



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BROOKLYN COLLEGIATE, A COLLEGE BOARD SCHOOL

DBN (i.e. 01M001): 23K493

Principal: AMOTE SIAS

Principal Email: ASIAS@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: ROBERTO HERNANDEZ

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Amote Sias	*Principal or Designee	
Paul Frederic	*UFT Chapter Leader or Designee	
Latonia Tripp	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tya Smith Hadiya Black	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Anthony Nocerino	Member/ Teacher	
Hayden Waithe	Member/ Teacher	
Dolores Lowe	Member/ Parent	
Samantha Benton	Member/ Parent	
Craig McKencie	Member/ Parent	
	Member/	
	Member/ t	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 23K493

School Configuration (2013-14)					
Grade Configuration	08,09,10,11,12	Total Enrollment	387	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	31	# SETSS	8	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2013-14)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	74.0%	% Attendance Rate			88.1%
% Free Lunch	78.3%	% Reduced Lunch			7.8%
% Limited English Proficient	2.5%	% Students with Disabilities			15.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.3%	% Black or African American			86.5%
% Hispanic or Latino	9.1%	% Asian or Native Hawaiian/Pacific Islander			2.3%
% White	0.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	3.6%	% Teaching Out of Certification			3.6%
% Teaching with Fewer Than 3 Years of Experience	17.9%	Average Teacher Absences			5.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.6%	Mathematics Performance at levels 3 & 4			8.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			37.7%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	83.6%	Mathematics Performance at levels 3 & 4			47.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			55.1%
6 Year Graduation Rate	78.3%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

Tenet 2.5 Use of data and teacher mid-management effectiveness:

- During the 2012-2013 school year the Administrative team used the Danielson Framework rubric to conduct monthly short cycles of classroom observation and to provide feedback for all teachers that articulated clear expectations for teacher instructional practice in three identified competencies. PD was given to teachers on the Danielson Framework Rubric. The impact of professional development on changes in teacher instructional practices in identified competencies were observed and documented in formal and short cycles of classroom observations.

Tenet 3.3 Units and lesson plans:

- During the 2012- 2013 students experienced eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science to meet the citywide expectations (CIE) that included at least 2 tasks aligned to the Common Core Learning Standards (CCLS). A review of Student work and hall bulletin boards showed evidence of student engagement in at least two tasks in the four core academic areas (Math ELA, Social Studies, Science). The Principal and Assistant Principals reviewed teacher lesson plans to ensure that lessons engage students in the required CIE tasks aligned with strategically selected CCLS. Progress shown by teachers in the delivery of instruction was evaluated using short cycle and formal observation.
- During the 2012-2013 school year teachers were given professional development PD including in study groups, workshops, outside vendor facilitated PD, in-house lead teachers, and CFN 611 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 (software program).
- Teachers and Administrators engaged in inquiry and collaborative planning conducted study sessions and grade level 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.

Tenet 4.3 Comprehensive plans for teaching:

- During the 2012-2013 school year at least 50% of all teachers increased their use of technology to provide students with multiple access points and ways of demonstrating understanding. Students were engaged in rigorous learning as evident by short cycle and formal observations, student research projects, lesson plans that incorporate technology, and reports generated by various software programs i.e. PD 360, BoardWorks, Plato, Math Solutions, ARIS, Acuity, Jupiter Grades, etc.
- Title I Priority/Focus funding was used to purchase the following software programs which were used to facilitate school improvement, teacher effectiveness, and student achievement and improved learning outcomes:
 - Math Solutions
 - Read and Succeed Program
 - BoardWorks
 - Plato
 - PD 360; Learning Frameworks: Observation 360

Tenet 5.3 Vision for social and emotional developmental health:

- During the 2012-2013 school year activities were implemented to articulate and promote a safe and healthy learning environment for students and staff:
 - Monthly school assemblies were held by grade and/or school wide facilitated by Guidance, outside vendors, and the Dean to address such topics as Bullying, Conflict Resolution, Human Rights, Respect for All, and the Chancellor's

Discipline Code.

- Signs were posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Anti-Bias Respect for All, and the Chancellor's Discipline Code.
- In collaborate with the Sports and Arts Foundation (CBO) clubs and activities were created that gave students the opportunity to participate in the performing arts, career readiness activities, development of positive social skills, activities that promote team work, and that promote making wise choices.
- To provide support and supervision for the Guidance Department, Dean, and Parent Coordinator an F-Status Assistant Principal was hired to:
 - Identify referral organizations and contacts for social services and mental health that the school can partner with to refer students, parents, and families.
 - Assist the Parent Coordinator in indentifying and setting-up parent workshops on ARIS, curriculum/graduation requirements, parenting skills, etc.
 - Assist the Dean department in administering the discipline code, peer mediation and conflict resolution.
- To plan and implement a comprehensive health program to ensure that all students meet the State Standards in Health Education a health course was added to the curriculum.

Describe the areas for improvement in your school's 12-13 SCEP.

2012-2013 Developmental 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.

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.

2010-2011 Quality Review Report, Page 4:

The school has a respectful and nurturing environment in which students are engaged in learning and highly appreciative of the strong support they receive leading to their personal and academic development and growth.

2010-2011 Quality Review Report, Page 4:

The school regularly informs parents of their child's progress and provides them and their children with on-line and in-school resources to support them in understanding and in helping their child achieve at high levels. Communication with parents occurs via email, phone calls, an on-line grading system, and through parent teacher conferences. Parents report that the on-line grading system, which students are regularly required to log into, makes students accountable for their learning and greatly aids parents and students in understanding their progress.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

Even though we emphasized the creation of curriculum maps and units of studies, we fell short on being consistent in addressing the needs of some of subgroups and key curriculum standards through all subject areas. This lack of curricular focus on key standards and lack of vertical alignment prevents students from acquiring the foundational knowledge and skills necessary to master grade level standards.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

The school has partnered with a variety of organizations that provide academic and socio-emotional experiences necessary to succeed in college and careers such as College Now, Avid, and the Sports and Arts Foundation. The school program was revised in order to incorporate targeted support for students, one AP course offering and professional development for teachers. The school has expanded its use of a blended learning approach to credit recovery by adopting Plato and EDU2020. A full time teacher monitors students' progress and the overall success of the program. Students who struggle academically and read below

grade level are programmed to receive daily academic intervention services during period 6 or period 7 and are given the opportunity to attend after school clubs. As a result, more students are able to recover credits moving them closer to graduation and more students take advantage of an advanced placement course.(a, c).

School leaders conduct short cycles of observations and provide written feedback using a checklist that incorporates some elements of the Danielson Framework for Teaching.

Focused walkthroughs based on selected components from the Danielson Framework for Teaching are conducted in order to measure how effective practices take hold across the school

The assistant principal supports teacher development by designing and implementing professional development in the area of discussion and writing techniques, as well as task alignment to the Common Core Learning Standards. As a result, teachers' lesson plans and questioning and discussion techniques are beginning to reflect some of the expectations delineated in Danielson's Framework for Teaching

Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X	No
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If all the goals were not accomplished, provide an explanation.

The accomplishment of many of these goals was not limited to the 2012-2013 school year. The timeline to reach many of these goals are the end of this school year, June 2014.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The 2013-2014 school year will be a very challenging year with the introduction and implementation of the Advance system, the new evaluation tool for teachers. In addition, it is also the first year of the full implementation of the Common-Core aligned curricula in integrated algebra, English Language Arts, and other subjects.

List the 13-14 student academic achievement targets for the identified sub-groups.

Our targets for all sub groups will focus on improving literacy via the acquisition of vocabulary and enhance reading comprehension in both fiction and nonfiction literature.

Describe how the school leader(s) will communicate with school staff and the community.

At Brooklyn Collegiate, there are many opportunities for dialogue between the principal, the administrative team and the other members of the school community. As mentioned previously, department chairs served as liaison between the other teachers and the administrative team. In addition, there exists at the school a collegial atmosphere whereas any member of the school community can talk and share anything with the principal.

Describe your theory of action at the core of your school's SCEP.

Teacher teams meet twice a month and vertical teams meet once a month. Teams examine general student progress for each marking period using report cards and scholarship reports

Teachers design their own summative and formative assessments that mimic the Regents exams to include multiple choice questions, Document based questions in social studies and critical lens essays in English language arts. The results of these summative assessments are used to identify academic areas of deficiency and to schedule students for credit recovery, Academic Intervention Services and tutoring sessions

Describe the strategy for executing your theory of action in your school's SCEP.

New common core aligned books have been ordered to ensure that teachers have the tools necessary to address the needs of the students and prepare for the next grade and beyond.

- In our quest to continually monitor and revise our initiative, we will change the monthly vertical team meetings to grade meetings where teachers will have opportunities to discuss students within one grade and strategies to use with this particular group of students that all of them share.

We are working on a multi-year PD plan that will result in improved teacher performance and quality of instruction in every classroom. The goal is to ultimately improve the quality of work produced by our students in every classroom and at every grade.

List the key elements and other unique characteristics of your school's SCEP.

Professional development at the school level for teachers, PM school, AVID, College Now, Blended programs are some of the initiatives that exist at the school to cater to the needs of both adults and students.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- We are working on creating coherence between the instruction at the classroom level to the teachers' capacity and link these actions to the improvement efforts.
- We have reached out to the our network for guidance and help in achieving the goals on the SCEP.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
School leaders conduct short cycle observations and provide feedback using a checklist that incorporates some elements of the Danielson Framework for Teaching. A spreadsheet is used to capture the frequency of observations with dates and the name of the supervisor who conducted the observation. However the frequency of observations varies considerably from teacher to teacher as a result efforts to enhance teacher practice through ongoing monitoring and consistent feedback are diminished. Feedback provided to teachers is often general and limited asking them to address the items where they received a score of under developed or developing. As a result expectations for teacher practice are not clearly conveyed, minimizing the pedagogical value of short observations as a tool to enhance teacher practice.							
Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	2	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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		2.3 Systems and structures for school development
x	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014 the Administrative team will use the Danielson Framework for Teaching rubric to conduct at least 3 informal classroom observations and 1 formal observation or six informal observations for each teacher. Observations will provide teacher feedback that articulates clear expectations for teacher instructional practice in the twenty-two identified competencies and supports teacher development and professional growth. This will be measured by the documentation of the completed observations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
Strategy – All teachers will be observed using the Danielson Framework for Teaching rubric to provide teacher feedback
<ol style="list-style-type: none"> 1. Activity – A minimum of 3 informal and 1 formal classroom observations per teacher to observe instructional practices across competencies i.e. 22 competencies of the Danielson rubric (SOP 2.5) 2. Activity – Administration will develop a monthly observation schedule for all teachers that is reflective of ongoing monitoring and consistent feedback. (SOP 2.5) 3. Activity – Administration will revise method of providing teachers with feedback so that the method articulates clear expectations and addresses all areas of development to enhance teacher instructional practice. (SOP 2.5) 4. Activity – Teachers will continue to receive professional development on the Danielson Framework for Teaching Rubric; in addition PD 360 Professional Development Video Library (software program); Learning Framework 360 Instructional Strategies And Techniques training will be used to supplement Danielson PD training. (SOP 2.5)
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, Assistant Principal 2. Principal and Assistant Principal 3. Principal and Assistant Principal 4. Teachers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. will be completed by administration for each teacher. Observed and documented changes in teacher instructional practices in identified competencies will be noted and next steps identified. 2. By November 2013 a new Teacher Observation Schedule will be generated that is consistent from teacher to teacher and shows ongoing monitoring. 3. Teacher feedback documentation generated by administration will articulate clear expectations and address all areas of instruction. 4. Professional development agendas and sign-in sheets will be documented for Danielson Framework for Teaching training.

4. Timeline for implementation and completion including start and end dates

1. October 2013 – June 2014 timeframe all teachers will be observed both formally (1) and informally (6) and participate in mid-year and end-of year self-reflections and assessments.
2. November 2013
3. November 2013
4. September 2013 – November 2013: Danielson Framework for Teaching Rubric
December 2013 - Danielson Competencies;
December 2013 - Short Cycle Observations
December 2013 – January 2014 - Learning Framework 360

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 3 or 6 short cycle and 1 formal observation per teacher using the Danielson Framework for Teaching rubric.
2. Monthly observation schedule for all teachers that is reflective of ongoing monitoring.
3. Observation Feedback document that articulates clear expectations and address all competencies.
4. October 2013 – January 2013 monthly professional development on Danielson Framework for Teaching using job id RDNV

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Curriculum maps and units do not address the learning needs of a variety of learners and emphasize key standards. The standards that are emphasized vary from grade to grade. This prevents students from acquiring the foundational knowledge and skills necessary to master grade level standards (1.1) (U rating)

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	I
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

X	3.2 Enact curriculum	x	3.3 Units and lesson plans
X	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014 revise existing curriculum maps for Math, English, Social Studies and Science and the associated units of study and academic tasks to reflect alignment to key standards so that all students experience rigorous academics and are able to think critically and are able to demonstrate their knowledge as evident by student work.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Activity** - Provide teachers and Para's with additional professional development (PD) to develop teachers' capacity to align instructional tasks to CCLS to elevate the existing level of rigor and teacher ability to develop questions and instructional activities that help students develop higher order thinking skills. (SOP 3.2) Topics for PD will include but not be limited to the following:
 - Curriculum Mapping
 - Teacher Effectiveness
 - Citywide Instructional Expectations
 - Common Core Learning Standards
 - Analyzing Student Work
 - Using Formative and Summative Assessments to identify student needs
2. **Activity** - Provide professional development opportunities during and after school for teachers to collaborate and plan revisions of curriculum maps, units of study, and academic tasks using student work to cognitively engage a diversity of learners: (SOP3.3)
3. **Activity** - Purchase of student textbooks, class sets of novels, and teacher resources in Math, Social Studies, and English to facilitate revisions to curriculum.
4. **Activity** – June 5, 2014 Professional Development day conference at Edith Macy Conference Center for teaching staff to plan for 2014-2015 school year, team build, and to reflect on accomplishment of 2013-2014 goals and review student achievement based on Regents, NYS ELA/Math Tests, SAT online program, etc..

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Teachers
2. Principal, Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Progress shown by teachers in the implementation of PD strategies and techniques to align instructional tasks to CCLS that elevate the existing level of rigor and that provide questioning techniques and instructional activities that help students develop higher order thinking skills.
 - Agendas, sign-in sheets, and minutes from teacher team meetings and PD sessions
 - Student work and hall bulletin boards that show evidence of student engagement in rigorous activities and task
 - Administrative monitoring of teacher capacity through formal and informal observations.
2. Agendas, sign-in sheets, and minutes from teacher team meetings, grade meetings, inquiry team meetings, vertical team meetings and staff conferences. Revised curriculum maps, units of study, and academic tasks produced from teacher collaboration during these meetings.
3. Student success in understanding and completing academic units of study and academic tasks as evident by student work, test results, and classroom rigor.

D. Timeline for implementation and completion including start and end dates

1. October 2013 – June 2014
2. October 2013 – June 2014
3. October 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. PD will be scheduled for teachers including but not limited to study groups, workshops, outside vendors, in-house lead teachers, and CFN 611 workshops on:
 - Common Core Learning Standards
 - Citywide Instructional Expectations
 - Questioning Strategies and Techniques
 - Analyzing Student Work To Inform Instruction
 - Aligning Curriculum Maps, Units of Study, and Academic Tasks to CCLS
 - Writing Across the Curriculum
 - Project based learning;

Outside vendors providing professional development will be paid using job id R3P6.

Teachers will be paid per session using job id GNNHW.

Supervisors will be paid per session using job id GNNHZ.

Para professionals will be paid per session using job id GNRPI.

June 5th Conference will be paid for using job id R3P6

2. Teachers and Administrators will conduct in-house study sessions, teacher team meetings, and grade level meetings to review student work against CCLS to identify gaps in instruction and revise curriculum, units of study, and instructional tasks teaching practices and instructional planning, to assess student needs, and to identify strategies/techniques to increase instructional rigor for all students. Weekly/Monthly teacher team meetings:
 - Grade Team Meeting – Weekly
 - Teacher Team Meeting - Weekly
 - Vertical Team Meeting - Bi-Monthly
 - Staff Meeting - Bi-Monthly

3. Purchase of common core aligned textbooks in Math, Health, Civic and Economic, and US History, and class sets of novels (3 per grade) for English using job id R3OK and RE1T.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	A	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

While teams are analyzing the results of summative assessments and teachers incorporate general strategies to address areas of challenge, teachers are not yet using the data to reflect on how their practice impacts student achievement or to identify and uniformly implement specific instructional adjustments to address the needs of students.. (4.2) (D rating)

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014 provide teachers and paraprofessionals with a minimum of 5 professional development opportunities and schedule weekly meetings to strengthen teacher teams’ ability to critically analyze student data and identify instructional adjustments in teacher practice and this will be evident by teacher inquiry work.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Activity** - Provide teachers and paraprofessionals with a minimum of 5 professional development (PD) opportunities to develop teachers' capacity to analyze student data and identify needed instructional adjustments in teacher practice. PD will be provided during study groups, workshops, outside vendor workshops, in-house lead teachers, and CFN 611 workshops. (SOP 4.5)
 2. **Activity** - Provide Teacher Teams with weekly scheduled collaboration and planning time to analyze student data and document needed instructional adjustments in teacher practice. (SOP 4.5)
 3. **Activity** – Teacher Teams will develop uniform method to provide feedback school-wide regarding the results of student data analysis, and instructional adjustments in teacher practices.(SOP 4.5)
 4. **Activity** – Administration will monitor teacher implementation of instructional adjustments in teacher practice through formal and informal observations and meeting agenda's and minutes. (SOP 2.5)
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, Assistant Principal, CFN 611, Outside Vendors
 2. Principal, Assistant Principal, Teachers
 3. Teachers
 4. Principal, Assistant Principal
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Agendas, sign-in sheets from professional development sessions.
 2. Common Prep schedule, Sign-in sheets and agendas from after-before school teacher meetings and scheduled PD sessions. Documented instructional adjustments in teacher practice based on analysis of student data.
 3. Documented distribution of teacher team findings school-wide.
 4. Formal and informal observations
- D. Timeline for implementation and completion including start and end dates**
1. December 2013 – June 2014
 2. December 2013 - June 2014
 3. December 2013 – June 2014
 4. December 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. PD will be scheduled for teachers including but not limited to study groups, workshops, outside vendors, in-house lead teachers, and CFN 611 workshops.
 2. Teacher team meetings will be scheduled once a week for each grade and during and after school for professional development on a monthly basis
 3. PD and collaboration time for planning during common preps and scheduled after school sessions.
 4. Formal and Informal Observation schedule for teachers.
 5. Teachers will be paid per session using job id GNNHU.
 6. Supervisors will be paid per session using job id GNNHV.
 7. Para professionals will be paid per session using job id GNRPI.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

The school has partnered with a variety of organizations that provide academic and socio-emotional experiences necessary to succeed in college and careers such as College Now, AVID, and the Sports and Arts Foundation (1.3) (P rating)

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	2	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, a peer mediation program will be implemented to promote a safe and healthy learning environment by reducing incidents that involve physical altercations by 5%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Activity** – Hire an outside vendor (Positive Conflict Management) to train twelve students and one staff member on implementing and managing a “Peer Mediation” program at the school. (SOP 5.3)
- Activity** - To involve students in creating a safe and healthy learning environment the Guidance Department will establish the following activities (SOP 5.3):
 - 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 Bullying, Conflict Resolution, Human Rights, Respect for All, and the Chancellor’s Discipline Code.
 - 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.
 - Using the on-line “Survey Monkey” program a student survey will be conducted during the February/March, 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.
- Activity** - To motivate students to comply with rules and regulations, and to promote a safe and healthy school environment an incentive/reward program will be established in which students receive citizenship certificates and awards/prizes for perfect attendance during the school-wide assemblies.(SOP 5.3)
- Activity** - Hire an outside vendor to provide MS students with a “Sign Language” class to give them exposure and instruction in a language other than English for college and career readiness.

B. Key personnel and other resources used to implement each strategy/activity

- Outside Vendor, 12 Students, SAPIS Worker
- Guidance, Dean
- Guidance, Dean
- Outside Vendor for 8th grade students.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Reduction in suspensions and OORS incidents
- Student responses on the January/February, 2014 student survey and the 2013-2014 DOE School Environment Survey
- Student responses on the January/February, 2014 student survey and the 2013-2014 DOE School Environment Survey
- Student presentations using sign language during assemblies and end of term presentation.

D. Timeline for implementation and completion including start and end dates
1. December 2013-June 2014
2. February 2014 – June 2014
3. Quarterly December 2013 –June 2014
4. February 2014 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Hire an outside vendor (Positive Conflict Management to provide peer mediation training for 12 students and 2 staff members.
2. Conduct Monthly student assemblies and post signage throughout the building on Bullying, Respect For All, and Conflict Resolution
3. Quarterly perfect attendance assemblies.
4. Guidance counselors will be paid per session using job id GNRBJ.
5. Teachers will be paid using job id GNNHW.
6. Purchase of student Incentives using job id R3OO.
7. Outside vendor will facilitate peer mediation training and will be paid using job id R3P6.
8. Outside vendor will facilitate sign language class and will be paid using job id RDNV.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
The school regularly informs parents of their child's progress and provides them and their children with on-line and in-school resources to support them in understanding and in helping their child achieve at high levels. Communication with parents occurs via email, phone calls, an on-line grading system, and through parent teacher conferences. Parents report that the on-line grading system, which students are regularly required to log into, makes students accountable for their learning and greatly aids parents and students in understanding their progress										
Review Type:	Quality Review	Year:	2011-2012	Page Number:	4	HEDI Rating:	E			

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.										
	6.2 Welcoming environment				6.3 Reciprocal communication					
X	6.4 Partnerships and responsibilities			X	6.5 Use of data and families					

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
1. By June, 2014 increase communication with parents from the school by 5% through workshops, Skedula, school website, and the phone master on-line programs, to assist parents in understanding how to help their child to meet graduation requirements as measured by the frequency of communication.									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and

E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. **Activity** - Provide parents with information regarding graduation requirements the administration, teachers, guidance, and the parent coordinator will continue to implement the following measures (SOP 6.3):
 - Parent Coordinator/Guidance Department facilitated workshops on graduation topic such as DOE graduation requirements, career and college readiness, credit recovery, and tutoring resources,
 - Annual 9th grade orientation meeting with parents and students facilitated by the Guidance Department, teachers, and administration
 - Teacher maintained Skedula software program which allow parents and students to check current grades and homework online at anytime; 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.
 - SAT Prep online program for 11th/12th graders to prepare for the SAT test.
 - 12th Grade Student Academic Status Meeting (at the beginning of each term) facilitated by the Guidance Department
 - Senior Parent Meeting (at the beginning of each term) facilitated by the Guidance Department
 - Parent Notification Letter – Outstanding Requirements for Graduation (at the beginning of each term) sent by the Guidance Department
 - Parent Notification Letter – Graduation 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
 - Meetings with parents by Guidance and teachers during Parent Teacher Conferences.

2. **Activity** - On a weekly basis peer tutors and college tutor from the AVID program which promotes a concept of success and college readiness, will be provide tutoring across the content area of instruction for individual students to help increase credit accumulation and Regents exam passing rate.(SOP 6.3)

3. **Activity** - 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 and student incentives such as (SOP 6.5):
 - Regents Prep classes held during the AIS period everyday
 - Plato on-line credit recovery program
 - Saturday Science Department make-up labs
 - Saturday Scholar Academy for on/above grade level student enrichment
 - College Tours
 - Assemblies for all grades/subjects in which “Student of the Month” and “Most Improved Students” given certificates and acknowledged publically.
 - College Summit Program
 - Senior Parent Meeting
 - Trips

Activity - Hire outside vendors to provide students with social, emotional, and academic support services that will help students improve their academic achievement and social development. Vendors will provide counseling services, mentoring, community outreach volunteer services, information and medical referrals, credit recovery, all help to promote self- esteem, standards, self-awareness, challenges, and stability for both students and families. Outside vendors will be Gang Diversion, Counseling In Schools, Mentoring Matters, SASF, and AIM.

B. Key personnel and other resources used to implement each strategy/activity

1. Guidance Counselor, Parent Coordinator
2. AVID Advisor, AVID College Tutors, Peer Tutors
3. Guidance Counselor, SAPIS Worker, Attendance Coordinator, Teachers, Parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent feedback on the yearly Learning Environment School Survey and the 2013-2014 graduation percentage as reported in the School Report Card and ARIS.

2. The progress students that are *not on track* to graduate make in the accumulation of additional credits toward graduation will determine the effectiveness, and impact of the tutoring initiative.
 3. The accumulation of additional credits toward graduation for those students that are *not on track* to graduate
- D. Timeline for implementation and completion including start and end dates**
1. October 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Parent workshops facilitated by Guidance and outside vendors (EPIC) will be held quarterly using job id R3PF .
 2. Purchase of AVID membership, and student stipend for peer tutors and college tutors using job id R3OO.
 3. Purchase of student incentives i.e. trips, awards, certificates, etc using job id R3OO.
 4. Purchase of Skedula, Plato, College Summit software programs using job id R3OW.
 5. Purchase of (4) Student Incentives: Assemblies (Bureau of Lectures) and trips using job id R74Y.
 6. Purchase of SAT Prep Online software program using job id R3OW.
 7. Guidance Counselor per session for college tours, regents prep, Saturday Academy, and parent meetings using job GNRBJ
 8. Teacher Per Session for Regents prep classes, Saturday Academy, and make-up science labs using job id GNNHU.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	X	PF College & Career Readiness	PF Common Core
	PF Inquiry Teams		PF NYS Standards and Assessments	X PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>Small group instruction during the day for all students.</p> <ul style="list-style-type: none"> - SETSS/AIS provider utilizes small group instruction . - At Risk 9th graders receive non regents instruction in ELA - 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. 	<p>10 Students</p> <p>8:1</p> <p>10 Students</p> <p>10 Students 8:1</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>
Mathematics	<p>Small group instruction during the day for all students.</p>	<p>10 Students</p>	<p>37.5 after school tutorial Monday – Thursday</p>

	<ul style="list-style-type: none"> - SETSS/AIS provider utilizes small group instruction . - At Risk 9th graders receive non regents instruction in Math. <p>At Risk 10th -12th graders receive Instruction in content area electives.</p> <ul style="list-style-type: none"> - Students not on track to graduate use the Plato Software program for credit Recovery Classes. 	<p>8:1</p> <p>10 Students</p> <p>Small Group</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 – 4 periods per day.</p>
<p>Science</p>	<p>Small group instruction during the day for all students.</p> <ul style="list-style-type: none"> - 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>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	<p>Small group instruction during the day for all students.</p> <ul style="list-style-type: none"> - 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 speech and language to help with his/her articulation and language skills. - 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>10 Students</p> <p>8:1</p> <p>10 Students</p> <p>10 Students</p> <p>8:1</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>During the school day – once a week</p>
At-risk services (e.g. provided by the Guidance Counselor, School)	Guidance Counselor Push-In Social/Non-Instructional Support i.e.	Group and individual counseling	Once a week

Psychologist, Social Worker, etc.)	Sexual Harassment, Bullying, HIV/AIDS, etc.		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

- 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, Danielson Framework for Teaching, and data driven instruction
- 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- On-going professional development with CFN 611 and outside vendors.
- On-going professional development workshops that support teachers in building the capacity necessary to make instructional adjustments to their practices.. Educational Consultants and assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.
- A school-wide professional development plan that focus on improving classroom environment, teacher effectiveness, use of data, planning instruction, student achievement, and transparent assessment of students.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Through "conceptual Consolidation of funds we are using all of the funding resources available to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. Programs included in our consolidation are:

- AVID Tutor Program provides extra help for "at risk" students and enrichment for AP students. College Tutors and Peer Tutors are paid a stipend (5,000.00)
- Purchase of new common core aligned Math, Health, and US History textbooks have been ordered to ensure that teachers have the tools necessary to address the needs of the students and prepare for the next grade and beyond. Math, Health, and US History textbooks. (25,000.00 Title I Priority Focus, 23,000.00 – NYSTL, 17,000.00

Title I SWP

- Purchase of supplemental educational software programs to prepare students to graduate high school on time, enter college or career training and succeed. Provide Extended Time opportunities for students to deepen understanding, make-up work, and participate in credit recovery program. Extended Time program, AIS Credit Recovery. Title I Priority Focus – 3,000.00, PLATO, Datacacion/Skedula, iLEARN Teen Biz – 30,000.00. Title I SWP College Summit Program – 13,000.00.
- Professional development workshops given by outside vendors to strengthen teacher instructional practices and strategies.: (Title I Priority Focus, 13,631.00)
 - Danielson Framework for Teaching
 - Common Core Learning
 - StandardsEducation Consultants
- Teachers (20) and Administrators (1) will conduct in-house study sessions, teacher team meetings, and grade level meetings to review student work against CCLS to identify gaps in instruction and revise curriculum, units of study, and instructional tasks teaching practices and instructional planning, to assess student needs, and to identify strategies/techniques to increase instructional rigor for all students. Weekly/Monthly teacher team meetings Title I Priority Focus \$60,000.00
 - Grade Team Meeting – Weekly
 - Teacher Team Meeting - Weekly
 - Vertical Team Meeting - Bi-Monthly
 - Staff Meeting - Bi-Monthly

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Scheduled staff meetings , grade team meetings, vertical team meetings and teacher team meetings will be used by teachers and administration to make decisions, provide professional development, collaborate, develop curriculum, analyze data, and review student work, assessment results, and lesson plans. Specific area's they will address are:

- Coherency in school-wide goals, activities, initiatives,etc..
- How to implement a system of continuous evaluation of instructional goals and practices.
- The school grading rubric and standard assessment measures for each grade/content area of instruction.
- A schedule for professional development including but not limited to data analysis, Danielson, use of school software programs, CCLS, CIE, etc.
- Next steps in implementing measures to ensure that the use of data/assessment will impact teacher effectiveness and student outcomes.
- Identifying supplemental resources and school-wide assessment tools based on student needs.
- Review and revision of lesson plans, curriculum maps, units of study, and academic tasks.
- Review of student Work.
- Identifying the needs of ELL's and SWD's.
- Analysis of student assessment data from various sources including but not limited to periodic assessments, regents prep testing, PLATO reports, PSAT Results,
- Identifying professional development needs
- Assessing the effectiveness of professional development activities.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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 in the grade designated uniform;
- 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;
- wear my grade designated uniform to school
- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 00	Borough Brooklyn	School Number 493
School Name Brooklyn Collegiate		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Amote Sias	Assistant Principal Pastrick Charles
Coach type here	Coach type here
ESL Teacher Joseph B. Abraham sr.	Guidance Counselor Rosmond Samuels
Teacher/Subject Area type here	Parent Latonia Trip
Teacher/Subject Area type here	Parent Coordinator Susan Rambhajan
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Roberto Hernandez	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	395	Total number of ELLs	14	ELLs as share of total student population (%)	3.54%
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Part II: 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														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	14	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	8

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)									2		1			3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)									5	1		1		7
Advanced (A)									1	1	1	2		5
Total	0	0	0	0	0	0	0	0	8	2	2	3	0	15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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	3			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	2			
US History and Government	2			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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. We also look at the previous NYSESLAT scores if there is any. This data gives us insights into the student's ability and potential.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As per the data across proficiency levels most of our students scored at or below their previous level in the speaking section. There was no significant movement in any area from the previous year. Our assessment identified certain reasons why this occurred and steps were taken to increase skills and show greater and significant movement.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

RNMR is not available

4. For each program, answer the following:
 - a. 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?

The patterns across proficiency levels indicate that even though most of our Ells are long term Ells they still have problems with mastery regarding comprehension of informational texts. They all take their test in English. There is a significant problem with vocabulary. Most of our

Ells have been provided dictionaries in their native language. They are also allowed to use translators and dictionaries to assist in comprehension. Test that mirrors the NYSESLAT test are given periodically. Students are encouraged to use their native languages and experiences also.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?
To insure that a child's second language development is considered in instructional decisions teachers are all made when an Elle student is placed on their program. Our school is strong on collaboration and teachers are encourage to use their common planning time to make sure that accomodation are made and used. Teachers use differentiation and access to Esl teacher as needs be. 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 strategies including kinesthetic and tactile responses, web-quests, and group work.

The focus for our students is language acquisition with a focus on grammar and writing. ESL is taught through a project based curriculum. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing. Data from Acuity, regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays which mirror the tasks on the English regents. Students read op-ed articles from the New York Times to build reading and writing skills. Students receive homework nightly and also make oral presentations and write research papers related to topics from the class texts.

Students are also taught through exposure to current events in order to expose them to the culture, history, and life in the US. Classes are heavily novel based. Novels are taught using QTEL strategies. ESL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students.

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

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

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

Plan for ELLs in school 4-6 years:

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

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

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

Plan for ELL Special Needs Students:

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

Intervention Programs for ELLs (AIS):

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

through Friday.

7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The results of the NYSESLAT test is used by the ESL teacher to identify students modality. Based on this test supplementary work is given if needed. Based on results of LAB-R, NYSESLAT test, ITT interim assessments, student conferences, teacher observation and collaboration, SMART goals are established for each student. 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. There is also an intense look and analysis of all reports and formal assessments. Goals are evaluated and in keeping with our ultimate goal finality comes when a student graduates from the program and enters college and is able to cope at this level. Students are therefore encourage to keep in touch and they do.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. 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.

To ensure that Parents understand all three programs choices. In the beginning of the school year, all incoming students and their parents are invited to attend an "ESL Parent Information Orientation", where they are introduced to the Principal, Assistant Principal, ESL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices and given an overview of each program and i 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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. 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.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms, the trend over the past few years, most of the parents have chosen the Freestanding ESL program offered at 23K493. The program model offer at 23K493 is in alignment with parental requests, which is the Freestanding ESL program. esponse to questions 1 - 6

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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.

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)?

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

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

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 foster language development and meet the demands of the Common Core Learning Standards.

Instructional materials for ELL students include ESL grammar books, modified novels, modified readers, multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers, leveled readers, bilingual Regents glossaries, and NYSESLAT prep books. Content area materials include ELL modified lesson plan teacher's aides and modified texts. Novels and oral histories based on the immigrant experience are also used to activate students' prior knowledge. Teachers utilize realia and visuals to reinforce content and vocabulary. Graphic organizers, movie clips, and picture books are used to scaffold lessons for ELLs. Moreover, teachers use a variety of strategies including kinesthetic and tactile responses, web-quests, and group work. The focus for our students is language acquisition with a focus on grammar and writing. ESL is taught through a project based curriculum. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing. Data from Acuity, regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays which mirror the tasks on the English regents. Students read op-ed articles from the New York Times to build reading and writing skills. Students receive homework nightly and also make oral presentations and write research papers related to topics from the class texts. Students are also taught through exposure to current events in order to expose them to the culture, history, and life in the US. Classes are heavily novel based. Novels are taught using QTEL strategies.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
If a student scores below proficiency in his or her Lab R test the student if their native language is Spanish is allowed do the Lab R in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 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. There is also support and accommodations for ELLs up to two years after they have tested out of the program.

7. 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?

To provide differentiated instruction for ELLs the results of the NYSESLAT test is used by the ESL teacher to identify each student's modality. Based on the results the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as the McGraw-Hill ITT periodic assessments, Regents Prep tests, ARIS, and Acuity. There is also on-going collaboration between the ESL teacher and the content area teachers. Although we have no SIFE students currently, we have a plan for the future. In the event a student is determined to be SIFE, the first step would be to test that student in their native language to determine where help is needed. The second step would be to address these needs with the ESL and content instructors and tailor instruction accordingly. Our AIS team is also available to help students acquire the skills they may need for academic success. If further help is needed, we will research if bilingual tutors are a feasible option for after school tutoring. Moreover, we will research the availability of bilingual computer tutorials for these students as a supplement to their education. Lastly, and perhaps most important, is that our entire staff receive professional development on how to further address their needs.

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

There is great emphasis in our PDs about the need for modification that will meet the instructional needs of Ells in lesson plans. Follow up IEP meetings are also encouraged.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

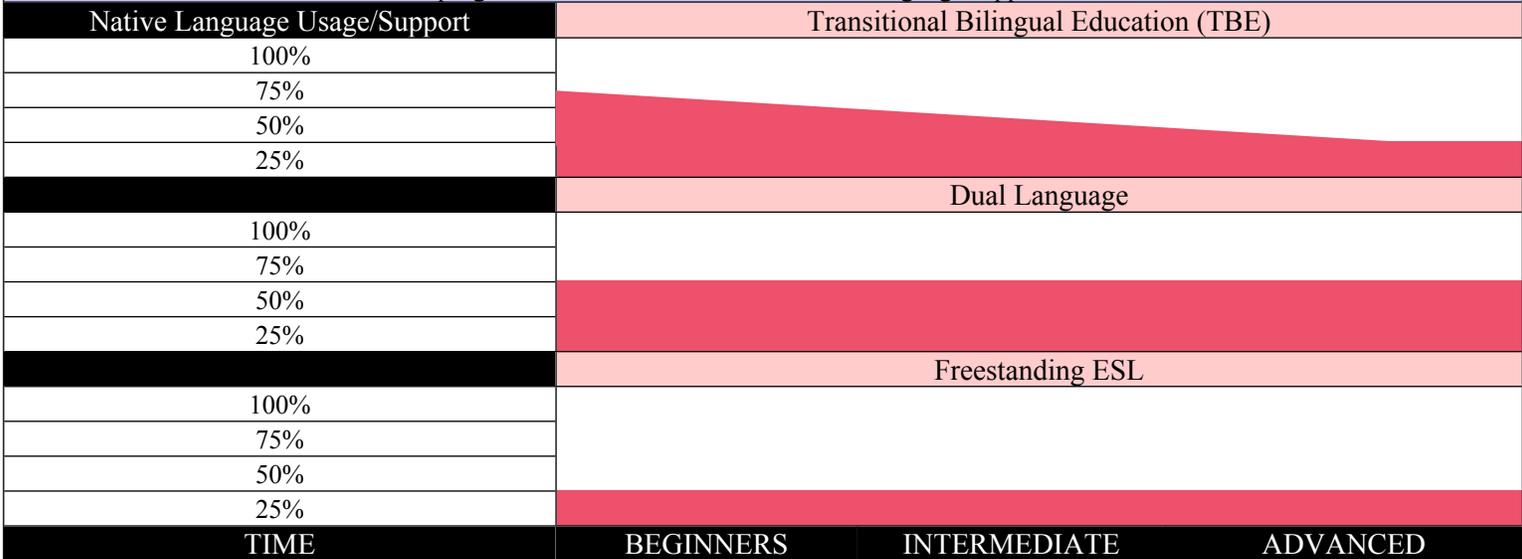
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

9. 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

NA

12. What programs/services for ELLs will be discontinued and why?

NA

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

NA

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here: 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 strategies including kinesthetic and tactile responses, web-quests, and group work.

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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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Students are encouraged to use their background and experiences during critical thinking and writing.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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:

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17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We recognize that students regress during the long summer vacation. Students can attend summer school. They are given Summer Packages to complete and return to teachers. They are also encouraged to read and become members of the public libraries in their area. 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.

18. What language electives are offered to ELLs?

Spanish is offered as an elective in the school and so some of our Spanish speaking students take Spanish as an elective.

19. For schools with dual language programs:

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

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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

E. 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 response to question here:

School Name: Brooklyn Collegiate

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		11/15/13
PATRICK Charles	Assistant Principal		11/15/13
	Parent Coordinator		11/15/13
Joseph B. Abraham sr.	ESL Teacher		11/15/13
Latonia Trip	Parent		11/15/13
	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
Rosmond Samuels	Guidance Counselor		11/15/13
	Network Leader		11/15/15
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

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.

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languages, is posted at the entrance of the school indicating the availability of interpretation services

Part B: Strategies and Activities

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

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

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

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

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

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

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

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