



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BROOKLYN ACADEMY  
**DBN (i.e. 01M001):** 13K553  
**Principal:** CHARON HALL  
**Principal Email:** [CHALL@SCHOOLS.NYC.GOV](mailto:CHALL@SCHOOLS.NYC.GOV)  
**Superintendent:** KAREN WATTS  
**Network Leader:** LISA PILASKI

**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
Charon Hall	*Principal or Designee	
Claudia Normil Novelo	*UFT Chapter Leader or Designee	
Shanyce Frazier	*PA/PTA President or Designated Co-President	
Cheryl Culpepper	DC 37 Representative, if applicable	
Kadeidra Barnes	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Leslie Ann Carr	CBO Representative, if applicable	
Sarah Cage	Member/ Parent	
Valerie Powell	Member/ Parent	
Lana McKenzie	Member/ Parent	
Miari Roberts	Member/ SlT Chairperson	
	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Leadership will provide support to 100% of our teachers through frequent classroom visits, actionable feedback, and professional development aligned to the Danielson's rubric and the Common Core Learning Standards. 75% of our teachers will earn an effective rating on the Danielson Framework.

### Comprehensive Needs Assessment

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

In compliance with the new Teacher Evaluation System and the Citywide Instructional expectations, the focus must be on teacher practice. Prior teacher observations revealed that instruction was very teacher centered. Using the lens of the Danielson Rubric, teachers will focus on more student engagement, student to student discussion, encouragement of critical thinking by students through in depth questioning

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Professional Development for Teachers 3 times per week at 7<sup>th</sup> Period
2. Peer Observations
3. Weekly walkthroughs by administration with immediate feedback to teachers using the lens of the Danielson Rubric
4. Common prep periods for each department

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

1. Weekly Professional Development from Toni Mulraney, education specialist from Creative Educational Services. Ms Mulraney will meet with teachers weekly, including visiting their classrooms. Teachers will get immediate feedback. Ms. Mulraney also facilitates Professional Development every two weeks focusing on the Danielson and the Common Core Learning Standards
2. Teachers will visit each other classrooms assessing their colleagues based on the Danielson Rubric, and the Common Core standards
3. Administrators will do weekly walkthroughs with immediate feedback using the Danielson Rubric
4. Teachers were programmed having common prep periods within their departments to work collectively on improving teacher effectiveness

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

1. Ms. Mulraney will visit each teacher's classroom once per week , giving immediate feedback
2. Teachers will provide a short written evaluation of the colleague they observed
3. Teachers will be evaluated by Administration through Observations and Walkthroughs using the lens of the Danielson Rubric, with immediate verbal feedback followed by a written feedback
4. Teachers will provide minutes of their departmental meeting to administration

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

1. Implementation will be ongoing from September 2013 to June 2014
2. Implementation will be ongoing from September 2013 to June 2014
3. Implementation will be ongoing from September 2013 to June 2014
4. Implementation will be ongoing from September 2013 to June 2014

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

1. Teachers all have a common professional development 7th period in their program
2. Teachers will observe their colleagues during one of their prep periods once per semester
3. Admin will confer weekly to schedule walkthroughs.
4. Each department has a common teacher prep in their program

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

During parent orientation, parents will be provided with information about the Danielson Framework.

### ***Budget and Resource Alignment***

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

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

### **Goal and Action Plan #2**

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

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the percentage of students passing the Algebra 1 Regents exam will increase by 10% from 40% to 50%.

#### ***Comprehensive Needs Assessment***

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

Our students must have a grade of 65 in all their Regents exams to receive their high school diploma. The Integrated Algebra exam continues to be the exam that produces poor results. In June 2014 only 40% of students who took the math regents exam passed with a grade of 65 or better.

#### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Additional 10<sup>th</sup> period class Monday through Thursday for students identified as needing academic intervention. Teachers will work with students who were having Difficulty with class work.
2. Saturday school opened to students from 10am to 1pm to work with their Math Teachers on Regents Review (December –January, May – June)
3. Student/Teacher conferencing every Thursday at 7<sup>th</sup> period for Math students having difficulty with material in class

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

1. Math Teachers
2. Math Teachers
3. Math Teachers

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

1. Weekly student assessment in the form of quizzes and/or tests
2. Midterm Exams
3. Final Exams
4. Integrated Algebra Examination

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

1. September 2013 – June 2014
2. November 2013, April 2014
3. January 2014 , June 2014
4. January 2014, June 2014

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

1. Identified students have been programmed for 10<sup>th</sup> period Monday to Thursday.
2. Math teachers will be paid per session fees from 10am to 1pm to assist student with math regents preparation.
3. Math teachers will use their 7<sup>th</sup> period prep to conference with students on their progress in math class, also assist those who are having difficulty with math material.

#### ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

We will keep parents abreast of how their child is progressing in class, exams, and we will provide information to parents about regents prep classes being offered at our school. We also have a parent orientation workshop for all parents in the beginning of the year to let them know about our expectations on how parents can support their students.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

There will be a 10% increase in students passing their math, science, social studies and English classes by June 2014. Students will learn content across curriculum by engaging with standards – aligned curricula, designed by teachers utilizing tools and protocols provided by Toni Mulraney of Creative Solution Services Educational Consultants

**Comprehensive Needs Assessment**

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

It is necessary to increase student credit accumulation on our progress report

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Professional Development by Toni Mulraney every Monday, with immediate feedback to individual teachers on Domain 1/Teacher Planning, strategies for questioning and discussion in the classroom, rigor in the lesson, common core shifts in the classroom
2. Administrative Observations with immediate feedback to teachers using the lens of Danielson’s Rubric
3. Designated weekday (Wednesday) professional development with Daisy Fontanez of CFN 108, with a focus on using data from student work to drive instruction, and using the indicators of the quality review rubric to improve teachers' instructional core.

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

1. Toni Mulraney and Teachers
2. Administrative Team and Teachers
3. Daisy Fontanez, and Teachers

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

1. Baseline assessments in September 2013 to be compared with:
2. Weekly Assessments
3. Midterms
4. Final Exams
5. Regents Exams In January 2014 and June 2014

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

1. September 2013
2. September 2013 - June 2014
3. November 2013
4. January 2014 and June 2014
5. January 2014 and June 2014

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

1. Teacher have a common prep on Monday 7th Period to meet collaboratively with Ms. Mulraney
2. Admin team sets schedule for observations and meets with teachers within 48 hours during that teacher's prep period.
3. Teachers meet in departments with Ms. Fontanez on Wednesday, and have been provide a common prep in their schedule.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

We will keep parents abreast of how their child is progressing in school. We also send progress reports so the parent s can keep track of how their child is doing in school. We also have a parent orientation workshop for all parents in the beginning of the year to let them know about our expectations on how parents can support their students.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

100% of seniors will engage in workshops for college, careers and post-secondary readiness, provided by CAMBA. These workshops will support individual conferences with seniors and their college advisors. This year we want to increase the college acceptance rate by 10%

**Comprehensive Needs Assessment**

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

10% of seniors applied and wereMany of our students do not have a plan after they graduate. We are attempting to inform them of the many options that are available after college. With the information they should be able to make informed decisions post secondary.!

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. All college workshops are conducted once a week at 7<sup>th</sup> period
2. All students meet with their college/career advisors twice a month
3. A College Fair hosted by CAMBA at Brooklyn Academy in the Fall Semester

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

1. CAMBA college and career advisors
2. CAMBA college and career advisors
3. CAMBA college and career advisors

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

1. The monthly attendance of all workshops
2. The number of college applications submitted for the Fall and Spring semesters
3. The number of applications submitted for technical and trade schools for the Fall and Spring semesters

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

1. September 2013 – June 2014
2. September 2013 - June 2014

3. September 2013 - June 2014

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

1. All students have a captive 7<sup>th</sup> period lunch, allowing them to be available for workshops
2. All students have a captive 7<sup>th</sup> period lunch, allowing them to meet with their advisor
3. Students' schedules were cut by on period in October 2013 to allow them to attend the college fair

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

In our parent orientation workshop we inform parents about college and career readiness and the workshop that will be offered by CAMBA.

**Budget and Resource Alignment**

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

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

xNA

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, parent involvement will increase by 2%

**Comprehensive Needs Assessment**

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

Brooklyn Academy continues to have a small group of dedicated parents who are very active in the PTA and School Leadership Team. Every year we strive to increase our parent participation. Last year we had an average of 5 parents at every PTA meeting

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. All parents will be invited to all activities at Brooklyn
2. PTA and SLT meetings will be held on the same day and follow each other in schedule time
3. Parking will be made available for parents who need that accommodation
4. Light refreshments will be served at monthly meetings.

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

1. Parent Coordinator
2. Parent Coordinator and SLT Chairperson
3. Administration
4. Parent Coordinator and SLT Chairperson

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

1. Parent sign in sheet at Thanksgiving Feast, Multicultural Feast, Parent Teachers night and evening.
2. Attendance will be taken at every meeting
3. Number of parking requests
4. Monies spent on refreshments

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

1. September 2013 – June 2014

- 2. September 2013 - June 2014
- 3. September 2013 - June 2014
- 4. September 2013 - June 2014

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

- 1. School Mailings to parents
- 2. Meeting times and dates will remain fixed. Parents will be called on School Messenger if there are changes
- 3. 5 parking spots will be designated to parent parking on meeting days
- 4. Parent coordinator will be reimbursed from monies set aside in Galaxy for all refreshments provided

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1 Parents are invited to participate in a weekly parent workshop during the months of September, October and February

**Budget and Resource Alignment**

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

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

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### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Repeated readings and essay writings; close readings to cite evidence for writing and discussion	10 <sup>th</sup> period tutoring. Graduate intern from Liberty Partnership “pushes in to ELA classes	During the school day
<b>Mathematics</b>	Repeat Instruction	10 <sup>th</sup> period tutoring	During the school day
<b>Science</b>	Repeat Instruction, close readings to cite evidence for discussion and writing, continuation of science labs	10 <sup>th</sup> period tutoring	During the school day
<b>Social Studies</b>	Repeated readings and essay writings	10 <sup>th</sup> period tutoring	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Conferencing provided by Guidance Counselor and Social Worker	One to one	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
All Teachers are highly qualified and supported with weekly Professional Development from Administrative Team, Ms. Mulraney from Educational Creative Services and Ms. Fontanez from CFN 108.

**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).
Weekly Professional Development by an Educational Consultant from Creative Educational Services Professional Development by Administration and Teachers Mentoring of first year teacher by a faculty colleague on staff Consultation and classroom visits by instructional coach from CFN 108

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in Temporary Housing are identified through ATS and from the Residency Questionnaire. Monies are set aside in galaxy for supplies that are needed for the individual student. School supplies are provided at the start of their program

**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.
As part of our professional development, teachers meet during common planning time to discuss curriculum. They analyze formative and summative assessments and determine how to improve pedagogy to support the needs of the students. As they assess their students, teachers revise their curriculum to support and meet the needs of the students.

**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).

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## **Parent Involvement Policy**

### **Brooklyn Academy High School**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**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 <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>553</b>
School Name <b>Brooklyn Academy</b>		

### 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 <b>Charon Hall</b>	Assistant Principal <b>Adam Gerstein</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>N/A</b>	Guidance Counselor <b>Marcia Osgood</b>
Teacher/Subject Area <b>Miari Roberts</b>	Parent <b>Valerie Powell</b>
Teacher/Subject Area <b>Timothy Murphy</b>	Parent Coordinator <b>Lynette Conningham</b>
Related Service Provider <b>Marcia Osgood</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>160</b>	Total number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>													

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE 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
<b>TOTAL</b>	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): 0      Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):  
 African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
<b>TOTAL</b>	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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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 primary assessment tool we use is the TABE test which is administered during orientation. From this data, we have found that the majority of our students are coming to us under their grade level in Reading and Writing and instruction is designed around this. We look at the results of this along with their test exam history from ATS and the results of their Regents exam. This data helps us to assess the students needs and the interventions that are necessary. We also meet with our staff daily so we are able to get immediate feedback regarding our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The students who we have gotten this year have passed the NYSESLAT and are no longer in need of ESL services
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](#))

Instructional decisions are made based on the needs of the students. If a student is unable to pass the NYSESLAT, he will be placed in an ESL program and also receive AIS services. We also have tutors from NYU who work individually with these students. If we had students who were English Language Learners, we would use the AMAO tool to look at the progress towards English proficiency for subgroups of ELLs. It would provide sufficient data to develop the instructional programs and interventions. The AMAO tool provides student data for ELLs which includes home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. The Early Warning Indicator feature calculates the number of risk factors.

We also use the results of the NYSESLAT to work on interventions for students in their ESL classes along with the other classes. Teachers are given the results of the exams and teaching strategies are designed around the needs of the students.

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?
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](#).)

N/A:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We look at the Home Language Survey and recommendations made by teachers. We examine the student's transcript, test history, performance in class (es) and on standardized exams. Data that we look at includes the RELC ATS report which provides information on the language which students speak at home.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
It is extremely difficult to evaluate this as the sample size has been very small in the last several years (less than two students). If we had ELL students, we would look at the number of classes taken and passed, performance on Regents exams and on the NYSESLAT exams to evaluate the success of our programs for ELLs. If we had ELLs, we would also evaluate the success of our program for ELLs based on meeting AYP for our ELLs. The AMAO as described earlier is a very useful tool measure the progress towards English proficiency

## 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](#).)  
` Students and their parents/guardians undergo an intake interview. Anyone who identifies their first language as anything other than English completes a home language survey form. The Assistant Principal is responsible for identifying any students who are ELL students. After we've identified that a language other English is spoken at home, we administer the LAB-R (Language Assessment Battery-Revised). The results of the LAB-R determine whether students require services, and if the level of support. We administer the NYSESLAT in the spring when we have ELLs. The NYSESLAT determines whether students continue to require services.”  
  
When a student is identified as being an ELL student, an oral interview is done by a licensed ELL teacher and is done before the mandated 10 days. This is almost always done at the intake interview.
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.  
  
2. All parents are involved in a parent orientation. At the orientation, time is spent with parents describing the ELL program that Brooklyn Academy High School offers (Freestanding ESL). At the same time, transcripts are reviewed with the parents and an assessment is done with all students to determine what level they are at in Math and English. We explain to parents the three choices of programs. We also show a dvd. During the meeting we review the Parent Survey and Program Selection form. Afterwards we collect the form (which is in parents' home language) after parents complete it. This is taken care of within 10 days of enrollment. When parents select another program from ESL, we reach out to the Office of English Language Learners to support the placement per parent choice. Finally, parent choice is indicated in the ELPC screen in ATS.
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 [\[see tool kit\]](#).)  
We distribute the Parent Survey and Program selection form during our orientation. This year Brooklyn Academy does not have any ELL students. We also provide an entitlement letter to each parent of an English Language Learner. Entitlement depends on student proficiency levels on the NYSESLAT exam. We send home the letters which are translated into the home language. The collection of letters is done by the Assistant Principal who puts the letters in the students' folders. The Assistant Principal is responsible for ensuring that the letters are mailed out and collected.
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 is that parents indicate their program choice on the Parent Survey and Program Selection form. We make sure to have interpretation services for our parents. The service is done through our bilingual staff and/or the Interpretation Unit from the Department of Education.
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.  
Tests are ordered based on the number of ELL students enrolled. The Assistant Principal is responsible for scheduling, identifying

the students to be assessed, assigning staff to be administering the exam, and assigning staff to grade it.

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. 
- P6. Parents are more concerned about their children being able to pass the NYSELAT exam and to be able to graduate with their high school diploma. We have found that the parents select a Freestanding ESL program over a bilingual or dual language program.

## 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])?
    - a. Self contained
    - b. The model is heterogeneous as the students have mixed proficiency levels and are given classes based on the amount of instructional time that is mandated.
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)?

If we had ELL students, we would have one teacher work in a self contained model with students. Beginning students would work with the teacher for three periods (over 120 minutes) a day, intermediate students would work with the teacher for two periods (over 80 minutes) a day, and advanced students for one period a day (over 40 minute). The groups would be hetergenius with the teacher differentiating instruction as needed.

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.

Our ELL students have spoken Creole and Spanish. The instruction is delivered in English. Differentiation is an integral part of the ELL teacher's approach and given our small size, and the fact that the staff meets daily, the teacher is able to get work and support from the students' subject teachers. The goal for the entire school including the ELL program is to ensure the Common Core Learning Standards are applied in class. Students are working on more non-fiction texts, and doing more writing which is differentiated. We use methods or specialized strategies to ensure that when we have ELLs, they will meet the demands of the Common Core Learning Standards. Specialized strategies include a focus on teaching academic vocabulary, Close reading, text-dependent questions, and use of writing from sources.”

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
The Assistant Principal is responsible to getting the material and staff responsible for evaluating

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Although we do not currently have any ELL students, if we did have ELLs they would be evaluated in all four modalities throughout the years. Teachers would design assessments that involve looking at student work. We would review student responses on assessments and provide feedback that includes areas of strength and next steps. Teachers review student work during common planning. The purpose of looking at student work is for our students to be successful on the NYSESLAT that they would take in the spring on all four modalities that they would be evaluated on. “

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).

a) Instructional plan for SIFE students are similar to what we do for ELL students. They would get 360 minutes of ELL instruction per week as they are usually beginner students. The work would be differentiated for these students with a great deal of scaffolding and assessment

b) We first assess their skill levels using the TABE exam and their academic records. We then interview the student and family. Based on that and the home language survey form, we devise an intervention plan which includes placing students in ELL classes.

c) Look at above

d) Look at above

e) These students are almost always given additional English classes to provide continued instruction. In addition , students who are eligible for test accomodations are given them.

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?

All instruction is geared to the Common Core. Within ELL classes, there is a library and texts that are grade specific, and age appropriate. The goal is to get students to use these. Instruction and strategies are differentiated and scaffolded based on skill levels of students. Specialized strategies include a focus on teaching academic vocabulary, Close reading, text-dependent questions, and use of writing from sources

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?

As a school we believe in placing students who have IEPs and who are ELLs in the Least Restrictive Environment. We would identify students strengths and then program to student strength. Where students require additional support, we provide SETSS as well as tutoring to ensure that our ELLs meet the requirements for graduation..

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

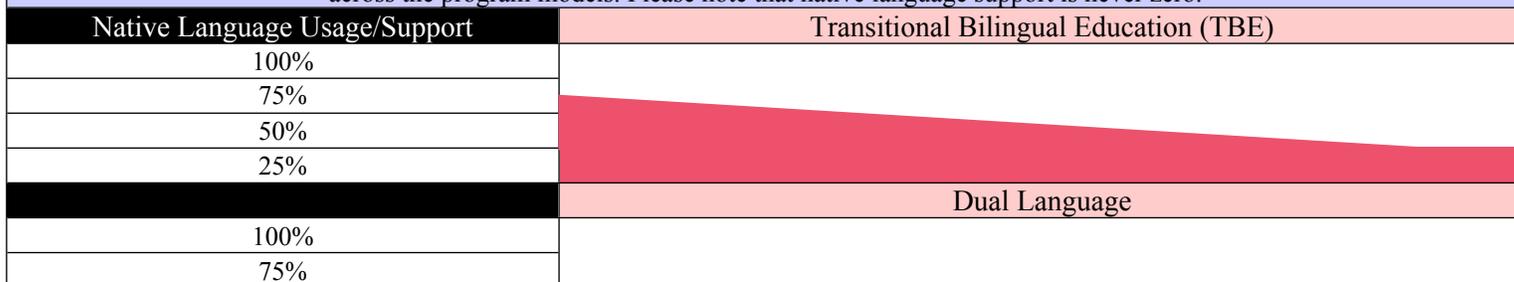
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- All students in our transfer school including ELL students are eligible for and given AIS services which are specific interventions for any of the subject area. AIS is provided for 43 minutes a period four days a week in all subject areas. In addition, tutoring is offered after school and on Saturday. The instruction is given in English. We identify specific students by looking at their TABE scores, exam history, grades in classes, and results of regents exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The data that is used are the results of the NYSESLAT exam and standardized exams. We also look closely at the classes students are passing or not passing. The ELL teacher and Assistant Principal is responsible for ensuring that each teacher knows who the ELL students are to ensure that instruction is differentiated for them and that accommodations are met.
11. What new programs or improvements will be considered for the upcoming school year?
- The use of SETSS classes and AIS classes to supplement instruction.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students at Brooklyn Academy High School are afforded equal access to all programs including after school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In addition to classroom instruction, the use of technology is emphasized. Each classroom has a smartboard and we have two brand new computer labs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- There are text books for all major subjects available in Spanish and Creole which are the primary languages for our students. If we need texts in another language, we will and have contacted neighboring schools to borrow them or purchase them.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of the required services are geared to high school at Brooklyn Academy. The materials and resources are age and grade appropriate. There is an active attempt to differentiate and scaffold the material based on the student's needs.
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.
- Each student goes through a new student orientation which helps them to acclimate to the school. They are also assigned a career advisor and meet individually with the Guidance Counselor.
18. What language electives are offered to ELLs?
- American Sign Language
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### 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.

1. PD for ELL teachers is geared toward the Common Core and items specific to them. ELL teachers meet once a month with the Assistant Principal in addition to the PD described below.

2.. PD is provided daily at our staff meeting and twice a month after school. PD this year is focusing on the Danielson framework, differentiation and scaffolding instructional material. We also have a consultant that comes in every Monday to meet with all of our teachers. The PD schedule for September was examining Domain 2 of Danielson and Case Conferencing. The Schedule for October was examining Domain 3 of Danielson, November was Domain 4 of Danielson and December is going to be used to examine students' works. January is going to be devoted to text devoted questions.

3. N/A\

4. Training is done during the PD described above. Teachers are instructed on the rights of ELL students, accomodations, and ensuring the school is completely in compliance with Jose P. Training was done on November 5<sup>th</sup> of this year and is ongoing throughout the year.

#### **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?

1. Each parent is required to attend a mandated parent orientation that helps to identify the individual needs of both students and parents. Native language translators are provided as needed. All parent activities including SLT meetings have translators available.

2. Yes-CAMBA which provides student and parent workshops

3. The Parent Coordinator is responsible for evaluating the needs through the use of surveys, group meetings (twice a month) and individual meetings with parents as well as phone calls. She meets with the Assistant Principal to review any individual situation and interventions.

4. All parental workshops are designed to meet the needs of all of our parents. They are created through parent requests and needs.

#### **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.

NEEDS ASSESSMENT-Translation and Interpretation Plans

The greatest need is that we needed to ensure that we had all of our letters and documents translated in Spanish and Creole which are the primary languages used in our school. We have done this and have informed the school community through signs that we use posted on the DOE website.

## Part VI: LAP Assurances

School Name: Brooklyn Academy High School

School DBN: 13K553

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charon Hall	Principal		11/13/13
Adam Gerstein	Assistant Principal		11/13/13
Lynette Cunningham	Parent Coordinator		11/13/13
	ESL Teacher		
Valerie Powell	Parent		11/13/13
Timothy Murphy	Teacher/Subject Area		11/13/13
Miari Roberts	Teacher/Subject Area		11/13/13
	Coach		
	Coach		
Marcia Osgood	Guidance Counselor		11/13/13
Lisa Pilaski	Network Leader		11/13/13
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **K553** School Name: **Brooklyn Academy High School**

Cluster: **1** Network: **108**

**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**

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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.

All students and parents are interviewed by the Parent Coordinator and Assistant Principal at registration. An assessment is made as to the primary home language of both parent and student. We also access ATS when necessary and use the Home Language Survey Form. The two primary languages that are spoken by our constituents, other than English, are Spanish and Creole. We have documents available in both languages and can access documents in other languages as needed. Translators are also available for both languages. It is the responsibility of the Assistant Principal to secure the services of translators for other languages as needed.

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.

Again, the two languages that are predominant in our population, other than English, are Spanish and Creole. Our staff meets daily along with ongoing SITT meetings. The staff is well versed in the languages our parents communicate in and the Assistant Principal is responsible for updating the information to the school community.

## Part B: Strategies and Activities

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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.

Translated documents are routinely taken from the DOE website. Any time a mailing is sent out, the documents are available in the native languages as needed. The Assistant Principal is responsible for ensuring that any request is followed up.

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.

For Spanish and Creole, translation is available onsite. However we will use outside resources for other languages as needed. It is not unusual for the Assistant Principal to contact outside agencies or to find native speakers to have documents translated.

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>.

In the main office, we have Chancellor's Regulation A-663 prominently displayed in both Creole and Spanish in Room 403. We also accommodate any verbal or written requests for translation and interpretation services as requested. We also mail out letters in different languages as needed or requested.