass percentages on the New York State Regents exams. In June of 2007, we achieved the following pass percentages: Spanish: 100%, Math B 96%, U.S. History and Government: 91%, Earth Science: 91%, Living Environment: 87%, Global History: 85%, Chemistry: 81%. We are extremely proud of the work that the faculty did with our students to achieve these scores. BCA is committed to continued achievement on the New York State Regents exams.

BCA Music Program: The BCA World Ensemble is becoming more popular each year. The World Ensemble is a music class where students play instruments from all over the world including djembes, Odaiko drum, Nigerian log drum, Gu Zheng, Aztec flute and many others. Under the direction of our teacher, Laurie Friedman – Adler, our music program has grown over the past several years. Ms. Friedman has invested a lot of her time to build this program. The Ensemble has performed at several middle and elementary schools in our immediate area exposing younger students to world music. This year, the World Ensemble will be playing a performance at Gershwin Hall at Brooklyn College on May 20, 2008. This concert certainly will be one of the highlights of our school year. Ms. Friedman – Adler's dedication to our school and this program is never ending.

Critical Friends Review: Brooklyn College Academy has been partnered with the Middle College National Consortium since 1987, the year the school began. The MCNC is a consortium of Early College High Schools as well as Middle College High Schools from around the country. MCNC provides money for professional development for school leaders and teachers as well as national student conferences. In order to help further develop their member schools, MCNC conducts a Critical Friends Review every two or three years. The review team is formed by representatives from other member schools as well as the consortium. This year, our review focused on our Early College High School component. Specifically, the review focused on the Advisory program. The Advisory classes are for students who are enrolled in a college class. The Advisory supports students in college classes by forming study circles, teaching students about the importance of organization and assisting them in any other way. The Advisory class helps to ease the student's transition from high school to college. The report that was written by the Critical Friends group was extremely positive and gave us some great ideas to help us expand the program.

Our greatest accomplishment over the past couple of years has been the launch of the Early College High School component. The enrollment in these classes has grown. During the 2006 – 2007 school year, 107 students were enrolled in Early College classes. This year, 2007 – 2008, we have enrolled 121 students. The departments within Brooklyn College now understand the Early College concept and are accepting more of our students into their courses. We are offering more seats and more college classes to our students every semester. An example of our success is the statement by a Brooklyn College professor commenting that our Early College students are achieving at a higher level than many of the assigned college students in his class. As of now, our students are passing the college classes offered at a rate

of approximately 89%, after our first semester. This is due to the support of Brooklyn College and the advisory component that accompanies each college class. BCA is on target with its five year plan and looking forward to continued success in the future.

One identifiable trend over the last couple of years has been a marked improvement in both ELA and Mathematics scores for our middle school students (grades 7 and 8). We attribute this improvement due to the efforts of our Inquiry team which was put in place to assist 7th and 8th grade students. The Inquiry team worked as a steering committee charged with the responsibility of looking at relevant data and implementing a plan for improvement. Additional teachers were hired in order to split both 7th and 8th grade classes into smaller, more manageable components. This allowed instructors to have more time to devote to both small group and individualized instruction. Furthermore, twenty-two students in this component were identified as in need of even more instructional time, so a tutoring program was implemented where students met on both Wednesday afternoon and Saturday morning. In addition, an intensive test preparation review was held for all 8th graders on Saturday morning two months prior to the announced State tests. Since our efforts produced positive student performance results on the mandated New York State tests, we will continue with this same plan next year.

A significant barrier to the school's continuous improvement is the physical separation between sites. The site at Brooklyn College and the Annex are separated by three and a half miles with no direct bus or train route. Running two sites is a strain on our finances. The school is not funded for two sites which causes a financial strain on our allocated budget.

2. Schoolwide reform strategies that:

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

To increase the amount of quality learning time we provide the following:

- Subject area tutoring meets three days per week.
- A peer tutoring program has been established
- Afternoon school will meet two days per week in addition to subject area tutoring.
- Middle school classes have been split in order to provide more individualized attention to students
- Summer school will be available, based on funding, for credit recovery

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.

To increase the amount of quality learning time we provide the following:

- Subject area tutoring meets three days per week.
- A peer tutoring program has been established
- Afternoon school will meet two days per week in addition to subject area tutoring.
- Middle school classes have been split in order to provide more individualized attention to students
- Summer school will be available, based on funding, for credit recovery

- o Help provide an enriched and accelerated curriculum.

As an Early College High School, our high school curriculum is both accelerated and rich. We prescribe to the curriculum set forth by the New York State Education Department. Our students are programmed in such a way that they have completed the majority of their high school credits and regents exam requirements by the end of tenth grade in order to open their programs to Early College classes.

- o Meet the educational needs of historically underserved populations.

Our student population has been historically underserved. We meet their educational needs through our Early College High School program. This program provides them the opportunity to graduate high school and experience real college classes to prepare them for their future educational endeavors.

- 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.

In order to address the need of our low academic achieving students, we do the following:

Subject area tutoring meets three days per week.

- A peer tutoring program has been established

- Afternoon school will meet two days per week in addition to subject area tutoring.
- Middle school classes have been split in order to provide more individualized attention to students
- Summer school will be available, based on funding, for credit recovery
- Teachers use methods prescribed in the tenets of Differentiated Instruction to help individualize lesson plans.
- Teachers meet in PLC's to examine data (ACUITY, Report Card, Regents Exam, etc.) to help drive their instruction. PLC's also examine student work and discuss successful teaching strategies as well as other classroom related material.
 - o Are consistent with and are designed to implement State and local improvement, if any.
We are not designated at this time to implement any state and local improvement.

3. Instruction by highly qualified staff.

100% of our faculty are considered to be 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.

□

Our professional development program is as follows:

- Teachers are divided into Professional learning Communities (PLC's) according to grade level.
- PLC's meet bi monthly to discuss student data, successful teaching strategies and examine student and teacher work.
- Our faculty participates in a retreat every year that sets the plan for the following year's professional development
- Teachers are offered PD opportunities that are received from the New York City Department of Education.
- Teachers and administrators take part in yearly conferences held by the Middle College National Consortium and the National Network for Educational Renewal.

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

Brooklyn College Academy is not a high need school. However, we attract highly qualified teachers through our partner, the Brooklyn College School of Education. We have had a long and successful collaborative relationship with Brooklyn College that has resulted in the hiring of many highly qualified teachers from their program.

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

Strategies to increase parent involvement are as follows:

- Monthly PTA meetings are held

- PTA meetings have been held on Saturday mornings.

- Meet Your Teacher Nights, Early College Parent Nights and Senior Parent Night has been held to disseminate important information to parents.

- Open school night and afternoon are held according to the schedule set forth by the New York City Department of Education.

- Our Parent Coordinator holds workshops consistently throughout the year for parents that focus on academic services, gang awareness, college readiness and an array of other topics.

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.

Brooklyn College Academy does not have a Head Start or other Early Childhood program.

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.

Measures to include teachers in the decisions regarding the use of academic assessments on the achievement of students is as follows:

- Assessments such as a learning styles survey are discussed in PLC's and implemented with the agreement of the teachers.

- ACUITY interim assessments are mandated by the New York City Department of Education

- Teachers use the ARIS system in order to gain more information on a student's past academic history and testing history to gain insight as to how to better help students achieve proficiency or better.

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.

Activities to assist students would be as follows:

- A peer tutoring program has been established
- Afternoon school will meet two days per week in addition to subject area tutoring.
- Middle school classes have been split in order to provide more individualized attention to students
- Summer school will be available, based on funding, for credit recovery
- Teachers use methods prescribed in the tenets of Differentiated Instruction to help individualize lesson plans.
- Teachers meet in PLC's to examine data (ACUITY, Report Card, Regents Exam, etc.) to help drive their instruction. PLC's also examine student work and discuss successful teaching strategies as well as other classroom related material.
- Special needs testing will be implemented by the school on the consent of the parent.

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 College Academy will take advantage of the services and programs as described above as offered by the New York City Department of Education. These services will be coordinated by the administration of the school.

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 (X) 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(x)	Page#(s)

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.

Brooklyn College Academy is not a TAS school.

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

Brooklyn College Academy is not a TAS school

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;

Brooklyn College Academy is not a TAS school

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

Brooklyn College Academy is not a TAS school

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

Brooklyn College Academy is not a TAS school

4. Coordinate with and support the regular educational program;

Brooklyn College Academy is not a TAS school

5. Provide instruction by highly qualified teachers;

Brooklyn College Academy is not a TAS school

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

Brooklyn College Academy is not a TAS school

7. Provide strategies to increase parental involvement; and

Brooklyn College Academy is not a TAS school

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

Brooklyn College Academy is not a TAS school

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.)
1
2. Please describe the services you are planning to provide to the STH population. Money will be used to purchase school supplies, personal hygiene items and other personal items related to the school community.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_22K555_102710-121816.doc

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 DSSI 1/CFN 106	District 22	School Number 555	School Name Brooklyn College Aca
Principal Nicholas Mazzarella		Assistant Principal David Genovese	
Coach N/A		Coach N/A	
Teacher/Subject Area Arlene Sola-Vargas/Social Stud		Guidance Counselor Audrey Delgado	
Teacher/Subject Area Maria Fisher/English		Parent Annette Cooke	
Teacher/Subject Area Paul Spicer/Math		Parent Coordinator Karen McKie	
Related Service Provider Barbara Korngut		Other N/A	
Network Leader Cyndi Kerr		Other N/A	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	30

C. School Demographics

Total Number of Students in School	619	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	0.65%
------------------------------------	------------	----------------------	----------	-----------------------------------------------	--------------

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.

1. Brooklyn College Academy offers an English immersion program to students entering with ELL status. Upon entering grades seventh and/or eighth grade English classes are restricted in size and incorporate a literacy component. This is to afford each student a stronger foundation in content and skills of English Language Arts. No teacher at this time is certified as bilingual or as an ESL teacher. The expertise and experience of the English department in collaboration with the other academic departments serve the students' needs. A collaboration with Brooklyn College, the Brooklyn College ESL program and The Learning Center at Brooklyn College is ongoing and open to our students who may be in need of services. Support services through community based organizations and other collaborations are utilized. This year, in addition to the above, the Home Language Identification Survey (HLIS) was given to parents to be completed. Our bilingual guidance counselor completed the initial interviews and the administration of the HLIS. The LAB-R is administered by one of the Assistant Principals and submitted in a timely fashion.

Students

who are eligible for the NYSESLAT, according to our data in ATS, will sit for the exam.

2. Parental outreach and involvement is essential to the success of Brooklyn College Academy. PTA and SLT meetings are monthly events. All members of the school community, staff, guidance and administration meet with parents upon request and workshops are offered throughout the year. The school's parent coordinator sponsors many workshops and opportunities through which parents and students may achieve a better understanding of the opportunities Brooklyn College Academy provides. School events are also planned during which parents can have the opportunity to discuss relevant issues with others. Guidance schedules one to one conferences with both parent and student, telephone conferences and activities to promote the students' well being and success.

3. The AP Administration ensures that entitlement letters are distributed and Parent Survey and Program Selection Forms are returned.

The AP Administration makes phone calls and/or meets with parents of our ELL's to ensure this information is returned to the school in a timely manner.

4. All students are programmed for a comprehensive academic experience and a strong guidance component is integral to the Brooklyn College Academy's vision and mission. More opportunities to pass the required New York State Regents exams are offered in the ninth and tenth grade allowing students to experience the Early College program by eleventh grade. Intervention strategies for all of our students include extended tutoring time, extended day school opportunities, Saturday school, attendance at community based organizations outside of school, and supplemental tutor/mentor services.

5. After reviewing the Parent Survey and Program selection data 100% of our parents chose Freestanding ESL.

6. The program at our school is aligned with the requests of our parents.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>								0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>								0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained								0	0	0	0	0	0	0
Push-In								1	0	1	1	1	0	4
Total	0	0	0	0	0	0	0	1	0	1	1	1	0	4

B. ELL Years of Service and Programs

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

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

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

Total	3	0	0	0	0	0	1	0	0	4
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish															0	0	0	0	0	0
Chinese															0	0	0	0	0	0
Russian															0	0	0	0	0	0
Korean															0	0	0	0	0	0
Haitian															0	0	0	0	0	0
French															0	0	0	0	0	0
Other															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	ELL	EP	ELL	EP	ELL	EP	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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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. All students are programmed for a comprehensive academic experience and a strong guidance component is integral to the Brooklyn College Academy's vision and mission. More opportunities to pass the required New York State Regents exams are offered in the ninth and tenth grade allowing students to experience the Early College program by eleventh grade. Intervention strategies for all of our students include extended tutoring time, extended day school opportunities, Saturday school, attendance at community based organizations outside of school, and supplemental tutor/mentor services. Our classes are all heterogeneous throughout all grade levels.
2. Our related services/English teacher is programmed to meet the mandated number of instructional minutes of instruction for our students' program model.
3. Our teachers differentiate their instruction in all content areas. Depending on the topic they are teaching and the difficulty that accompanies it, teachers group their students according to skill and learning levels. Our students are then placed into homogeneous cooperative working groups to support their students' learning. Teachers deliver all content area instruction in English.
4. We differentiate instruction for ELL subgroups in the following ways:
 - a. We do not have a SIFE program in our school
 - b. Our ELL's are immersed into all of our general education classes. Our teachers are made aware of their student's ELL status and are instructed to differentiate their instruction accordingly. Our ELL students are then supported by our related services, who collaborates with the content area teacher, teacher who assists in addressing language issues in any of the content areas.
 - c. Our ELL's do not fit into this category
 - d. Our ELL student in this category is immersed into all of our general education classes. Our teachers are made aware of their student's ELL status and are instructed to differentiate their instruction accordingly. Our ELL student is then supported by our related services teacher, who collaborates with the content area teacher, assists in addressing language issues in any of the content areas.
 - e. We do not have any ELL students with special needs attending our school

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

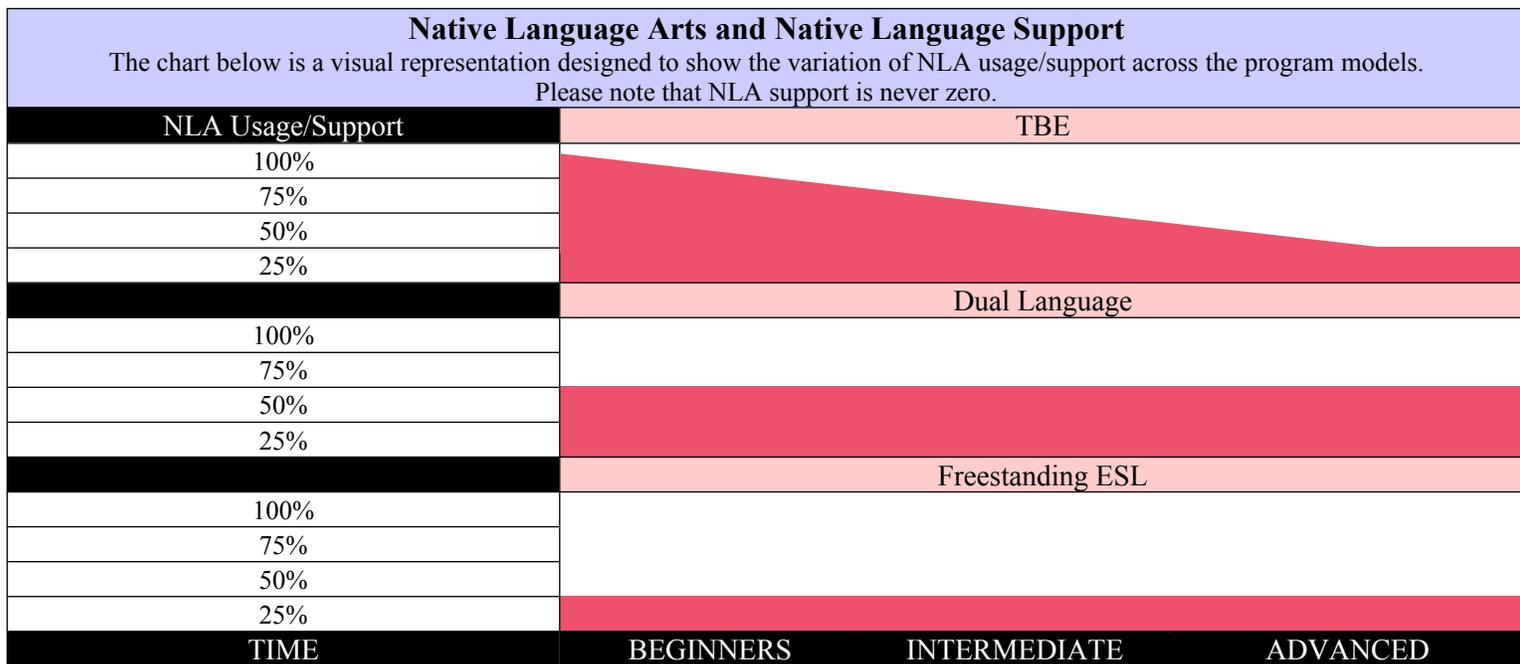
Beginning

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



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?

5. Support services, for our frestanding ELL's, at Brooklyn College Academy include tutoring during the extended day period, tutors working with students during class time, and support by the guidance counselors. If a student is in need of more extensive support or services, more appropriate programs are investigated and offered.
6. Support services at Brooklyn College Academy for continuing transitional support include tutoring during the extended day period, tutors working with students during class time, and support by the guidance counselors. If a student is in need of more extensive support or services, more appropriate programs are investigated and offered.
7. No new programs will be considered for this school year due to budgetary constraints.
8. No programs for our ELL students will be discontinued.
9. All eligible students participate in extracurricular activities such as PSAL boys and girls basketball teams, clubs, community service experiences, music programs and school trips. Students must maintain certain criteria for participation in specific activities as per New York City Department of Education protocol.
10. All of our faculty member use SMARTboard technology in their classrooms. This technology ahs opened a wide array of presentation styles and support structures for our ELL students. Our computer labs are open early in the day as well as at lunch time. All of our students can access technology labs as well as the library at Brooklyn College.
11. Native language support will be delivered as needed using our rewsources at Brooklyn College.
12. All of our required support services for our ELL's correspond with their appropriate ages and grade levels. All curriculum and support materials are age and grade appropriate and assist our ELL's in becoming succeeeful in our school.
13. Our activities include an orientation session at the beginning of the school year. Our dean of students runs a student orientation for new and incoming students before the school year begins. The dean allows students to meet their peers and incorpates many team buiilding activities to allow students to become acclimated to each other and the school.
14. Presently the only foreign langauage offered in our school is Spanish. All of our ELL's have access to these courses. Our students have been very successful in passing the New York State Regents exam in Spanish after taking this coursework.

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)?

Our school does not have a dual language program.

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.

1. Professional development meetings take place every Wednesday afternoon. Both site specific and whole school meetings are held. During this time, teachers meet in Professional Learning Communities to discuss the academic goals of their students and how to better prepare them to face the academic challenges of today's world. The Professional Learning Communities also discuss specific pedagogical issues found in their classrooms and collaborate to improve upon those issues. Students who are considered to be at risk or in need of additional services are discussed at these meetings and action plans are created. Teachers are able to reach out to the appropriate guidance counselors for help when necessary.

2. Our ELL students always have an adult to turn to in order to assist with their transition to our school. Their guidance counselor, who stays with the student for four years, develops a deep relationship with the student and is always available for any assistance necessary. Also our dean of students, faculty and administration all make it known to our students that there is an open door policy and that they can come in and talk about anything they feel is necessary. Our school community is supportive and nurturing of all of our students, especially our ELL students.

3. The minimum 7.5 hours of Professional Development will be completed in house and may include a collaboration with another high school who has a more intensive ELL program. The schools will collaborate on a PD plan to help all teachers better assist in the success of our ELL students.

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?

1. Parental outreach and involvement is essential to the success of Brooklyn College Academy. PTA and SLT meetings are monthly events. All members of the school community, staff, guidance and administration meet with parents upon request and workshops are offered throughout the year. The school's parent coordinator sponsors many workshops and opportunities through which parents and students may achieve a better understanding of the opportunities Brooklyn College Academy provides. School events are also planned during which parents can have the opportunity to discuss relevant issues with others. Guidance schedules one to one conferences with both parent and student, telephone conferences and activities to promote the students' well being and success.

2. We do not partner with any CBO's to provide workshops or services to ELL parents. Opportunities for workshops or other assistance

for

parents of ELL students are available through our collaboration with Brooklyn College.

3. We evaluate the needs of the parents of our ELL students through feedback given by the PTA executive board, by members of the School

Leadership Team and the Parent Coordinator. Any needs by parents of ELL students are immediately addressed by the school's administration.

4. Parental involvement activities for parents of ELL students are developed on a as needed basis. These activities would address the needs of our ELL parents specifically as the activities would be based on the feedback received by the PTA Executive Boards, the School

Leadership team and the Parent Coordinator.

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
Intermediate(I)														0
Advanced (A)								1		1		1		3
Total	0	0	0	0	0	0	0	1	0	1	0	1	0	3

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								1		1		1	
	P													
READING/ WRITING	B													
	I													
	A								1		1		1	
	P													

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

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses an literacy assessment created in house to gague the early literacy skills of our ELL's. This information aids in the implementation of the instructional plan by providing us with an idea of the literacy level the students are currently working at. Teachers can then plan their differntiated lessons accordingly. To date our ELL students have achieved high scores on the assessment.
2. The data patterns across proficiency levels show that our ELL students are high achieving. They have all scored in the advanced category on their most recent NYSESLAT assessment. We are moving forward to push our stufdents to even more success and have them ready to take part in our Ealry College program.
3. The patterns found in the NYSESLAT modalities affect instructional decsions by allowing our students to move forward toward our Early College program and function as well as any other student in our school. These scores allow us to infuse our ELL students into all of our academic classes to prepare them to be successful and college ready.
4.
 - a. After examining student results all four of our ELL students have been successful in passing New York State standardized exams taken in English. We will continue to build on this success as trhey are infused into our Early College program.
 - b. Due to the fact that our ELL students have all achieved the advanced status on the NYSESLAT, we allow our students to take the Periodic Assessments given in English. Our ELL's have scored highly on these assessments and have provided our teachers with data to better eserve this population.
 - c. We have learned that our ELL students have the same abilities as our English speaking students. Our ELL's are just as successful and want to be successful in order to take advantage of our Early College program in the 11th and 12th grades.
5. We do not have a dual language program in our school.

look to see if any changes need to be made in our ELL program. If we find that changes are necessary, then the administration will put those changes in place the following September.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn College Academy					
District:	22	DBN:	22K555	School		332200011555

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.0/94.7	97.1/	98.7 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	Student Stability - % of Enrollment:			
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		98.0	97.7	99.3
Grade 5	0	0	0				
Grade 6	0	0	0	Poverty Rate - % of Enrollment:			
Grade 7	24	25	29	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	35	27	30		42.3	61.9	72.5
Grade 9	141	128	142				
Grade 10	155	138	135	Students in Temporary Housing - Total Number:			
Grade 11	132	149	135	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	116	119	149		0	6	0
Ungraded	0	0	0				
Total	603	586	620	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	12	10	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	3	0
Number all others	9	10	14				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	1	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	31	30	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	11
# receiving ESL services only	1	0	TBD				
# ELLs with IEPs	0	0	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	1	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.5	66.7	92.6
				% more than 5 years teaching anywhere	58.1	53.3	55.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	83.0	92.6
American Indian or Alaska Native	0.5	0.3	1.0	% core classes taught by "highly qualified" teachers	100.0	95.0	100.0
Black or African American	83.6	80.7	78.1				
Hispanic or Latino	10.6	12.1	14.2				
Asian or Native Hawaiian/Other Pacific	2.2	2.7	4.5				
White	2.8	1.9	1.9				
Male	34.3	33.6	34.0				
Female	65.7	66.4	66.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase		Category			
	In Good		v	Basic	Focused	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:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B / A	Overall Evaluation:	P
Overall Score:	58 / 74.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	14 / 12.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	5.6 / 17.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	38.4 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 0		

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

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

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