



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** BROOKLYN COLLEGIATE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 23K493

**PRINCIPAL:** **AMOTE SIAS** **EMAIL:** ASIAS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** AIMEE HOROWITZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Amote Sias	*Principal or Designee	
Melinda Rivera	*UFT Chapter Leader or Designee	
Mia Pollard	*PA/PTA President or Designated Co-President	
Gloria Smith	DC 37 Representative, if applicable	
Tajmin Begum Jennifer Austn	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Glenda Foster	Member/Parent	
Jennifer Austin	Member/Parent	
Michael Harewood	Member/Parent	
John Lopez	Member/Teacher	
	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**
  - By June, 2012 at least 50% of all teachers will show evidence of implementation of the Common Core Learning Standards (CCLS) in their lesson planning and delivery of instruction.

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

This goal is directly connected to the instructional expectations that the central DOE has outlined for this school year. It addresses the need for teachers to develop lessons that engage all students in at least one literacy task and one math task aligned to strategically selected Common Core Learning standards by June, 2012. Other areas that were used to identify this need are:

- Requirements of New York State and National standards
- 2011-2012 teacher professional development needs survey
- Results of 2010-2011 NYS ELA & Math tests, Regents Exams
- Administration has used snapshots and formal observations to identify teacher strengths and weaknesses.

### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
    - Teachers will review student work against CCLS to identify gaps in instruction, modify instruction and create meaningful tasks.
    - Grade level teams will review the vertical alignment of CCLS to ensure that tasks are at appropriate level of rigor for each grade and that tasks meet the needs of all subgroups.
    - Differentiated instruction is used by all teachers to address the many modalities of learning. Professional development for differentiated instruction has been on-going for the past three years.
  - Teachers will use the results of student assessments to create lesson plans and drive instruction.
  - The ITT periodic assessment, Lab –R results, ARIS, NYSESLAT, and SESIS will be used to identify student subgroups and high need target groups.
  - Inquiry teams will work together in a continuous cycle of investigating achievement, revising practice, and monitoring progress to improving student outcomes.

**b) staff and other resources used to implement these strategies/activities,**

- On-going professional development including but not limited to study groups, workshops, outside vendors, in-house workshops developed by lead teachers and administration focused on common core learning standards and data driven instruction.
- Professional development workshops facilitated by CFN 611 Instruction Specialist and Assessment Specialist.
- Inquiry Team and classroom teacher review of student work and data from ARIS, Acuity, ITT Periodic Assessments, and teacher-made tests to ensure that common core standards are evident based on student outcomes.
- Use of Title I funding to hire educational consultants and non-contracted vendors to provide professional development in the Common Core Learning Standards.
- Grade level team meetings to map curriculum based on CCLS.
- Administrative observations and walk through both formal and informal to ensure that teachers are using data to drive instruction.
- Administrative feedback is given to teachers during formal observation conferences and snapshot review conferences.

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Inquiry Team findings and the effectiveness of strategies/techniques for student improvement will be shared with other staff during interdisciplinary meetings, staff conferences, and grade level meetings.
- Based on these meetings and discussions effective strategies will be identified and implemented via memorandums, workshops, and administrative directives.
- Monthly interdisciplinary and grade team planning meetings will be used to establish how to use students' assessment data to enhance teaching and learning.
- On-going analysis of student work and data from ITT-McGraw-Hill periodic assessments, teacher-made tests, and ARIS/Acuity systems during common preps, and grade level meetings will be used to assess and evaluate the effect our strategies have on student outcomes. Based on analysis of data instruction will be modified and/or reinforced.

**d) timeline for implementation.**

- During the months of September, October and November teachers received the following training:
  - Common Core Standards – CFN611 Assessment Specialist
  - Collaborative Team Teaching – Ventures Education Corp.
  - ARIS – Brooklyn Collegiate Data Specialist
  - Data Driven Lesson Plans- Ventures Education Corp.

- By February 2012, 75% of teachers will have engaged in professional development centered around Common Core Standards, differentiated instruction, ARIS/ACUITY systems, Achieve 3000, Carnegie Math, AVENTA, and EDU2020.
- By March 2012, 75% of teachers will demonstrate the use of data in planning lessons and units.

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - Conduct parent workshops with topics that may include: Common core learning standards, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
  - Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - Providing assistance to parents in understanding City, State and Federal standards and assessments;
  - Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - On-going professional development including but not limited to study groups, workshops, outside vendors, in-house workshops developed by lead teachers and administration to ensure that our current staff become highly qualified.
  - Professional development workshops facilitated by CFN 611 Instruction Specialist and Assessment Specialist.
  - Use of Title I funding to hire educational consultants and non-contracted vendors to provide professional development in the Common Core Learning Standards.
  - Continuation of the Common Core Standards Inquiry Team

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Not Applicable

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Conceptual Consolidated will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2010 – June 2012 as indicated below:
    - To fund CCLS professional development workshops and conferences given by educational consultants, non-contracted vendors and internal staff 2 days per week .
    - To purchase supplemental professional instructional materials to support curriculum development during the regular school day.
    - To fund Teacher per diem and per session activities for CCLS training opportunities.
    - To fund Principal and Supervisory per session for CCLS training 2 days per week.

### **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #2**

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**
  - By June, 2012 Middle School students will show an increase as measured on the yearly progress report in ELA by 25 points from 1.5 to 25.0 to achieve at least a grade “C”.

#### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**
  - Results of the NYS ELA test show that only 29% of Middle School students achieved a 3 or 4 and only 2.66 % of students showed progress.

#### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
    - Professional development sessions with faculty on styles of teaching techniques and strategies that incorporate all types of learning styles.
    - Each teacher will plan collaboratively, one professional period a week with their inquiry team and the special

education coordinator to ensure that lessons are differentiated and meet the learning needs of special education, ESL, and CTT students.

- Each teacher will receive seven hours of ESL training.
- Special Education Teachers, Para's and CTT teachers will receive CTT training.
- 37 1/2 minute tutorial Monday through Friday will be used for remediation and enrichment for all students.
- ELA unit tests and the ITA periodic assessments will be used to identify student needs and plan for differentiation of instruction.
- Administration will provide teachers with supplemental resources for test preparation in all testing grades.
- Middle School Teachers will provide students with small group instruction during administrative preps.
- Grade level planning during common preps will be used to share best practices and strategies.
- Inquiry teams that consist of teachers across the grades.
- Data specialist will analyze and present information regarding data analysis from both summative and formative assessments to the classroom teachers.
- The development and the use of curriculum maps to align instructional practices in both the middle school and high school.
- On-going analysis of student work and data from ITT-McGraw-Hill periodic assessments, teacher-made tests, and ARIS/Acuity systems.
- Individualized teacher professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.
- Academic intervention services for ELL students, special needs students, and subgroups.

**b) staff and other resources used to implement these strategies/activities,**

- Professional development sessions with Middle school ELA teachers on :
  - How to align teaching practices with the Common Core Standards
  - Best practices
  - Differentiated instruction strategies and techniques.
  - Analyzing data using the ARIS, Acuity, and ITT Assessments programs.
  - How to use students' assessment data to enhance teaching and learning.
  - How to monitor and measure student progress.
  - How to create student action plans.
- Creation of uniform lesson plans that include differentiation, grouping, and are based on CCLS.
- Analysis of data in ARIS, Acuity, ITT Periodic Assessment to determine areas that need improvement
- Interdisciplinary modeling of best practices will be facilitated by the Assistant Principal's.
- 37 1/2 Minute Tutorial Monday through Friday will be used for remediation and enrichment for selected students.
- Grade level team meetings and Inquiry Team meetings held weekly to examine student work and plan instruction

accordingly.

- Teacher made tests and the ITA periodic assessments will be used to identify student needs and plan for differentiation of instruction.
- Administration will provide teachers with supplemental resources for test prep.
- Small group instruction during administrative preps.
- Grade level planning during common preps will be used to share best practices and strategies.
- Achieve 3000 software program will be used to provide intervention and enrichment.
- Drop Everything And Read (D.E.A.R) program using non-fiction reading material occurs every Wednesday for the first 20 minutes of each class. The objective of the program is to provide students with the opportunity to read non-fiction books/magazines to enhance comprehension and contribute to making students lifelong learners.
- Implement “Skill of the Week “ in all core courses in ELA.
- School-wide effort to improve 37 ½ minute instruction to remediate Inquiry Team target population in specific subject areas.
- Teachers will meet in Common Planning sessions three times per week working on curriculum mapping and alignment with Common Core Standards, analyzing student data, and creating student centered lessons.
- Inquiry teams will play a pivotal role in the performance and progress of our students. Through the work of the inquiry teams we will be able to provide instruction and implement strategies that meet the needs of our lowest third and special needs population.
- 100% of teacher’s will be a member of an Inquiry Team. These teams will meet once a week to plan based on the review of data, student work, and teacher input. Each Inquiry team will establish goals and create action plans that identify:
  - A target population
  - An identified area of need in which they will help students progress.
  - A plan for the use of data and specific goals and objectives that will lead to improved instruction and academic advancement of students.
- One professional period per week each teacher will plan collaboratively, with their inquiry team to ensure that lessons are differentiated and meet the learning needs of the target population.
- Inquiry Teams will review data (both informal classroom projects/work and formal data such as Acuity data, Middle School State assessments).
- Inquiry Teams will submit a progress report once a month at the grade meetings.

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Inquiry Teams will submit progress report once a month at the grade meetings.

- Content specific study groups conducted by administration, one-on-one planning, and feedback from informal observations will be used to guide teachers in new teaching strategies and involve teachers in the evaluation of the effectiveness of the strategies/activities used to reach the school-wide goals. (4 times a month)
- On-going collaboration between Administration and staff will be used to develop or modify teaching strategies/techniques.

d) **timeline for implementation.**

- September 2011 through June 2012

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - School website "Parent" section which includes class syllabus, grades, homework assignments, etc.
  - Parent- teacher conferences that inform parents about student progress, academic goals, and special events.
  - Other means of communication include parent and student handbooks, notes, behavioral information sheets, phone calls, home visits, meetings and conferences.
  - Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - Providing assistance to parents in understanding City, State and Federal standards and assessments;
  - Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
  - Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - Scheduling of additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
  - Translation of all critical school documents and provide interpretation during meetings and events as needed;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - On-going professional development including but not limited to study groups, workshops, outside vendors, in-house workshops developed by lead teachers and administration to ensure that our current staff become highly qualified.
  - Professional development workshops facilitated by CFN 611 Instruction Specialist and Assessment Specialist.
  - Use of Title I funding to hire educational consultants and non-contracted vendors to provide professional development in the Common Core Learning Standards.
  - Teacher team meetings to map curriculum based on CCLS.
  - Administrative observations and walk through both formal and informal to ensure that lessons and overall classroom environment reflect:
    - Rigorousness of instruction
    - Differentiation of instruction
    - Meeting with teachers and students
    - Interim Periodic Assessment test results.
    - The classroom environment.
    - Teacher lesson plans
    - Student engagement in lessons.
  - Administrative feedback to teachers based on formal/informal observation conferences.
  - Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

### **Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

We are in partnership with the following community based organizations which support our school goals and promote excellence in academic achievement for our students:

- Professional Media Specialist – provides media and music instruction in drums, video tapping, photography, and publication.
- Sports and Arts Foundation – provides after school/holiday activities i.e. chess, cheerleading, homework help,

drumming, step, and art.

- Brownsville Multi-purpose Health center – provides individual and family counseling
- Legal Lives: Talks to children about respect, choices, and violence
- Respect for All provides empowerment for young adults.
- Girls and Boys basketball team (PSAL division winners 2008),
- Middle school athletic league (CHAMPS), fitness and volleyball
- New York Psycho-Therapy provides counseling for students and parents

#### **Budget and resources alignment**

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
  - Conceptual Consolidated will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2010 – June 2012 as indicated below:
    - To fund various professional development workshops and conferences given by educational consultants, non-contracted vendors and internal staff 2 days per week .
    - To purchase supplemental professional instructional materials to support curriculum development during the regular school day.
    - To fund Teacher per diem and per session activities for training opportunities in CCLS, Differentiated Instruction, Teaching Strategies/Techniques, collaborative team teaching, curriculum mapping, inquiry work, AVID, and training on Achieve 3000 software program.
    - To fund Principal and Supervisory per session for all teacher training 2 days per week.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals**
  - By June, 2012 Middle School students will show an increase in performance on the NYS Math test by at least 3% from 28.6% to 32%.

#### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**
  - Results of the NYS Math test show that only 29% of Middle School students achieved a 3 or 4 and only 2.66 % of students showed progress.

#### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
    - Professional development sessions with faculty on styles of teaching techniques and strategies that incorporate all types of learning styles.
    - Each teacher will plan collaboratively, one professional period a week with their inquiry team and the special education coordinator to ensure that lessons are differentiated and meet the learning needs of special education, ESL, and CTT students.
    - Each teacher will receive seven hours of ESL training.
    - Special Education Teachers, Para's and CTT teachers will receive CTT training.
    - 37 1/2 minute tutorials Monday through Friday will be used for remediation and enrichment for all students.
    - Teacher team meetings will be held weekly to examine student work and plan instruction accordingly.
    - Teacher-made math tests and the ITA periodic assessments will be used to identify student needs and plan for differentiation of instruction.
    - Administration will provide teachers with supplemental resources for test preparation in grades 6-8.
    - Middle school teachers will provide students with small group instruction during administrative preps.
    - Grade level planning during common preps will be used to share best practices and strategies.
    - Review of summative data and item skills analyses from 2011 NYS math assessment.
    - Inquiry teams that consist of teachers across the grades.
    - Inquiry teams will focus in math on developing tasks that require students to demonstrate their ability to construct and explore the reasoning behind their arguments.

- Data specialist works will present information regarding data analysis from both summative and formative assessments to the classroom teachers.
- Teachers will examine student work and conference notes in math to inform instructional decisions.
- Teachers review CCLS in math to identify gaps in curriculum and instruction.
- Teachers create meaningful, instructional tasks to be embedded in instruction.
- Teachers keep conference notes and next steps for individual math students and small groups.
- Teachers review CCLS against math classroom material with the support of lead teachers, consultants, inquiry teams, and administrators to identify where gaps exist and how to create more time to cover math concepts in depth.

**b) staff and other resources used to implement these strategies/activities,**

- Professional development sessions with Middle school Math teachers on :
  - How to align their teaching practices to the Common Core Standards
  - Best practices
  - Differentiated instruction strategies and techniques.
  - Analyzing data using the ARIS, Acuity, and ITT Assessments programs.
  - How to use students' assessment data to enhance teaching and learning.
  - How to monitor and measure student progress.
  - How to create student action plans.
- Creation of uniform lesson plans that include differentiation, grouping, and are based on CCLS.
- Analysis of data in ARIS, Acuity, ITT Periodic Assessment to determine areas that need improvement
- Interdisciplinary modeling of best practices will be facilitated by the Assistant Principal's.
- Grade level team meetings and Inquiry Team meetings held weekly to examine student work and plan instruction accordingly.
- Small group instruction during administrative preps.
- Achieve 3000 software program will be used to provide intervention and enrichment.
- Implement "Skill of the Week ", in all core courses in Math.
- School-wide effort to improve 37 ½ minute instruction to remediate Inquiry Team target population in specific subject areas.
- Teachers will meet in Common Planning sessions three times per week working on curriculum mapping and alignment with Common Core Standards, analyzing student data, and creating student centered lessons.
- 100% of teacher's will be a member of an Inquiry Team. These teams will meet once a week to plan based on the review of data, student work, and teacher input. Each Inquiry team will establish goals and create action plans that identify:

- A target population
- An identified area of need in which they will help students progress.
- A plan for the use of data and specific goals and objectives that will lead to improved instruction and academic advancement of students.
- One professional period per week each teacher will plan collaboratively, with their inquiry team to ensure that lessons are differentiated and meet the learning needs of the target population.
- Inquiry Teams will review data (both informal classroom projects/work and formal data such as Acuity data, Middle School State assessments.
- Inquiry Teams will submit a progress report once a month at the grade meetings.

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Inquiry Teams will submit progress report once a month at the grade meetings.
- Content specific study groups conducted by administration, one-on-one planning, and feedback from informal observations will be used to guide teachers in new teaching strategies and involve teachers in the evaluation of the effectiveness of the strategies/activities used to reach the school-wide goals. (4 times a month).
- Curriculum mapping in Math will provided the framework for teachers to participate in the design of our instructional program.
  - On-going analysis of student work and data from ITT-McGraw-Hill periodic assessments, teacher-made tests, and ARIS/Acuity systems during common preps, and grade level meetings will assess and evaluate the effect our strategies have on student outcomes. Based on analysis of date instruction will be modified and/or reinforced.
  - On-going collaboration between Administration and staff will be used to develop or modify teaching strategies/techniques.

**d) timeline for implementation.**

- September 2011 through June 2012

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - Provide assistance to parents in understanding City, State and Federal standards and assessments;

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Sharing of information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Scheduling of additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translation of all critical school documents and provide interpretation during meetings and events as needed;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - On-going professional development including but not limited to study groups, workshops, outside vendors, in-house workshops developed by lead teachers and administration to ensure that our current staff become highly qualified.
  - Professional development workshops facilitated by CFN 611 Instruction Specialist and Assessment Specialist.
  - Use of Title I funding to hire educational consultants and non-contracted vendors to provide professional development in the Common Core Learning Standards.
  - A Common Core Standards Inquiry Team has been established to identify.
  - Administrative observations and walk through both formal and informal to ensure that lessons and overall classroom environment reflect:
    - Rigorousness of instruction
    - Differentiation of instruction
    - Meeting with teachers and students
    - Interim Periodic Assessment test results.
    - The classroom environment.
    - Teacher lesson plans

- Student engagement in lessons.
- Administrative feedback to teachers at formal/informal observation conferences.
- Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are in partnership with the following community based organizations which support our school goals and promote excellence in academic achievement for our students:

- Professional Media Specialist – provides media and music instruction in drums, video tapping, photography, and publication.
- Sports and Arts Foundation – provides after school/holiday activities i.e. chess, cheerleading, homework help, drumming, step, and art
- Brownsville Multi-purpose Health center – provides individual and family counseling
- Legal Lives: Talks to children about respect, choices, and violence
- Respect for All provides empowerment for young adults.
- Girls and Boys basketball team (PSAL division winners 2008),
- Middle school athletic league (CHAMPS), fitness and volleyball
- New York Psycho-Therapy provides counseling for students and parents

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Conceptual Consolidated will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2010 – June 2012 as indicated below:
    - To fund various professional development workshops and conferences given by educational consultants, non-contracted vendors and internal staff 2 days per week .

- To purchase supplemental professional instructional materials to support curriculum development during the regular school day.
- To fund Teacher per diem and per session activities for training opportunities in CCLS, Differentiated Instruction, teaching Strategies and techniques, collaborative team teaching, curriculum mapping, inquiry work, and AVID.
- To fund Principal and Supervisory per session for all teacher training 2 days per week.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**
  - By June 2012, all Middle School teachers will receive professional development in the area of differentiated instruction.

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

This goal is directly connected to the instructional expectations that the central DOE has outlined for this school year. It addresses the need for teachers to develop differentiated lessons that engage all students and are aligned with the Common Core Learning standards by June, 2012. Other areas that were used to identify this need are:

- Requirements of New York State and National standards
- 2011-2012 teacher professional development needs survey
- Results of 2010-2011 NYS ELA & Math tests, Regents Exams
- Administrative snapshots and formal observations that identified differentiation of instruction as one of the needs.

### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
    - Continue to provide ongoing professional development in the area of differentiated instruction across the content areas.
    - Continue identification of subgroups through regular assessment; and strategies to meet their needs (ie. AIS, ELL, Enrichment) using summative and formative data i.e. ACUITY, ARIS, ITT Periodic Assessments, etc.
    - Continue to fund workshops using outside vendors, and in-house sessions developed by CFN611, teachers, and administrators.
    - Continue to schedule grade-wide teacher study groups to share/turnkey best practices and drive instruction.
    - *To address differentiation of content the following strategies will be used to deliver instruction:*
      - Utilize pre-tests to assess where individual students need to begin study of a given topic or unit.
      - Use questioning techniques at various levels of Bloom's taxonomy.
      - Use a variety of instructional delivery methods to address different learning styles.
      - Develop lesson plans that break assignments and tasks into smaller, more manageable parts that include

structured directions for each part.

- Use broad instructional concepts and skills that lend themselves to understanding at various levels of complexity.

- *To address differentiation based on process the following strategies will be used to deliver instruction:*

- Provide access to a variety of materials which target different learning preferences and reading abilities.
- Develop activities that target auditory, visual, and kinesthetic learners.
- Establish stations for inquiry-based, independent learning activities.
- Create activities that vary in level of complexity and degree of abstract thinking required.
- Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.

- *To address differentiation based on product the following strategies will be used to deliver instruction:*

- Use a variety of assessment strategies, including performance-based and open-ended assessment.
- Balance teacher-assigned and student-selected projects.
- Offer students a choice of projects that reflect a variety of learning styles and interests.
- Make assessment an ongoing, interactive process.

**b) staff and other resources used to implement these strategies/activities,**

- Teacher lesson plans will provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.
- Teachers will provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle.
- To increase teacher understanding of students' abilities, interests, and needs, teachers will identify alternative methods of assessing student performance and understanding.
- Through curriculum mapping administration and grade level teams will identify the major concepts, principles, and skills students should learn.
- Grade level team will brainstorm ideas for activities, tasks, and assessments that address a specific concepts or skills that cover a range of learning preferences, abilities, and interests

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Inquiry team and grade team collaboration.
- Content specific study groups conducted by administration, one-on-one planning, and feedback from informal observations will be used to guide teachers in differentiated teaching strategies and involve teachers in the evaluation of the effectiveness of the strategies/activities used to reach the school-wide goals. (4 times a month).
- Curriculum mapping in both ELA and Math will be used to provide the framework for teachers to participate in the design of our instructional program.
  - On-going analysis of student work and data from ITT-McGraw-Hill periodic assessments, teacher-made tests, and ARIS/Acuity systems during common preps, and grade level meetings will be used to assess and evaluate the effect our strategies have on student outcomes. Based on analysis of data instruction will be modified and/or reinforced.
  - On-going collaboration between Administration and staff to develop or modify teaching strategies/techniques.

d) **timeline for implementation.**

- September 2011 through June 2012

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - Provide assistance to parents in understanding City, State and Federal standards and assessments;
  - Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - On-going professional development including but not limited to study groups, workshops, outside vendors, in-house workshops developed by lead teachers and administration to ensure that our current staff become highly qualified.
  - Professional development workshops facilitated by CFN 611 Instruction Specialist and Assessment Specialist.
  - Use of Title I funding to hire educational consultants and non-contracted vendors to provide professional development in Differentiation of Instruction.
  - Administrative observations and walk through both formal and informal to ensure that lessons and overall classroom environment reflect:
    - Rigorousness of instruction
    - Differentiation of instruction
    - Meeting with teachers and students
    - Interim Periodic Assessment test results.
    - The classroom environment.
    - Teacher lesson plans
    - Student engagement in lessons.
  - Administrative feedback to teachers at formal/informal observation conferences.
  - Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

### **Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

We are in partnership with the following community based organizations which support our school goals and promote excellence in academic achievement for our students:

- Professional Media Specialist – provides media and music instruction in drums, video tapping, photography, and publication.
- Sports and Arts Foundation – provides after school/holiday activities i.e. chess, cheerleading, homework help, drumming, step, and art
- Brownsville Multi-purpose Health center – provides individual and family counseling
- Legal Lives: Talks to children about respect, choices, and violence
- Respect for All provides empowerment for young adults.
- Girls and Boys basketball team (PSAL division winners 2008),

- Middle school athletic league (CHAMPS), fitness and volleyball
- New York Psycho-Therapy provides counseling for students and parents

**Budget and resources alignment**

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
  - Conceptual Consolidated will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2010 – June 2012 as indicated below:
    - To fund several differentiated instruction professional development workshops and conferences given by non-contracted vendors such as ACSD and Ventures Education
    - To purchase supplemental professional instructional materials to support curriculum development during the regular school day.
    - To fund Teacher per diem and per session activities for training opportunities in CCLS, Differentiated Instruction, teaching strategies and techniques, collaborative team teaching, curriculum mapping, inquiry work, and AVID.
    - To fund Principal and Supervisory per session for all teacher training 2 days per week.

**A**

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	23	11						
<b>7</b>	20	23						
<b>8</b>	9	26						
<b>9</b>	9	19	2	9				
<b>10</b>	4	1	19	4				
<b>11</b>	2	14	3	5				
<b>12</b>	4	1						

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Small group instruction during the day for all students.</li> <li>• SETSS/AIS provider utilizes small group instruction – 8:1 maximum.</li> <li>• At Risk 9<sup>th</sup> graders receive 1 period per day in non regents instruction in ELA</li> <li>• At Risk 10<sup>th</sup> -12<sup>th</sup> graders receive one period per day in content area electives.</li> <li>• <u>Speech</u> – Identified students receive speech and language to help with his/her articulation and language skills.</li> <li>• AT Risk 9<sup>th</sup>-12<sup>th</sup> graders receive Regents Prep classes on Saturdays from 9:00am - 12:00pm</li> <li>• Achieve 3000 enrichment lab classes are held 1 period during the day for 7<sup>th</sup>, 8<sup>th</sup> &amp; 9<sup>th</sup> grade students.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Small group instruction and lab classes 1 period during the day for all students.</li> <li>• SETSS/AIS provider utilizes small group instruction – 8:1 maximum.</li> <li>• At Risk 9<sup>th</sup> graders receive 1 period per day in non regents instruction in Math</li> <li>• 10<sup>th</sup> -12<sup>th</sup> graders receive one period per day in content area electives.</li> <li>• Regents Prep classes using AVENTA and EDU202 software programs.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• SETSS/AIS provider utilizes small group instruction – 8:1 maximum</li> <li>• AT Risk 7<sup>th</sup> - 8<sup>th</sup> graders receive Achieve 3000 supplemental computer lab enrichment</li> <li>• AT Risk 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders receive college tutor services once a week and BC teachers twice per week pull out.</li> <li>• At Risk 9<sup>th</sup> graders receive 1 period per day in non regents instruction in Science</li> <li>• 10<sup>th</sup> -12<sup>th</sup> graders receive one period per day in content area electives.</li> <li>• Regents Prep classes Saturday academy</li> </ul>

<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• Small group instruction and lab classes during the day for all students.</li> <li>• SETSS/AIS provider utilizes small group instruction – 8:1 maximum.</li> <li>• AT Risk 7<sup>th</sup> - 8<sup>th</sup> graders receive Achieve 3000 supplemental computer lab enrichment</li> <li>• AT Risk 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders receive college tutor services once a week and BC teachers twice per week pull out.</li> <li>• AT Risk 9<sup>th</sup> graders receive 1 period per day in non regents instruction in Social Studies.</li> <li>• 10<sup>th</sup> -12<sup>th</sup> graders receive one period per day in content area electives.</li> <li>• Regents Prep classes using AVENTA and EDU 202 software programs.</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>• Group and individual counseling</li> <li>• Guidance Counselor Push-In Social/Non-Instructional Support i.e. Sexual Harassment, Bullying, HIV/AIDS, etc.</li> </ul>
<p><b>At-risk Services provided by the School Psychologist</b></p>	
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Outside Agency on site Social Worker takes referrals</p>
<p><b>At-risk Health-related Services</b></p>	<p>Condom availability program</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 23K493 **School Name:** Brooklyn Collegiate

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

HS ELA: All Black ED

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

**To support improved achievement in HS English we will implement the following interventions:**

- Supplemental Regents Prep classes after-school and on Saturdays for identified students.
- Schedule per session pay for English Teachers and Principal/Assistant Principal to write curriculum maps aligned with the Common Core Learning Standards (CCLS).
- Schedule a retreat in January 2012 for all teachers to receive professional development on CCLS and summative and formative data review/analysis. Ventures Educational Corp. a DOE contracted vendor will facilitate the workshops.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

**More than 10% (\$50,821.90) of the 2011-2012 Title I funds (\$508,219.00) is scheduled to be used for professional development that will remove the High School from the SINI List. A total of \$58,100.12 has already been scheduled in our 2011-2012 Budget :**

- \$20,411.00 – Non-Contractual professional development services provided by outside vendors.
- 5,000.00 – Transportation of Staff to attend workshops and conferences.
- 32,689.12 – Portion of Data Specialist/Math Coach Salary

**Year-To-Date we have provided teachers per session to attend the following workshops:**

- ARIS/ACUITY data system access and analysis of reports/data – Facilitated by Data Specialist
- Collaborative Team Teaching (CTT) – Facilitated by Ventures Education Corp.

- **Common Core Learning Standards Alignment and Implementation – Facilitated by Grade Level Team Leaders**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**Our teacher-mentoring program includes:**

- **Monthly Breakfast Meeting to discuss teaching strategies/techniques, best practices, curriculum, and data.**
- **New teachers have attended workshops such as Teaching Matters, Data Institute, CTT Training, and various on-line training.**
- **Experienced effective teachers are mentoring new teachers through inter-visitations and meetings during Administrative or Common preps.**
- **Administration conducts institute training for new teachers every other month.**
- **Administration schedules inter-visitations for new teachers based on snapshots and formal observation**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**Parents were notified that the high school has been identified as a school in need of improvement during PTA meetings, School Leadership Team meetings, and letters were sent home in various languages.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Roberto Hernandez</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>493</b>
School Name <b>Brooklyn Collegiate HS</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Amote Sias</b>	Assistant Principal <b>Patrice English-Young</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Alan Gamboa</b>	Guidance Counselor <b>Rosmond Samuels</b>
Teacher/Subject Area <b>Lourdes Figueroa</b>	Parent <b>Mia Pollard</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Susan Michaca</b>
Related Service Provider <b>Abena Sidibe</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. 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	<b>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>583</b>	Total Number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>1.72%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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) The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to 23K493. The Pupil Personnel Staff, administers the HLIS. If the HLIS indicate a language other than English, then the Pupil Personnel Staff, notifies the ESL teacher. The ESL teacher conducts an informal interview with the parent in their native language and or English. The formal initial assessment is conduct by the ESL teacher and/or the Test Coordinator. The LAB-R is administered within 10 days of enrollment. The teacher uses the State designated level of proficiency on the LAB-R to determine if the student is eligible for either Freestanding ESL, Transitional Bilingual Education or Dual Language. Using the NYSESLAT, the ESL teacher annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined by the NYSESLAT guidelines.

2) To ensure that Parents understand all three programs choices. In the beginning of the school year, all incoming students and their parents are invited to attend an "ESL Parent Information Orientation", where they are introduced to the Principal, Assistant Principal, ESL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices and given an overview of each progam and i.e. Transitional Bilingual Education, Dual Language, or Freestanding ESL programs. The school keeps records of parents who choose a bilingual program. This is recorded in ATS when they transfer to the other school.

3) Parents are advised that Brooklyn Collegiate only offers a Freestanding ESL program, however the guidance department in conjunction with the ESL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs. During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided. Parents are kept informed throughout the school year through one on one meetings, telephone conversations and parent training, such as ARIS. Parents are informed of Regional presentations, by ESL teacher and Parent Coordinator. The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ESL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ESL teacher and telephone calls to ensure that entitlement letters, Parent Survey and Program Selection forms are distributed and returned.

4) The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:

- \* The Home Language Identification Survey (HLIS)
- \* Students test results from the LAB-R
- \* Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter.
- \* For those parents and students that request Transitional Bilingual Education or Dual Language programs the guidance councilor, Assistant Principal and ESL teacher collaborate to provide assistance in locating an appropriate school.
- \* Students are placed in the ESL instructional program at 23K493.

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

6) The program model offer at 23K493 is in alignment with parental requests, which is the Freestanding ESL program. response to questions 1 - 6

## 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	0
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	2

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

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

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
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our students are serviced using a Freestanding ESL pull-out model. During pull-out, the students are instructed in an ESL classroom in heterogeneous (mixed proficiency levels) groups of no more than 4 students. The mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154. Explicit ESL instruction is delivered in the freestanding ESL program. The teacher makes extensive use of ESL and content area materials.

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

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

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

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

## A. Programming and Scheduling Information

strategies including kinesthetic and tactile responses, web-quests, and group work.

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

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

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

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

Plan for ELLs in school 4-6 years:

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

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

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

Plan for ELL Special Needs Students:

ELLs with special needs will be serviced by our Special Education teacher or the AIS team in addition to the ESL instructor. These

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
100%		
75%		
50%		
25%		
100%		
75%		
50%		
25%		

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

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

ELLs attend the 9th period "extended Day Reading/Writing Program Monday through Friday. Our transitional students will receive support from the ESL teacher in our after school program. These students will also receive their mandated test accommodations for 2 years after passing out of ESL.

Our future plans area:

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

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

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

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

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

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

To support the learning of ELL students we incorporate the use of graphic organizers to help ELL students organize their memoir, persuasive, critical lens, and research writing. Students also have the opportunity to work independently and write in journals. Vocabulary is addressed using New York Times op-ed articles. Annastacio & Annastacio textbooks are used for grammar, writing, speaking and listening, and reading comprehension modeled after the NYSESLAT test. These are also used for content area and subject matter instruction. This text is used to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), science (i.e. the water cycle, the desert, etc.) and language arts (fictional stories as well as nonfiction). Students read novels such as

## B. Programming and Scheduling Information--Continued

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

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

ELLs attend the 9th period "extended Day Reading/Writing Program Monday through Friday. Our transitional students will receive support from the ESL teacher in our after school program. These students will also receive their mandated test accommodations for 2 years after passing out of ESL.

Our future plans area:

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

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

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

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

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

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

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

## B. Programming and Scheduling Information--Continued

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

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

ELLs attend the 9th period "extended Day Reading/Writing Program Monday through Friday. Our transitional students will receive support from the ESL teacher in our after school program. These students will also receive their mandated test accommodations for 2 years after passing out of ESL.

Our future plans area:

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

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

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

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

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

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

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

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

**Beginning**

**Intermediate**

**Advanced**

**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)?

Not applicable

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

**D. Professional Development and Support for School Staff**

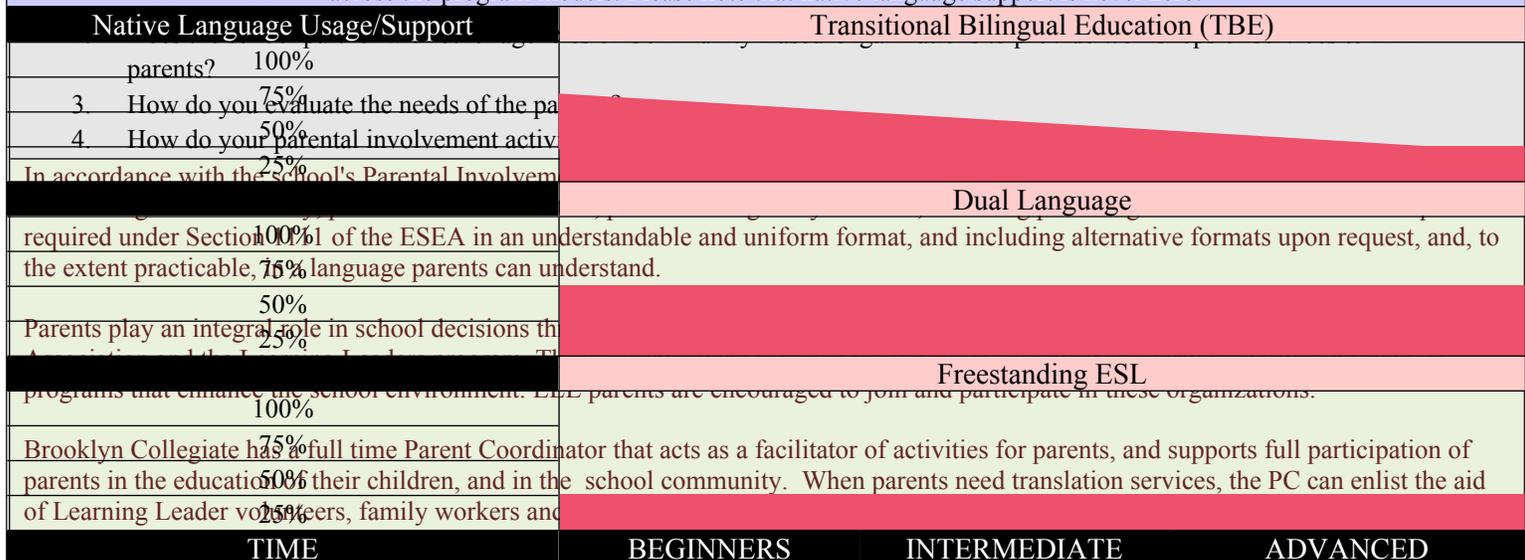
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for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

On-going professional development is provided by the CFN611 Network Team, workshops on PROTRAXX, and DOE Office of ELL. The ESL teacher provides support to content area teachers. The ELL teacher attends weekly department head meetings and is a member of the Inquiry Team. Our entire staff including guidance counselor, secretary, assistant principal teachers receives ESL professional development. Differentiated instruction, scaffolding, language support, vocabulary building, and process words are professional development topics. ESL training is provided throughout the year for all the staff during common preps, study groups and during monthly professional development workshops throughout the year in excess of the required 7.5 hours per year. The main focus is on how to address the needs of our ELL students in the content area of instruction.

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

parents of ELLs with immigration issues, school issues, and obtaining job and health information. Our PC also makes arrangements for the representatives to come to the school to present to parents.

Brooklyn Collegiate supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been designed or implemented by Brooklyn Collegiate:

- o GED Program (2 nights a week and Saturday's)

## 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?

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

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

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

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

Brooklyn Collegiate supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been designed or implemented by Brooklyn Collegiate:

- o GED Program (2 nights a week and Saturday's)
- o Computer Skills Program (3 nights a week and Saturday's)
- o Involving more fathers and male role models in our school
- o Parenting Skills/Family Support Resources
- o Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- o Understanding and participation in instructional initiatives
- o Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- o School-based Support services
- o Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, ESL teacher) in the planning and implementing of effective Parent Involvement activities to improve student academic achievement and school performance.
- o Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
- o The needs of parents are evaluated the DOE survey results. Our ELL teacher maintains an on-going rapport with the parents of her students, and is able to obtain opinions directly from them. In consultation with teachers and administrators, strategies are implemented or altered to address a specific issue or concerns.

Strategies to increase ELL parental involvement include but are not limited to family literacy services. Book fairs, Book talks, and workshops are conducted in collaboration with the Brooklyn Public Library. Outreach to Parents of ELLs to participate in the family literacy services programs and workshops is on-going. For the 2011-2012 school year we also offer a GED program and computer classes for all parents that meet (GED and (Computer)

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

## B. Programming and Scheduling Information--Continued

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

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

ELLs attend the 9th period "extended Day Reading/Writing Program Monday through Friday. Our transitional students will receive support from the ESL teacher in our after school program. These students will also receive their mandated test accommodations for 2 years after passing out of ESL.

Our future plans area:

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

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

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

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

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

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

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

## B. Programming and Scheduling Information--Continued

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

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

ELLs attend the 9th period "extended Day Reading/Writing Program Monday through Friday. Our transitional students will receive support from the ESL teacher in our after school program. These students will also receive their mandated test accommodations for 2 years after passing out of ESL.

Our future plans area:

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

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

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

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

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

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

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

## 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

## 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)?

Not applicable

## 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.

On-going professional development is provided by the CFN611 Network Team, workshops on PROTRAXX, and DOE Office of ELL. The ESL teacher provides support to content area teachers. The ELL teacher attends weekly department head meetings and is a member of the Inquiry Team. Our entire staff including guidance counselor, secretary, assistant principal teachers receives ESL professional development. Differentiated instruction, scaffolding, language support, vocabulary building, and process words are professional development topics. ESL training is provided throughout the year for all the staff during common preps, study groups and during monthly professional development workshops throughout the year in excess of the required 7.5 hours per year. The main focus is on how to address the needs of our ELL students in the content area of instruction.

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

## E. Parental Involvement

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

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

Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title1), Parent- Teachers Association and the Learning Leaders program. These organizations are open to all parents, and meet regularly to discuss and support programs that enhance the school environment. ELL parents are encouraged to join and participate in these organizations.

Brooklyn Collegiate has a full time Parent Coordinator that acts as a facilitator of activities for parents, and supports full participation of parents in the education of their children, and in the school community. When parents need translation services, the PC can enlist the aid

## 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?

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

Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title1), Parent- Teachers Association and the Learning Leaders program. These organizations are open to all parents, and meet regularly to discuss and support programs that enhance the school environment. ELL parents are encouraged to join and participate in these organizations.

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

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

Brooklyn Collegiate supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been designed or implemented by Brooklyn Collegiate:

- o GED Program (2 nights a week and Saturday's)
- o Computer Skills Program (3 nights a week and Saturday's)
- o Involving more fathers and male role models in our school
- o Parenting Skills/Family Support Resources
- o Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- o Understanding and participation in instructional initiatives
- o Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- o School-based Support services
- o Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, ESL teacher) in the planning and implementing of effective Parent Involvement activities to improve student academic achievement and school performance.
- o Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
- o The needs of parents are evaluated the DOE survey results. Our ELL teacher maintains an on-going rapport with the parents of her students, and is able to obtain opinions directly from them. In consultation with teachers and administrators, strategies are implemented or altered to address a specific issue or concerns.

Strategies to increase ELL parental involvement include but are not limited to family literacy services. Book fairs, Book talks, and workshops are conducted in collaboration with the Brooklyn Public Library. Outreach to Parents of ELLs to participate in the family literacy services programs and workshops is on-going. For the 2011-2012 school year we also offer a GED program and computer classes for all parents that meet (GED and (Computer)

## 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)									1		1			2
Intermediate(I)								1			2	2		5
Advanced (A)							2	1						3
Total	0	0	0	0	0	0	2	2	1	0	3	2	0	10

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				2
7	1	1			2
8	1				1
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			1		1				2
7	2								2
8	1								1
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		0	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment				
Physics				
Global History and Geography	1		0	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	6		0	
NYSAA Mathematics	5		1	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Amote Sias	Principal		1/1/01
Patrice English-Young	Assistant Principal		1/1/01
Susan Michaca	Parent Coordinator		1/1/01
Alan Gamboa	ESL Teacher		1/1/01
Mia Pollard	Parent		1/1/01
Lourdes Figueroa	Teacher/Subject Area		1/1/01
Abena Sidibe	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rosemond Samuels	Guidance Counselor		1/1/01
Roberto Hernandez	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **23K493** School Name: **Brooklyn Collegiate**

Cluster: **6** Network: **611**

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

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

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

Language	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Households
Bengali	1	2	2		2	1	3	11
French	1							1
French-Haitian Creole	1							1
German								
Haitian Creole	1			2		1	1	5
Hausa						1		1
IBO							1	1
Spanish	4	4	7	4	4	1	6	30
Yoruba					1			1
Total	7	6	9	8	7	4	11	51

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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