



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BROOKLYN COLLEGIATE A COLLEGE BOARD SCHOOL

DBN: 23K493

PRINCIPAL: AMOTE SIAS

EMAIL: ASIAS@SCHOOLS.NYC.GOV

SUPERINTENDENT:

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Paul Frederic	*UFT Chapter Leader or Designee	
Zenobia Ward	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jennelle Williams Tajmin Bebum	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Hayden Waithe	Member/Teacher	
Gerard Pierre Lewis	Member/Teacher Special Needs	
Michael Harewood	Member/Parent	
Craig Mckenzie	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2010-2011 Quality Review Report, Page 7:

Promote greater constancy in differentiated instruction based on data so that lesson planning reflects purposeful groupings, students are challenged, and questioning by teachers and students extends thinking to maximize student learning. Although differentiation by product is consistent across classrooms, there is little differentiation of content such that some students cannot access reading and other sources while others are not appropriately challenged. Thus, not all students are challenged or having their learning needs met.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014 the Administrative team will fully implement the Danielson Framework rubric when conducting short cycle and formal classroom observations. Feedback will be provided for teachers that articulates clear expectations for teacher instructional practice in the 22 identified competencies with emphasis on 1E, 3B, and 3D.

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.
 - b) key personnel and other resources used to implement these strategies/activities.
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity #1

- **Professional Development:** PD will be given to teachers on the Danielson Framework Rubric; in addition PD 360 Professional Development Video Library (software program) training; Learning Framework 360 Instructional Strategies And Techniques training.
- **Target Population:** Teachers and Administrators
- **Responsible Staff Members:** Assistant Principal responsible for professional development, Lead Teachers, Staff Developers (internal and external) and CFN 611
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** Observed and documented changes in teacher instructional

practices in identified competencies as per formal and short cycles of classroom observations will be used to evaluate the progress, effectiveness, and impact of the professional development and use of the PD 360 tools. The impact on student outcomes on NYS Math and ELA tests and Regents exams will also be evaluated.

- **Steps taken to involve teachers in the decision-making regarding professional development strategies and activities:** During monthly staff meetings
- vertical team meetings, and common preps teachers will submit suggestions and requests for professional development to administration.
- **Implementation Timeline:**
 - July 2013 – September 2013: Pd 360; Learning Framework 360; Observation 360
 - September 2013 – November 2013: Danielson Framework Rubric; Danielson Competencies; Short Cycle Observations
 - January 2014 - March 2014 – Learning Framework 360

Activity #2

- **Administrative Observations:** Administrators will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s Framework For Teaching. Administration will attend DOE and CFN 611 training sessions to implement the new system of teacher evaluation and development. The frequency of classroom observations will be once per month for new, probationary, and identified teachers in need of assistance and every other month for tenured teachers.
- **Target Population:** Administrators
- **Responsible Staff Members:** Principal and Assistant Principals
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The total number of observations completed by administration for each category of teacher (new, probationary, tenured) and the observed and documented changes in teacher instructional practices in the 22 identified competencies as per formal and short cycle classroom observations. Emphasis will be placed on competencies 1E, 3B, and 3D.
- **Steps taken to involve teachers in their assessments:** The Teacher evaluation committee has been established activities that ensure that all teachers understand the new evaluation system and what effective teaching looks like.
- **Implementation Timeline:** July 2013 – June 2013

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I SWP and Tax Levy funds will be used for supporting great teachers and leaders:

- To purchase software and professional development for teachers and administration
- To purchase School Improvement Network software and training
- To pay teacher per session and per diem activities before, during and after school

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2010-2011 Quality Review Report, Page 5:

Further develop protocols to facilitate teacher teams sharing key insights and best practices focused on instruction that improves student outcomes. Distributed leadership is enhanced through weekly Inquiry Leaders meetings, where leaders share their teams' work. However, opportunities for all faculty to discuss and model best practices, inter-visit, and evaluate the effectiveness of teaching strategies with all colleagues are not yet consistent. Thus, not all teachers learn from and support one another to increase student progress.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development
 - of the activities selected to address the goal.
- | | |
|--|--|
| <input type="checkbox"/> 3.2 Enacted curriculum | <input type="checkbox"/> 3.4 Teacher collaboration |
| <input checked="" type="checkbox"/> 3.3 Units and lesson plans | <input type="checkbox"/> 3.5 Use of data and action planning |

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance
- in developing your goals.

By June, 2014 the curricula will be aligned to the common core learning standards in all content areas of instruction.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity #1

- **Professional Development:** To increase student outcomes, PD including but not limited to study groups, workshops, outside vendors, in-house lead teachers, and CFN workshops on CIE, CCLS, and school-wide goals. Some of the topics of study are: Common Core Learning Standards; Citywide Instructional Expectations; Questioning Strategies and Techniques; Analyzing Student Work To Inform Instruction; Team Building; How To Use Data; Writing Across the Curriculum; Project based learning; PD 360 Professional Development Video Library (software program); Learning Framework 360 Instructional Strategies And Techniques training sessions.
- **Target Population:** All teachers
- **Responsible Staff Members:** Assistant Principal responsible for professional development, Lead Teachers, Staff Developers (internal and external) and CFN 611
- **Targets to evaluate the progress, effectiveness and impact of the professional development strategies and activities:** To evaluate the progress, effectiveness, and impact of professional development activities the following will be used:

- Progress shown by selected teachers in the delivery of instruction based on individual PD plans with delineated steps for progress and movement to the next level within the continuum.
- Agendas, sign-in sheets, and minutes from vertical team meetings, Instructional Lead Teacher meetings, and PD sessions
- Student work and hall bulletin boards that show evidence of student engagement in tasks in the four core academic areas (Math ELA, Social Studies, Science)
- Administrative formal and short cycle observations.
- **Steps taken to involve teachers in professional development:** In addition to administratively identified professional development, teacher input regarding needed PD is solicited by administration from teachers during staff meetings, common preps and vertical team meetings.
- **Implementation Timeline:**

July 15 –July 17, 2013:	AVID Summer Institute
September 2013 - June 2014:	Questioning Strategies and Techniques Analyzing Student Data, Team Building, Review and Reflection on Questioning, Essential Questions, and Using Student Work To Inform Instruction CCLS Teaching Strategies Common Core Unit Planning Special Education Needs and Supports PLATO ARIS Renzulli Datacation Writing Across The Curriculum Project Based Learning/Discussion Strategies & Techniques Analyzing Student Work

Activity #2

Administrative Monitoring: Principal and Assistant principals will review teacher practice, teacher lesson plans, student work, and interim assessment results to ensure the alignment to the citywide instructional expectations to make evaluation and support decisions aligned to Danielson’s Framework for teaching and the new teacher evaluation development system

- **Target Population:** All teachers
- **Responsible Staff Members:** Principal and Assistant Principals
- **Targets to evaluate the progress, effectiveness and impact of Administration monitoring lesson plans:** The progress, effectiveness, and impact of administrative monitoring will be evaluated based on the progress shown by teachers:
 - In the delivery of instruction as reflected in short cycle and formal observation documentation.
 - In their ability to adjust lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.
 - In their ability to implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement Of students in the learning process.
- **Steps taken to involve teachers in the creation of units of study in the four core academic areas and the tasks aligned to the CCLS:** : To meet citywide expectations during common preps, teacher evaluation committee meetings/training sessions, and vertical team meetings teachers will develop units of study and curricula aligned with CCLS.
- **Implementation Timeline:** July 2013 – June 2014

Activity #3

- **Review Of Student Work:** Teachers and Administrators will conduct study sessions and inquiry team meetings to review student work against CCLS to identify gaps in instruction and adjust teaching practices and instructional planning, to assess student needs, and to identify ways to increase instructional rigor.
- **Target Population:** All teachers
- **Responsible Staff Members:** Principal, Assistant Principal, Teachers, Data Specialist
- **Targets to evaluate the progress, effectiveness and impact of administrative and teach review of student work:** The progress, effectiveness, and impact of administrative and teacher review of student work will be evaluated based on the quality of student work and alignment to CCLS instructional rigor. Documented administrative short cycle/formal observations; and documented adjustments in teaching practices is based on student needs, data, and identified gaps in instruction
- **Steps taken to involve teachers in the review of student work:** Time is scheduled for all inquiry teams to engage in group inquiry and collaborative planning in which student work and data is reviewed for alignment with CCLS and instructional gaps.
- **Implementation Timeline:** October 2013, January 2014, March 2014, & May 2014

Activity #4

- **Curriculum Writing:** To move students towards meeting higher standards and to focus on changes to classroom practices and to continue the development of performance tasks to assess learning, teacher teams and Administrators will conduct collaborative planning during the months of July and August, 2013 to develop curriculum and lesson plans in all subjects that are aligned to CCLS and increase instructional rigor. This activity will continue throughout the 2013-2014 school year.
- **Target Population:** All teachers
- **Responsible Staff Members:** Principal, Assistant Principal, Teachers
- **Targets to evaluate the progress, effectiveness and impact of administrative and teach review of student work:** The progress, effectiveness, and impact of curriculum writing will be evaluated based on the quality of student work, lesson plans, periodic student assessments, and instructional rigor as evident by documented administrative short cycle/formal observations.
Steps taken to involve teachers in curriculum writing: During the months of July 2013 and August 2013 teachers will be paid on a per session basis to collaboratively planning and develop curriculum and lesson plans aligned to CCLS.
- **Implementation Timeline:** July 2013 through June 2014

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority/Focus SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I SWP, Title I Priority/Focus SWP(2012-2013 Rollover), and Tax Levy funds will be used for supporting great teachers and leaders:

- To purchase software and professional development for teachers and administration
- To purchase School Improvement Network software and training
- To pay teacher per session and per diem activities before, during and after school purchase software and professional development workshops:
- To pay Per Session for 6 Instructional Lead Teachers meeting fourteen Thursdays for 1.5 hours to develop teacher activities for the school-wide implementation of the CIE, Danielson Framework rubric, and CCLS curriculum development.
- Supervisory Per Session in 1.5 to 3 hour sessions to be used by 2 Supervisors from September 2013 through June 2014 as needed for the development and implementation of the school-wide PD plan and supervision of weekday before and after school and Saturday student/teacher activities as needed.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2010-2011 Quality Review Report, Page 5:

Promote greater constancy in differentiated instruction based on data so that lesson planning reflects purposeful groupings, students are challenged, and questioning by teachers and students extends thinking to maximize student learning. Although differentiation by product is consistent across classrooms, there is little differentiation of content such that some students cannot access reading and other sources while others are not appropriately challenged. Thus, not all students are challenged or having their learning needs met.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

X 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014 at least 60% of all teachers will increase their use of technology to provide students with multiple access points and ways of demonstrating understanding.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Activity #1

- **Professional Development:** PD will be provided for teachers on how to integrate technology into lesson plans and how to use the Mimio interactive whiteboard device; Smartboard technology; various software programs; media equipment, etc..
- **Target Population:** Teachers
- **Responsible Staff Members:** Principal, Assistant Principal, and Staff Developers (internal and external)
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The progress we are making towards increasing the use of technology by teachers will be evaluated based the use of technologies purchased through the 2011-2012 RESO-A grant as reflected in lesson plans and short cycle and formal observations conducted by the administration. The areas of concern will be:
 - The frequency of use by teachers of the Mimio device and Smartboards by teachers.

- The frequency of use by teachers of the PD 360 software program of usage by individual teachers in the areas of CCLS, differentiated instruction, best practices, and Danielson framework.
- The frequency of use by teachers as shown by Jupiter grades software program reports to communicate student progress, class assignments, and grades to the parents.
- Use of interactive whiteboards, video media, laptops, etc. by students and teachers.

The impact of technology on learning outcomes will be measured based on the students ability to: complete on-line research projects and their ability to use technology to make class presentations;

- **Steps taken to involve teachers in the decision-making regarding the use of technology:** Mimio devices and laptops have been given to each teacher to integrate technology into the development of lesson plans and to access the PD 360 video library. Additional desktop computers and laptop carts have been made available to teachers to be used by students to do research and complete technology based projects.
- **Implementation Timeline:** September 2012 – October 2013 Training – **Mimio** (Interactive Whiteboard Device)
Clickers (Whole Group Test Device)
ARIS (Student test, Attendance Data)
Plato (Credit Recovery, Online Courses)
Boardworks (Interactive Lesson Plans)
Microsoft Excel (Data Spreadsheets)
Datacation (Grade Book, Skedular, Regents Item Analysis, PSAT/SAT Prep)

Activity #2

- **Purchase of Read and Succeed Program :** Purchase of a technology based academic intervention program for middle school and high school students performing on level 1 & 2. In ELA the program focuses on strengthening fluency and comprehension and in Math fundamental math skills are strengthened.
- **Target Population:** Middle School students performing on level 1 and 2 in ELA and Math and low performing High School students
- **Responsible Staff Members:** Assistant Principal, Math and Literacy Teachers
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The progress, effectiveness, and impact of the Read and Succeed program will be evaluated based on the progress shown by students on teacher made tests, periodic assessments and NYS ELA/Math tests and Regents exams.
- **Steps taken to involve teachers in the decision-making regarding effectiveness of the program:** During common preps, vertical team meetings, and grade level meetings Math and ELA teachers will collaborate on the effectiveness of program on student outcomes.
- **Implementation Timeline:** February 2013 – June 2013

Activity #3

- **Full Implementation of BoardWorks Interactive Software Program :** educational software designed for whole-class teaching in science, math, English and history using interactive whiteboards and projectors, for middle and high school teachers,
- **Target Population:** Teachers
- **Responsible Staff Members:** Assistant Principal, Teachers
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The progress, effectiveness, and impact of the Boardworks program will be evaluated based on usage by teachers as evident by short cycle and formal observations and the progress shown by students on teacher made tests, and Boardworks assignments.
- **Steps taken to involve teachers in the decision-making regarding effectiveness of the program:** Teachers were given an overview by the vendor after which the teachers requested that the school purchase the program.
- **Implementation Timeline:** September 2013 – June 2014

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I SWP funds and Tax Levy will be used to purchase software, services, and professional development workshops:

- **The Read and Succeed Program to facilitate Academic Intervention Service (AIS) for 45 students in grades 8-12. Students meet 1 hour After-school Monday through Friday. One Supervisor is assigned to supervise the program. Selection criteria for the program is:**
 - Middle School students in grade 8 that previously attended Summer School and are performing on Level 1 or 2
 - High School students in grades 9-12 that have failed the English and/or Math Regents or received less than a 65 on the McGraw-Hill periodic assessment(s).
- **The Boardworks software Program to facilitate the integration of technology and CCLS.**
- **Avid College student tutors to facilitate Academic Intervention Services**

The 2011-2012 Reso- A, Borough President grant was used to purchase laptops and Mimio devices for each teacher to present lessons using interactive whiteboard technology. For student use an additional laptop cart, several desktop computers, for the second floor and (2) desktop computers will be purchased for each classroom.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2011-2012 HS Progress Report, Page 4:

In the 2011-202 High School Progress Report under “School Environment” the attendance rate was 82.9% below the chancellor’s designated 90% rate.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 student absence will be reduced by 3%.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity #1

- **Guidance/Attendance Department Activities: To inform and motivate students to come to school on a regular basis the Guidance Department will collaborate with the Attendance teacher to establish the following activities:**
 - Every other month a school assembly by grade and/or school wide facilitated by Guidance, outside vendors, and the Dean will be scheduled to address such topics as Career and Job Readiness, Work Ethics, Respect for All, Bullying, and the Chancellor’s Discipline Code.
 - Perfect and Improved Attendance Award Assembly every other month.
 - Signs will be posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Anti-Bias Respect for All, and the Chancellor’s Discipline Code.
 - A school bulletin board will be created to display Attendance by Grade/Class and Perfect Attendance.
 - Using the on-line “Survey Monkey” program a student survey will be conducted during the January/February, 2014 timeframe in which students can express their opinions about bullying, respect for peers and teachers, and conflict resolution.
 - The Guidance Counselors and Dean will collaborate with the School Safety Team to identify safety issues and find solutions.

- **Target Population:** All students
- **Responsible Staff Members:** Guidance Counselor, Assistant Principals, Dean
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The effectiveness of the activities and initiatives to make the school environment a safe and healthy environment that is conducive for learning will be measured by the number of incidents reported in the OORS systems, suspensions, and the student responses on the January/February, 2014 student survey and the 2012-2013 DOE School Environment Survey. ,
- **Steps taken to involve teachers in the decision-making regarding assemblies and Guidance Department student programs:** During selected monthly staff meetings and common preps the Guidance Counselor will provide teachers with workshops and information and requests teacher participation, etc.
- **Implementation Timeline:** September 2013 – June 2014

Activity #2

- **Student Survey:** To identify the underlined causes of chronically absent students a student survey will be conducted in November 2013 and February 2014. resources, referrals, and activities will be implemented based on student needs.
- **Target Population:** All Students
- **Responsible Staff Members:** Principal , Assistant Principal, Guidance Counselor
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** On a monthly basis student attendance will be tracked to determine how the resources, referrals, and activities have impacted students with absences.
- **Steps taken to involve teachers in the decision-making regarding the activities:** The Attendance Teacher and Attendance Coordinator will solicit teacher input/suggestions on activities/resources that will help to decrease student absences.
- **Implementation Timeline:** October 2013 – June 2014

Activity #3

Implement the Chronic Absense Reduction Program: To provide students that are chronically absent/late with services that will improve their academic achievement and/or the social development. Our objective is to provide these students with services that address individual student needs that will establish a foundation for learning that gives them the tools and resources to be successful. The following strategies will be used for parent/student attendance outreach:

- Posting of class attendance rates by percentage.
- Posting of daily percentage and individual classes who have 100% attendance.
- Certificates for perfect attendance given to individual students.
- Mentoring Program
- SASF Teen Action Community Service Initiative facilitated by the Dept of Youth and Community Development
- Track Center counseling in gang violence, one-on-one social workers, academic intervention for credit recovery facilitated by the Dean's office.
- PLATO & EDU2020 credit recover software programs facilitated by Brooklyn Collegiate.
- Review student data and student work to determine areas requiring improvement that will result in academic improvement.
- For each student we will create a student action plan and set bench marks to measure progress.
- Attendance data will be reviewed at monthly attendance meetings held every Tuesday 3rd period from 10:00am – 11:00am.
- The Guidance department will continue to provide individual and small group counseling to equip students with conflict resolution strategies and problem solving techniques.
- Individual and family Medical /clinical referral services.
- Parenting skills workshops (90% Single Parent homes).
- Job readiness workshops (resume writing, professional dress code, communication skills) for students and parents.
- Family workshops to facilitate family outreach and mediation.

Target Population: All Students

- **Responsible Staff Members:** Principal , Assistant Principal, Guidance Counselor, Attendance Teacher
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** On a monthly basis student attendance will be tracked to determine how the resources, referrals, and activities have impacted students with absences.
- **Steps taken to involve teachers in the decision-making regarding the activities:** The Attendance Teacher and Attendance Coordinator will solicit teacher input/suggestions on activities/resources that will help to decrease student absences.
- **Implementation Timeline:** October 2013 – June 2014

Activity #4

Hire A Physical Education/Health Teacher: To plan and implement a comprehensive health program to ensure that all students meet the State Standards in Health Education in the areas of:

- Health promotion and disease prevention concepts and health-enhancing behaviors;
 - Health-enhancing personal, interpersonal, and life skills;
 - Effects of the use and abuse of alcohol, tobacco, and other drugs;
 - Biological, social, cultural, and psychological aspects of human sexuality and family life;
 - Movement concepts and skills for life- long physical activities; and health-related fitness concepts.
 - Career planning and workplace readiness skills;
 - Use of technology, information, and other tools;
 - Critical thinking, decision-making, and problem solving skills;
 - Demonstrated self management skills
 - Knowledge and application of safety standards.
 - Provide a variety of learning experiences so that students demonstrate skills and concepts learned through individual and group demonstrations of skills
 - Assist the classroom teachers with integrating health into the instructional program
 - Physical fitness and health education
- **Target Population:** All Students
 - **Responsible Staff Members:** Principal , Assistant Principal, Guidance Counselor, Health/PE Teacher
 - **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** Unit tests results, student grades, and projects will be used to evaluate the effectiveness of the health classes in contributing to the ability of the students to articulate and promote a safe and healthy learning environment.
 - **Steps taken to involve teachers in the Health/PE program:** The Health/PE teacher will make presentations to students and staff on topics such as fitness, nutrition, stress management, health careers, etc.
 - **Implementation Timeline:** September 2013 – June 2014

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I SWP and Tax Levy funds will be used to:

- **Hire a Physical Education/Health Teacher**
- **Purchase Student Incentives and Attendance Rewards**
- **Purchase Student Assemblies from outside vendors**

online 24 hours a day; grade reports and text messages are sent to students and/or parents; automatic alerts for parents whenever a student is absent, missing assignments, or has low grades.

- 8th Grade Student Academic Status Meeting (at the beginning of each term) facilitated by the Guidance Department
 - Parent Meeting (at the beginning of each term) facilitated by the Guidance Department
 - Parent Notification Letter – Outstanding Requirements for Promotion (at the beginning of each term) sent by the Guidance Department
 - Parent Notification Letter – Promotion In Doubt (at the beginning of each term) sent by the Guidance Department
 - Individual parent meetings with guidance, teachers, and administration on an as need basis
 - Communication with parents by Guidance and teachers during Parent Teacher Conferences
- **Target Population:** Parents and Students
 - **Responsible Staff Members:** Guidance Counselor, Teachers, Parent Coordinator, Administration
 - **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** Parent feedback on the yearly Learning Environment School Survey and the 2013-2014 8th grade promotion percentage as reported in the School Report Card and ARIS.
 - **Steps taken to involve parents:** On an on-going basis Administration, the Guidance Department, and individual teachers will solicit parent input and involvement in increasing the 8th grade promotion rate. .
 - **Implementation Timeline:** September 2013 – June 2014

Activity #2

- **Guidance Department:** The guidance department will work in collaboration with the attendance department, the SAPIS worker, the content area teachers, and the parents to identify and provide early intervention strategies and activities such as:
 - Parent/Teacher conferences
 - Tutoring before and/or after school
 - Career Orientation Assemblies.
 - College Tours
 - Recognition for all grades/subjects in which “Student of the Month” and “Most Improved Students” given certificates and acknowledged publically.
 - Accelerated AP courses
 - High School Choices
- **Target Population:** Students that are not on track to graduate with their designated cohort.
- **Responsible Staff Members:** Guidance Counselor, SAPIS Worker, Teachers,
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The impact that early intervention strategies have on the accumulation of additional credits toward graduation for those students that are not on track to graduate will determine the effectiveness, and impact of the early intervention strategies and activities.
- **Steps taken to involve parents in early intervention strategies and activities:** On an on-going basis Administration, the Guidance Department, and individual teachers schedule parent conferences to discuss student standings and remedies that include early intervention measures. Parents also act as chaperones during college tours.
- **Implementation Timeline:** September 2013 – June 2014

Activity #3

Parent Workshops: To enriched student/parent communication skills, to enhance parenting skills and to provide parents with a better understanding of adolescents the school PTA/PAC will host 3 two hour Parent Workshops facilitated by the Every Person Influences Children (EPIC) organization:

- **Communication Problems and Strategies**

This workshop uses role-playing to dramatize good communication skills. It provides a list of suggestions to maximize communication and minimize conflict.

Several sensitive topics of discussion between parents and young adolescents are identified. Parents discuss strategies to improve this type of communication. Guidelines for good listening skills are also provided.

- **Who Am I? Identity and Independence**

This workshop fosters an understanding of the young adolescent’s search for identity and independence and possible conflicts that can occur between parents and their teens during this process. Discussion centers on ways in which parents can guide their teens as they move towards independence.

- **Making, Breaking and Revising Rules**

This workshop explores rule making and limit setting from the perspectives of young adolescents and parents. It examines the ingredients of rules that work and gives parents the opportunity to practice making rules about specific issues that are sources of conflict for parents and teens, such as driving, smoking, and drinking.

- **Target Population:** Parents
- **Responsible Staff Members:** Parent Coordinator, PTA/PAC President
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The impact that the workshops have on parent engagement will be measured based on the number of parents that attend workshops as evident by Parent Sign-In sheets and their feedback on workshop surveys sheets.
- **Steps taken to involve parents in workshop selection:** The parent Coordinator met with the parents to determine the needs and selected the workshop associated with the needs that have been identified by the parents.
- **Implementation Timeline:** October 2013 – May 2014

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I SWP and Tax Levy funds will be used to:

- **Pay for student incentives/awards**
- **Pay for Parent Workshops**
- **Pay teachers per session for before/after school activities**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	- Small group instruction during the day for all students.	10 Students	37.5 after school tutorial Monday - Thursday
	- SETSS/AIS provider utilizes small group instruction .	8:1	During the school day – 1 period per day.
	- At Risk 9 th graders receive non regents instruction in ELA	10 Students	37.5 after school tutorial Monday - Thursday
	- At Risk 10 th -12 th graders receive Instruction in content area electives.	10 Students	37.5 after school tutorial Monday - Thursday
	- <u>Speech</u> – Identified students receive speech and language to help with his/her articulation and language skills.	8:1	During the school day – 1 period per day.
	- AT Risk 9 th -12 th graders receive Regents Prep classes.	Small Group	Saturdays from 9:00am -12:00pm
Mathematics	- Small group instruction during the day for all students.	10 Students	37.5 after school tutorial Monday - Thursday
	- SETSS/AIS provider utilizes small group instruction .	8:1	During the school day – 1 period per day.
	- At Risk 9 th graders receive non regents instruction in Math.	10 Students	37.5 after school tutorial Monday - Thursday
	- At Risk 10 th -12 th graders receive Instruction in content area electives.	10 Students	37.5 after school tutorial Monday - Thursday

	<ul style="list-style-type: none"> - Students not on track to graduate use the Plato Software program for credit Recovery Classes. 	Small Group	<p>per day.</p> <p>During the school day – 4 periods per day.</p>
Science	<ul style="list-style-type: none"> - Small group instruction during the day for all students. - SETSS/AIS provider utilizes small group instruction . - At Risk 9th graders receive non regents instruction in Science. - At Risk 10th -12th graders receive Instruction in content area electives. - <u>Speech</u> – Identified students receive speech and language to help with his/her articulation and language skills. - AT Risk 9th-12th graders receive Regents Prep classes. - AT Risk 7th and 8th graders receive AVID college tutor services 	<p>10 Students</p> <p>8:1</p> <p>10 Students</p> <p>10 Students</p> <p>8:1</p> <p>Small Group</p> <p>Small Group</p>	<p>37.5 after school tutorial Monday - Thursday</p> <p>During the school day – 1 period per day.</p> <p>37.5 after school tutorial Monday - Thursday</p> <p>37.5 after school tutorial Monday - Thursday</p> <p>During the school day – 1 period per day.</p> <p>Saturdays from 9:00am -12:00pm</p> <p>During the school day – once a week tutors and twice a week BC teachers pull-out</p>
Social Studies	<ul style="list-style-type: none"> - Small group instruction during the day for all students. - SETSS/AIS provider utilizes small group instruction . - At Risk 9th graders receive non regents instruction in Social Studies. - At Risk 10th -12th graders receive Instruction in content area electives. - <u>Speech</u> – Identified students receive 	<p>10 Students</p> <p>8:1</p> <p>10 Students</p> <p>10 Students</p>	<p>37.5 after school tutorial Monday - Thursday</p> <p>During the school day – 1 period per day.</p> <p>37.5 after school tutorial Monday - Thursday</p> <p>37.5 after school tutorial Monday - Thursday</p>

	<p>speech and language to help with his/her articulation and language skills.</p> <ul style="list-style-type: none"> - AT Risk 9th-12th graders receive Regents Prep classes in Us History & Global Studies. - AT Risk 7th and 8th graders receive AVID college tutor services once a week 	<p>8:1</p> <p>Small Group</p> <p>Small Group</p>	<p>During the school day – 1 period per day.</p> <p>Saturdays from 9:00am -12:00pm</p> <p>During the school day – once a week</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Push-In Social/Non-Instructional Support i.e. Sexual Harassment, Bullying, HIV/AIDS, etc.	Group and individual counseling	Once a week

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The following strategies and activities are used to recruitment, retain, assign and support Highly Qualified Teachers to ensure that current staff remain highly qualified

- On-going professional development with CFN 611 and outside vendors.
- Teacher vertical team meetings, common preps, and study groups that focus on providing teaching, learning, and assessment in the classroom that promotes student growth in knowledge of the discipline and students ability to analyze, synthesize, and critically evaluate the content under study.
- Weekly grade level meetings focused on common core learning standards, citywide expectations ,best practices, in-house training, and data driven instruction
- On-going professional development workshops that support teachers in building the capacity necessary to achieve this goal. Educational Consultants and PD 360 Specialist assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.
- Administrative frequent short cycle and formal observations ensure that:
 - Academic rigor is evident in curriculum mapping documents, lesson plans, teacher practices, teacher delivery of lessons.
 - Teacher questioning techniques encompass higher order thinking questions and on-going assessment of student learning.
 - Students are engaged and that differentiation of instruction is evident based on lesson plans, grouping, assignments, etc.
 - Teachers are using data to drive instruction.
- Administrative feedback to teachers at post-observation conferences.
- Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Roberto Hernandez	District 23	Borough Brooklyn	School Number 493
School Name Brooklyn Collegiate HS			

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

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

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

D. School Demographics

Total number of students in school	583	Total Number of ELLs	10	ELLs as share of total student population (%)	1.72%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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
TOTAL	0													

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	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
TOTAL	0	0	0	0	0	0	2	2	1	0	3	2	0	10

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 will 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 relia 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 students will either be tested to ascertain what services they require, or all teachers will follow their existing IEP. Moreover, we will provide Special Education PD for our ESL teacher.

Intervention Programs for ELLs (AIS):

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

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language 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)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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.

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

In an effort to promote L1 literacy, students are encouraged to read books provided for them in their native language. Students are provided with word-word translation dictionaries and they are offered the translated test. Based on student preferences they feel more comfortable doing academic work in English rather than their native language. Resources such as dictionaries, pictures, and cognates are used to provide assistance. Test translations are made available when applicable, however students rarely choose to use the translated editions. Students are encouraged to read, write, speak, and listen in their native language. The school provides access to books in some students’ native languages. During ESL class, students are encouraged to work on projects that involve reading and speaking in the native language to keep up their literacy.

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

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 (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 I 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)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

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

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

Currently we do not have any new ELL students therefore in addition to the NYSELAT test we use the MacGraw-Hill -ITT periodic assessment to monitor ESL student progress in literacy and math. The results of the periodic assessment are used to create Inquiry Teams, to provide one-on-one tutoring, supplemental resources and to drive instruction. All test are taken in English.

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

Spring 2011 NYSESLAT test results reveal that in reading and writing one student (20%) scored in the beginning, one student (20%) scored intermediate and three students (60%) scored at the advanced. Additional instruction in reading and writing will be provided for these students. Listening and speaking; one student (20%) scored intermediate; two students (40%) scored advance; and 2 (40%) students scored proficient. Students scoring below proficeint will receive additional support through the use of online learning program Achieve 3000.

The patterns across the four modalities will affect instructional decisions by placing more emphasis on reading and writing during ESL instruction. The patterns across proficiency levels and grades indicate that there are students, they will receive material to challenge their thinking.

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

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

Overall there were four ELL students on the High School level that took 4 Regents (see breakdown below). Ell students passed one out of the 4 exams that were taken. Analysis of the data shows that additional remediation and resources need to be provided for some ELL students in all areas as it relates to the NYS Regents exams. The ESL teacher in collaboration with the content area department have been working together to better service ELL students in the content area of instruction classes.

The success of theprogrsm is evident in the fact that After ESL students entered Brooklyn Collegiate they consistently moved up at least one proficiency level on the NYSESLAT test.The trend has been that each year at least two students pass out of ESL. We will look into what has changed to affect this trend.

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

School Name: _____		School DBN: _____	
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.