



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	23K493
School Name:	BROOKLYN COLLEGIATE
Principal:	AMOTE SIAS

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Brooklyn Collegiate School Number (DBN): 23K493
Grades
School Level: High School Served: 9 -12
School
Address: 2021 Bergen Street, Brooklyn, NY 11233
Phone F
Number: (718) 922-1145 ax: (718) 922-2347
School Contact Email
Person: Amote Sias Address: asias@schools.nyc.gov
Principal: Amote Sias
UFT Chapter Leader: Paul Frederic
Parents' Association President: Joshua Barker
School Leadership Team
Chairperson: Melinda River (Rotates Monthly)
Student Representative(s): Gabriela Johnson, Angel Morales

District Information

Distr Superintende
ict: 23 nt: Donald Conyers
Superintendent's Office
Address: 6565 Flatlands Ave., Brooklyn, NY 11236
Superintendent's Email
Address: dconyer@schools.nyc.gov
Phone F
Number: (718) 968-4100 ax: (718)241-9223

Cluster and Network Information

Cluster Cluster
Number: 3 Leader: Jose Ruiz
Network Network
Number: 611 Leader: Deborah Schaefer

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amote Sias	*Principal or Designee	
Paul Frederic	*UFT Chapter Leader or Designee	
Joshua Barker	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Gabriela Johnson Angel Morales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melinda Rivera	Member/ Teacher	
Donna Durant-Fuller	Member/ Teacher	
Gloria Smith	Member/ School Business Manager	
Maxine Dixon-Hall	Member/ Parent	
Gertha Wright	Member/ Parent	
Levette Deas	Member/ Parent	
Brian Allaway	Member/ Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- 7 Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- 8 Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- 9 Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- 10 Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- 11 Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- 12 Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Brooklyn Collegiate is a high school with 329 students from grades 9 through 12. The student population is 86% Black, 11% Hispanic, 1% White, and 1% Asian. 4% of the student population is English language learners and 22% special needs students. Boys account for 58% of the student enrollment and girls account for 42% of enrollments. The average attendance rate during the 2013-2014 school year was 82%. We are a Renewal School and we will be receiving additional resources and support from the Department of Education to advance student achievement at the school.

The mission of Brooklyn Collegiate is to facilitate learning so that all students can master the challenges of a rigorous curriculum that will guide them to college entrance and success. We are committed to establishing a strong school community of families, teachers, and staff in support of our core mission. Our students will learn to think critically, communicate effectively, and be open to new experiences and ideas as they become lifelong learners.

We are working on a continual basis to provide teachers with professional development and opportunities to collaborate to build coherence in instructional practices at the classroom level and to increase individual teacher capacity, which will ultimately result in improvement in student performance. Other programs and initiatives included are ADVANCEMENT VIA INDIVIDUAL DETERMINATION a college readiness program that accelerates individual student learning, College Now, PLATO a blended learning programs which provides students that are at risk of not graduating the opportunity to achieve credit recovery. Advanced Placement courses and the Study Island program are offered to provide curricula access to all students at their level. Our partnership with the Sports And Arts In Schools Foundation (SASF) provides students with the opportunity to experience intramural sports, performing arts activities, community outreach, college tours, academic remediation, and social-emotional development.

During the 2013 -2014 school year our overall rating was proficient for the school quality review Our strengths and major accomplishments were in the area of school culture and systems for improvement. We were well developed in tenet 1.3, making strategic organizational decisions to support the school's instructional goals to meet student learning needs, as evident by student work products.

The area that we are still developing is tenet 1.2, developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, that is aligned to the curricula, engaging, and meets the needs of all learners so that students produce meaningful work products. We have established teacher teams and committees to identify and implement measures that will build consistent alignment of practices informed by the Danielson Framework for Teaching across all classrooms that promote high levels of student thinking and participation.

Our instructional focus for the 2014 – 2015 school year is literacy development across the curriculum through writing and vocabulary development. The Frayer vocabulary model will be used in all subject areas.

23K493 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	357	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	3	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.2%	% Attendance Rate			83.4%
% Free Lunch	79.3%	% Reduced Lunch			6.5%
% Limited English Proficient	3.6%	% Students with Disabilities			22.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			86.6%
% Hispanic or Latino	10.1%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.7%	% Teaching Out of Certification (2013-14)			35.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			6.25
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.8%	Mathematics Performance at levels 3 & 4			2.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			24.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	50.6%	Mathematics Performance at levels 3 & 4			42.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	61.6%	% of 2nd year students who earned 10+ credits			62.9%
% of 3rd year students who earned 10+ credits	68.8%	4 Year Graduation Rate			56.3%
6 Year Graduation Rate	81.1%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
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 (2012-13)					
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 Science (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 Graduation Rate (2012-13)					
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				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- 1 For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- 2 For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
.2	3 The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
.3	3 Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
.4	3 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	H
.5	3 The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Although the 2013-2014 Quality review cited Tenet 3.2, as proficient, we are continuing to develop this tenet which states that Administration and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS). We feel there is room for growth. Our goal is to continue to develop a school culture in which teachers make data –driven decisions regarding student needs. We want to continue to build teacher capacity so that they can make adjusts to curriculum and instructional practices based on the analysis of qualitative and quantitative data. Ultimately we feel that a data driven culture will lead to strategic action-planning that informs instruction and results in greater student achievement outcomes.

To become well developed in this area we will continue to do the following:

- Provide Teacher Teams with weekly scheduled collaboration and planning time to analyze student data and document needed instructional adjustments in teacher practice.
- Provide scheduled inter-visitation for all teachers that focus building teacher capacity.
- Teacher Teams along with administration are developing uniform methods to provide feedback school-wide regarding the results of student data analysis, and instructional adjustments in teacher practices.
- Administration is monitoring teacher implementation of instructional adjustments in teacher practice through formal and informal observations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 all English teachers will align curriculum maps and pacing calendars 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 demonstrate their knowledge as evidenced by 75% of students passing the Regents exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1 Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2 Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3 Strategies to increase parent involvement and engagement 4 Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ol style="list-style-type: none"> 1 Activity - Continue to 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. (Tenet 3.2) Topics for PD will include but not be limited to the following: <ul style="list-style-type: none"> - Aligning Curriculum with CCLS - Teacher Effectiveness - Citywide Instructional Expectations - Common Core Learning Standards - Analyzing Student Work - Using Formative and Summative Assessments to identify student needs - Knowledge of students 2 Activity - Provide opportunities during and after school for teachers to collaborate and plan revisions of curriculum, units of study, and academic tasks with an emphasis on higher order thinking skills and literacy development across curricula as our instructional focus. (Tenet 3.4) 3 Activity - implement Advancement Via Individual Determination program (AVID) which provides teachers with training and methodologies that develop students' critical thinking, literacy, and math skills across the content area of instruction. AVID trains teachers to use proven practices in order to prepare students for success in high school, college, and in a career. (Tenet 3.3) 4 Activity - Provided double period of instruction in Algebra for students who scored below grade level. A double period for students in Global History to maximize retention of a two year course in one year and success on the Regents exam. (Tenet 3.5) 	<p>Teachers Para-Professionals</p> <p>Teachers</p> <p>Teachers Students</p> <p>Teachers Students</p>	<p>10/2014 – 6/ 2015</p> <p>10/2014 – 6/2015</p> <p>10/ 2014 – 6/ 2015</p> <p>10/2014 – 6/2015</p>	<p>Administration CFN611 Outside Vendors</p> <p>Administration Teachers</p> <p>Teachers</p> <p>Teachers</p>

<p>5 Activity - Continue to evaluate and purchase software programs, student textbooks, class sets of novels, and teacher resources in Math, Social Studies, and English to facilitate revisions to curriculum, CCLS, and rigor. (Tenet 3.2 & 3.5)</p>	Teachers	09/2014 – 6/2015	Administration Guidance Counselors Teachers
<p>6 Activity – Use scheduled Professional Development days to plan, and reflect on accomplishments and goals. To review student achievement based on Regents, PLATO and SAT online programs, etc. (Tenet 3.2 & 3.5)</p>	Teachers	11/2014	Administration Teachers
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH):</p>			
<p>13 Activity - Provide opportunities during and after school for teachers to collaborate and plan revisions of curriculum, units of study, and academic tasks using student work to cognitively engage a diversity of learners i.e. ELL's and SWD's: (Tenet3.3)</p> <ul style="list-style-type: none"> - Teacher Inquiry Teams will meet on Monday, Tuesday and Wednesday by grade. Teacher Common Planning Teams will meet on Thursday and Friday by content area. - The Grade Committee, Pupil Personnel Team Committee, and the Instructional Support Committee will meet every Monday. - Provide the PLATO credit recovery program to ELL's, SWD's, and over-aged/under credited students. 	Teachers Para Professionals	10/2014 – 6/2015	Administration Teachers
<p>14 Activity -Hire an additional Special Education Teacher to fully meet the needs all of our Integrated Collaborative Teaching (ICT) students. (Tenet 3.2)</p>	Students	10/2014 – 6/2015	Teachers
<p>15 Activity – The English Language Learner (ELL) teacher will provide differentiated lessons for English Language Learner students (ELLs) on language acquisition with a focus on grammar and writing. Grade appropriate novels will be used to scaffold vocabulary and enhance reading skills. (Tenet 3.3)</p>	Students	12/2014	Administration
<p>16 Activity - In each content area of instruction the needs of ELLs and Students With Disabilities (SWD) will be identified using various assessments i.e., Regents Prep tests, ARIS, and Acuity. There will also be on-going collaboration between the ESL and Special Education teachers and the content area teachers using inter-visitations and Teacher Common Planning and Inquiry Team meetings. (Tenet 3.5)</p>	Teachers	9/2014 – 6/2015	Administration Teachers
<p>Strategies to increase parent involvement and engagement:</p>			
<p>1. Activity - Parent Teacher Association (PTA) in collaboration with the Parent Coordinator and the Guidance Department will schedule parent workshops including but not limited to the following topics:</p> <ul style="list-style-type: none"> - Common Core Learning Standards - Higher Order Thinking Skills - Instruction for ELL and SWD students - Curriculum - Graduation Requirements 	Parents	10/2014 – 6/2015	Parent Coordinator Guidance Counselor PTA

Activities that address the Capacity Framework element of Trust:			
1 Activity – To address the element of trust the focus will be on character development with emphasis on trust, honesty, love for oneself and each other, and the legacy that we all leave behind for both students and staff. Our school acronym will be C.A.L.L i.e C = Character, A = Academics L= Love L=Legacy (Tenet 3.2) <ul style="list-style-type: none"> - The English curriculum will be updated so that once a week students will receive a lesson on character using the Overcoming Obstacles program - Youth development workshops on, bullying, sexual harassment, etc, once a week in every English class. 	Students	11/2014 – 6/2015	Substance Abuse Prevention Intervention Specialist (SAPIS Worker), Teachers, Administration
			2/1/2015 – 6/2015
2 Activity – We will build trust and coherency amongst Teachers through team building activities during professional Development (PD)t sessions, scheduled inter-visitations, and scheduled Common Planning and Inquiry Team meetings. Lead teachers meet every year to create school instructional Calendar.	Teachers	9/2014 - 6/2015	Administration Lead teachers
3 Activity – Administration will involve teachers in the decision making regarding teacher needs and support to accomplish t the stated goals,	Teachers	9/2014 - 6/2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
1.	Schedule time for teacher team meetings for common planning and inquiry in daily schedule
2.	Allocate funds in school budget for: <ul style="list-style-type: none"> - Teacher Per session for professional development activities - Purchase of Software Programs. i.e. Study Island, PLATO, Skedula, School Improvement Network PD360 SAT on-line Course - Purchase a contract with outside vendors for professional development i.e. Overcoming Obstacles

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title I e III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ol style="list-style-type: none"> 1 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2 Specify a timeframe for mid-point progress monitoring activities.
<u>The mid-point benchmark that will indicate school progress toward meeting this goal will be:</u> Results of rigorous teacher made Unit tests aligned to the CCLS and Regents .
<u>Timeframe will be:</u> January 2015
Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- 3** For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- 4** For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		H EDI Rating
.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- 5** Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- 6** Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Brooklyn Collegiate staff is very effective in tenet 5. In the 2013-2014 Quality Review our rating was proficient. This was an area that the school does well. Administration is continually aligning and re-aligning the use of resources to support the schools’ instructional goals and foster partnerships with other organizations to support and sustain social and emotional development. Long standing partnerships have been established with:

- Sports and Arts In Schools Foundation (SASF) to provide sports, performing arts, leadership, community outreach, cooking, and a drum-line.
- Academics In Motion (AIM) a mentoring program that provides academic enrichment, SAT, ACT and regents prep, and social and emotional development.
- Counseling In Schools to provide counseling and referrals for students that need socio-emotional support

To address the needs of students that are chronically absent or late or at risk for dropping out of school the following grants have been secured:

- Intervention Dropout Prevention Grant
- AIDP Grant for Success Mentoring Program to provide social, emotional, and academic services and a support hat addresses individual student needs so that they have the tools and resources to be successful.
- 21st Century Learning Grant to provide additional support in literacy and mathematics.

A review of the 2013-2014 School Environmental Survey students, staff and parents felt safe inside the school however, safety outside of the school building was the main concern of administration, students, and parents.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a peer mediation and character development program will be implemented to promote a safe and healthy learning environment thereby reducing incidents that involve physical altercations by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1 Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2 Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3 Strategies to increase parent involvement and engagement 4 Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ol style="list-style-type: none"> 1 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. (Tenet 5.3) 2. Activity - To involve students in creating a safe and healthy learning environment the Guidance Department in collaboration with the Dean will establish the following activities (Tenet 5.3): <ul style="list-style-type: none"> - 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’ Discipline Code. - Using the on-line “Survey Monkey” program a student survey will be conducted during the February/March, 2015 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. 3, Activity - To motivate students to comply with rules and regulations, and to promote a safe and healthy school environment a incentive/reward program will be established in which students receive citizenship certificates and awards/prizes for perfect attendance during the school-wide assemblies.(Tenet 5.3) 4. Activity – To reduce suspensions the Dean will continue to enforce lower level infractions and document incidents in OORS (2013 – 9 incidents & 2014 – 11 incidents). (Tenet 5.3) 5. Activity – Partner with the 73rd Precinct Youth Officer to bring 	<p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p>	<p>1/15/2015</p> <p>10/2014 – 6/2015</p> <p>10/2014 – 6/2015</p> <p>10/2014 – 6/2015</p>	<p>Administration Guidance</p> <p>Guidance Dean</p> <p>Guidance Dean</p> <p>Guidance Dean</p>

speakers and assemblies to the school. There have been instances in which students have been robbed on their way to school or on their way home. In October 2014 we had a full blown lock down due to a shooting that occurred in the park next to the school. We have requested more police presence in and around the school is necessary. (Tenet 5.3)	Students	1/2015 – 6/2015	Administration Guidance Dean
<p>7 Activity – Continue to partner with SASF and other organizations to establish clubs and activities that give students opportunities to interact positively with other students, and to participate in activities that spark their interest. (Tenet 5.2 & 5.3)</p> <ul style="list-style-type: none"> - Community Outreach club (SASF) i.e. neighborhood clean-up - Debate Team (Solomon Initiative) - Learning Leaders club (SASF) - Drum-line (SASF) - Step Team (SASF) - Drama Club - Dance Team - Volleyball Club 	Students	9/2014 – 6/2015	Administration Hero Tamaklo (SASF), Teachers
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>1 Activity - Ell's, SWD's, STH, and overage/under-credited students participate in the same activities as general education students.</p> <p>2 Activity – Students in Temporary Housing receive school uniforms and classroom supplies i.e. graphic calculator, book-bag, pens/pencils, notebook, etc. (Tenet 5.2)</p>	Students	10/2014 – 6/2015	Administration, Dean, Guidance
<p>Strategies to increase parent involvement and engagement</p> <p>1 Activity - Parent Teacher Association (PTA) in collaboration with the Parent Coordinator, the School Based Support Team, the Pupil Personnel Committee, and Counseling in Schools Organization will schedule parent workshops including but not limited to the following topics: (Tenet 5.2)</p> <ul style="list-style-type: none"> - Traumatic Stress Disorder - Conflict Resolution - Character Development - Dealing with Teenagers 	Parents	10/2014 – 6/2015	PTA Parent Coordinator Guidance Vendor – Counseling In Schools
<p>Activities that address the Capacity Framework element of Trust</p> <p>1 Activity – Incorporate the school acronym C.A.L.L i.e C = Character, A = Academics L= Love L=Legacy, in the curriculum to address character development i.e. trust, honesty, love for oneself and each other, and the legacy that we all leave behind for both students and staff. (Tenet 5.2)</p> <ul style="list-style-type: none"> - Once a week students will receive a lesson on character development and conflict resolution. - Youth development workshops will be conducted on, bullying, sexual harassment, etc once a week in every English class <p>2. Activity – School-wide a Student “Monkey Survey” was given in December 2014 to gain knowledge of our students. Students were asked questions about their likes/ dislikes,</p>	<p>Parents Teachers Students</p> <p>Teachers Students</p> <p>Students</p>	<p>11/2014 – 6/2015</p> <p>11/1/2014 – 4/1/2015</p> <p>December 2014</p>	<p>Administration, Teachers, Dean, Guidance,</p> <p>SAPIS Worker</p> <p>Administration, Teachers,</p>

family, classes, goals/dreams, the curriculum, and their opinions of the school. (Tenet 5.2)			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Schedule monthly student assemblies and post signage throughout the building on Bullying, Respect For All, and • Conflict Resolution • Schedule Parent Workshops • Schedule quarterly perfect attendance assemblies. • Purchase training for “Overcoming Obstacles Program” • Allocate Per session for Guidance Counselors. • Allocate Per session for Teachers • Purchase student Incentives. • Purchase peer mediation training for 2 adults and 12 students

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
21 st Century Learning Grant Molten Diversity Volleyball Grant AIDP Sustain It Grant													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2 Specify a timeframe for mid-point progress monitoring activities.				
The mid-point benchmark that will indicate school progress toward meeting this goal will be: Reduction of OORs incidents, school suspensions, fights in school, and the mediations that have to be facilitated by the Dean as compared to the same time frame last year.				
Timeframe will be: Monthly				
Part 6b. Complete in February 2015.				
- Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- 7** For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- 8** For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		H EDI Rating
.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- 9** Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- 10** Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In Tenet 4 the school received a proficient rating on the 2013-2014 Quality Review. The reviewer found that while teacher common planning and inquiry teams were analyzing the results of formative and summative assessments and teachers incorporate general strategies to address areas of challenge, teachers are not yet systematically using the data to change their instructional practices so that they impact student engagement, inquiry, or achievement. They need to identify and uniformly implement specific instructional adjustments to address the needs of the students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 teacher teams will analyze student qualitative and quantitative data to make instructional adjustments in teacher practice that promote high levels of student engagement and inquiry as reflected in 80% of lesson plans developed by teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 			
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>11 Activity - Teacher Teams will develop uniform methods to provide feedback school-wide regarding the results of student data analysis, and the needed instructional adjustments in teacher practices.(Tenet 4.5)</p> <p>12 Activity – Administration will monitor teacher implementation of instructional adjustments in teacher practice through formal and informal observations and meeting agenda’s and minutes. (Tenet 4.5)</p> <p>13 Activity – The Professional Development Committee in collaboration with Administration will develop a teachers needs survey and based on results of the survey and input from informal and formal observations conducted by Administration will develop a Professional Development plan.</p> <p>14 Activity – Provide students with Regents prep classes after school on Wednesdays, Thursdays, and Fridays and PLATO courses during the school day.(Tenet 4.5)</p> <p>15 Activity – Each teacher will set-up 4 standard stations i.e. Research, Technology, Projects, Writing in their classroom to provide students with multiple points of access on Monday, Wednesday and Friday. Stations will consist of CCLS aligned tasks that consist of research projects, close reading, answering questions, vocabulary, Regents prep questions related to the subject, and software applications (Plato/Study Island/Carnegie Math) (Tenet 4.3)</p> <p>16 Activity – Implement the teacher inter-visitation schedule created by Administration and teacher Instructional Leads. The teacher inter-visitation schedule provides teachers with the opportunity to observe instructional practices, classroom management skills, and classroom environment of their colleagues.</p> <p>17 Activity – Implement a school inter–visitation schedule for the purpose of providing teachers and students the opportunity to observe instructional practices, classroom management skills, and classroom environment, school culture and student related activities in other schools.</p>	<p>Teachers</p> <p>Administration</p> <p>Teachers</p> <p>Students</p> <p>Teachers Students</p> <p>Teacher Student</p> <p>Administration Teachers</p> <p>Administration Teachers COSA Students</p>	<p>10/2014 – 6/2015</p> <p>10/2014 – 6/2015</p> <p>10/2014 - 11/2014</p> <p>9/2014 – 4/2015</p> <p>11/2014 – 6/2015</p> <p>11/2014 – 6/2015</p> <p>11/2014 – 6/2015</p> <p>12/2014 – 6/2015</p>	<p>Administration Teachers</p> <p>Administration</p> <p>Teachers Administration</p> <p>Teachers</p> <p>Teachers</p> <p>Administration Teachers</p> <p>Administration Teachers</p> <p>Administration</p>

<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>1 Activity - Patterns across proficiency levels indicate that our ELL students have problems with mastery regarding comprehension of informational texts. The main problem is understanding vocabulary. To meet the needs of our ELL students in this area we have implemented the following: (Tenet 4.2, 4.3, & 4.5)</p> <ul style="list-style-type: none"> - Common planning time between classroom teachers and the ESL teacher is scheduled to identify strategies and required instructional practices based on student strengths and weakness. - Emphasis is placed on English language acquisition across the content area of instruction using a balanced literacy approach with visuals, realia, and the Frayer model to emphasize vocabulary. - 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 use of modeling and scaffolding strategies to aid students in language acquisition i.e. modeling reading, skimming, scanning, re-reading for detail, summarizing, read aloud, etc. - The use of graphic organizers, movie clips, and picture books to aid in language acquisition and writing. - For advanced ELL students, research activities across the content area are incorporated in the lesson to aid with writing skills and reading comprehension. - To activate students' prior knowledge Novels and oral histories based on the immigrant experience are also used. - ELL students use translators and dictionaries to assist in comprehension. - Periodically ELL students are given tests that mirror the NYSESLAT test and the Regents exams. 	<p>Content Area Teachers ESL Teacher Students</p>	<p>9/2014 – 6/2015</p>	<p>Administration Teachers ESL Teacher</p>
<p>Strategies to increase parent involvement and engagement</p> <p>1 Activity - Parent Association (PA) in collaboration with the Parent Coordinator and the Guidance Department will schedule parent workshops including but not limited to the following topics:</p> <ul style="list-style-type: none"> - Common Core Learning Standards - Higher Order Thinking Skills - Instruction for ELL and SWD students - Curriculum 	<p>Parents</p>	<p>10/2014 – 6/2015</p>	<p>PA Parent Coordinator ESL Teacher Guidance Department</p>
<p>Activities that address the Capacity Framework element of Trust</p> <p>1 Activity – We will build trust and coherency amongst Teachers through team building activities during professional Development (PD) sessions, scheduled inter-visitations, and scheduled Common Planning and Inquiry Team meetings.</p> <p>2 Activity – Administration will involve teachers in the decision making regarding teacher needs and support to accomplish the stated goals,</p>	<p>Teachers</p> <p>Teachers</p>	<p>9/2014 – 6/2015</p> <p>9/2014 – 6/2015</p>	<p>Administration Teachers</p> <p>Administration</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Supervisor Per Session
 Teacher Per Session
 Professional Development Vendors
 CFN 611

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark that will indicate school progress toward meeting this goal will be:

50% of lesson plans collected on any given day will incorporate instructional adjustments gathered from formative assessments. Lesson plans will explicitly indicate the adjustment which may be differentiated tasks, materials, resources or groupings of students

Timeframe will be:

Monthly

Part 6b. Complete in February 2015.

- | | | | |
|--|----------|-----|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- 18** For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- 19** For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		H EDI Rating
.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- 20** Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- 21** Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On the 2013 – 2014 Quality Review the school received an overall rating of proficient in Tenet 2 with a well developed in tenet 2.4 there is still need for improvement in the area of ensuring that teachers receive clear, effective next steps that are aligned to their professional goals and are supported in their practice by their peers.

Structures need to be put into place for Administration to align effective actionable feedback with the teacher professional goals established in the Individual Planning Conferences (IPC). Furthermore although Administration evaluates and provides feedback to teachers there is little evidence of teacher peers supporting teacher growth or providing one another with feedback through the lens of the Danielson Framework. Without these structures teachers are hindered from reaching their fullest potential to improve their pedagogical skills.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the Administrative team will implement systems to align effective actionable feedback with the teachers' professional goals established in the Individual Planning Conferences as reflected in 100 % of the supervisory written feedback given to teachers during the spring term.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change. <ol style="list-style-type: none"> 1 Activity – Scheduled inter-visitations that provide opportunities for all teachers to use the lens of the Danielson Framework and CCLS to provide feedback and collaboration with each other. 2 Activity – Implement the teacher intra-visitation schedule created by teachers. The teacher intra-visitation schedule provides teachers with the opportunity to observe instructional practices, classroom management skills, and classroom environment of colleagues within their department. 3 Activity – Partner with CFN 611 Achievement Coach to conduct joint teacher observations in order to provide actionable feedback and next steps to teachers. 4 Activity – Use PD360 video’s as a next step to support teacher development and professional growth based on individual needs. 	<p>Teachers</p> <p>Teachers</p> <p>Administration Teachers</p> <p>Administration Teachers</p>	<p>11/2014 - 5/2015</p> <p>9/2014 – 6/2015</p> <p>9/2014 – 6/2015</p> <p>9/2014 – 6/2015</p>	<p>Administration Instructional Lead Teachers</p> <p>Teachers</p> <p>Administration CFN</p> <p>Administration</p>
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ol style="list-style-type: none"> 1 Activity – Use stations i.e. Research, Technology, Regents Prep, and Writing to address the needs of ELLs, SWDs, and “at Risk” students which will provide these students with multiple points of access. 	<p>Students</p>	<p>11/2014 - 6/2015</p>	<p>Teachers</p>
Strategies to increase parent involvement and engagement <ol style="list-style-type: none"> 1 Activity - Teacher maintained Skedula software program allows parents to check syllabus, current grades and homework online at anytime; grade reports and text messages are sent to students and/or parents. 	<p>Parents</p>	<p>9/2014 – 6/2015</p>	<p>Teachers</p>
Activities that address the Capacity Framework element of Trust <ol style="list-style-type: none"> 1 Activity – We will build teacher to teacher trust to accomplish this goal through Danielson Framework professional development with an emphasis on inter-visitations and the elements that make the teacher to teacher evaluations 	<p>Teachers</p>	<p>11/2014 – 5/2015</p>	<p>Administration Teacher</p>

<p>meaningful .i.e. integrity, fairness, and objectivity.</p> <p>2 Activity - The Administration will provide structures and support for teachers that were rated developing in the 2013-2014 school year to participate in activities to help them reach the goals established in the IPC. from inter-visitations.</p>	Administration Teachers	11/2014 – 6/2015	Administration
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Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>PD 360 video library ARIS Learn Supervisor Per Session Skedula software CFN 611 Teacher Per Session</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>													
<p> </p>													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>				
<p>4 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>				
<p>5 Specify a timeframe for mid-point progress monitoring activities.</p>				
<ul style="list-style-type: none"> November 2014 – January 2015: Re-visit Danielson Framework with teachers. November 2014 – January 2015: 50% teachers will have completed inter-visitations. November 2014 – March 2015: Conduct Mid-year IPC to monitor teacher progress towards achieving IPC goals. 				
<p>Part 6b. Complete in February 2015.</p>				
<p>- Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>		Yes		No
<p>- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</p>				
<p>YES THE SCHOOL DID MEET THE MID-POINT BENCHMARKS IN THE SPECIFIED TIMEFRAME.</p>				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- 22** For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- 23** For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		H EDI Rating
.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- 24** Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- 25** Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school atmosphere at Brooklyn Collegiate is very warm and inviting. Parents, students, and staff feel that the Brooklyn Collegiate community overall is reliable, sincere, honest, and effective, a good "family" environment. Students, parents, and staff feel safe as evident by the responses in the 2013-2014 "School Environmental Survey". The input, opinions and needs of parents, students, and staff is taken into consideration. School Administration is continually planning and revising systems to make them more efficient. Our data indicates that the needs of our students require for the staff to have more professional development in the area of social and emotional developmental health.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Administration will increase professional development workshops from 5 to 8 for parents to assist them in understanding CCLS, Regents Requirements, College and Career Readiness and meeting graduation requirements.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional

Target Group(s)
Who will be

Timeli ne
What is the start

Key Personnel
Who is responsible for implementing and

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>and end date?</i>	<i>overseeing the activity/strategy?</i>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>1 Activity – Use the “AIDP Sustain It Grant” to contract with “Counseling In Schools” organization to provide students and families with counseling services to help students and families deal with crisis, trauma, and social/emotional development leading to student success. (Tenet 6.3 & 6.4)</p> <p>2 Activity – Scheduled parent workshops, meetings, and ongoing communication with parents regarding: (Tenet 6.3)</p> <ul style="list-style-type: none"> - Common Core Learning Standards - Project based learning - Citywide Instructional Expectations - Analyzing Student Work - Using Formative and Summative Assessments to identify student needs <p>3 Activity - The guidance department and Senior Advisor, 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, activities, and student incentives centered on student learning and success. (Tenet 6.5):</p> <ul style="list-style-type: none"> - Regents Prep classes held during the day and after school. - Plato on-line credit recovery program. - Saturday Science Department make-up labs. - College Tours. - Assemblies for all grades/subjects for “Student of the Month” and “Most Improved Students” in which students receive certificates and are acknowledged publically. - College Summit Program - Senior Parent Meetings - Trips <p>4 Activity – DOE and school Parent Teacher Conferences. (Tenet 6.5)</p> <p>5 Activity – Continue to host events that invite the community at large to meet and get to know the students and staff of Brooklyn Collegiate: (Tenet 6.2)</p> <ul style="list-style-type: none"> - Welcome Back Barbeque - Brooklyn Collegiate Day - Open House - Alumni Weekend 	<p>Students Families</p> <p>Parents Students</p> <p>Parents Students</p> <p>Parents</p> <p>Parents Students</p>	<p>1/2015 – 6/2015</p> <p>9/2014 – 6/2015</p> <p>9/2014 – 6/2015</p> <p>10/2014 – 6/2015</p> <p>9/2014 – 6/2015</p>	<p>Administration CBO: Counseling In Schools</p> <p>Administration Guidance Teachers</p> <p>Guidance, Senior Advisor, SAPIS Worker, Teachers</p> <p>Administration Teachers Guidance Parent Coordinator</p> <p>Administration Guidance Parent Coordinator COSA SASF</p>

<ul style="list-style-type: none"> - National Honor Society Parent Breakfast - National Honor Society Parent Dinner - Sports competitions - Talent show - Seniors Serving Seniors (Thanksgiving meal for Senior citizens) <p>6 Activity - Teacher initiated communication with parents via telephone, and individual parent conferences as per the UFT contract</p>	Teachers	9/2014 – 6/2015	Teachers
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
<p>1 Activity – Parents of ELL's, SWD's, STH, and overage/under-credited students participate in the same activities as parents of general education students.</p>	Parents	10/2014 – 6/2015	Administration Teachers Guidance Parent Coordinator
<p>2 Activity - ESL teacher and Special Education teachers in conjunction with the Professional Development Committee will schedule workshops for all teachers on:</p> <ul style="list-style-type: none"> - SWDs and ELLs literacy strategies i.e. close reading, sentence starters, vocabulary, graphic organizers, dictionaries, and glossaries, 	Teachers	11/2014 – 5/2015	Administration Professional Development Committee
Strategies to increase parent involvement and engagement			
<p>1 Activity – Scheduled workshops, meetings, and ongoing communication with parents that promotes dialogue between parents, students and school constituents centered on student learning and success: (Tenet 6.5)</p> <ul style="list-style-type: none"> - Every Tuesday Teachers provide parents with information regarding student progress, student accolades, etc via telephone or scheduled conferences. - 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 syllabus, current grades and homework online at anytime; grade reports and text messages are sent to students and/or parents; automatic alerts are generated to parents whenever a student is absent, missing assignments, or has low grades. - 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 - College Tours for local, regional and historically Black colleges and universities. - Individual parent meetings with guidance, teachers, and 	Parents	9/2014 – 6/2015	Administration Teachers Guidance

administration on an as need basis			
2 Activity – DOE and school Parent Teacher Conferences. (Tenet 6.5)	Parents, Teachers	11/2014 3/2015	Administration Teachers Guidance Parent Coordinator
Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> School Open Door Policy Skedula Parent/Teacher Conferences School Uniform Policy 	Parents	9/2014 – 6/2015	Administration Guidance Parent Coordinator Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Per Session for Supervisors Per session for Guidance Allocate funds to purchase PLATO program software to facilitate credit recovery Parent workshops facilitated by Guidance and outside vendors (EPIC) Purchase of AVID membership, and student stipend for peer tutors and college tutors. Purchase of student incentives i.e. trips, awards, certificates, etc. Purchase of Skedula, Plato, College Summit software programs. Purchase of (4) Student Incentives: Assemblies (Bureau of Lectures) and trips. Purchase of SAT Prep Online software program. Guidance Counselor per session for college tours, regents prep, , and parent meetings Teacher Per Session for Regents prep classes and make-up science labs Purchase of supplies for Honor Society activities

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title Ie III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
6.	AIDP Sustain It Grant to contract with “Counseling In School” to provide social and emotional counseling for students and families												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
2 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
3 Specify a timeframe for mid-point progress monitoring activities.				
The mid-point benchmark that will indicate school progress toward meeting this goal will be:				
<ul style="list-style-type: none"> 3-4 parent workshops scheduled between October and March. 3-4 parent workshops scheduled between April and June. Increase in the number of parents that participate in SLT meetings, PA meetings , and Parent /Teacher conferences in comparison to last year as evident by sign-in sheets. 				
Timeframe will be: October 2014 – June 2015				
Part 6b. Complete in February 2015.				
2	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No

3 If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	ARIS, Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report	Resource Room (SETTS)/academic Intervention Services (AIS)Provider Close Reading, Non-Fiction Reading	8:1	Monday – Friday, 1 Period /Day
		Speech – identified students receive speech and language skills	8:1	Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA)
		At Risk 9 th -12 th Graders receive content Regents Prep classes	Small Group	Monday – Friday during school. Wednesday, Thursday, Friday after school
Mathematics	ARIS, Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report	Resource Room (SETTS)/academic Intervention Services (AIS)Provider Close Reading, Non-Fiction Reading	8:1	Monday – Friday, 1 Period /Day
		Students NOT on track to graduate use the PLATO software program for Credit Recovery Classes	Small Group	Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA)

		At Risk 9 th -12 th Graders receive content Regents Prep classes		Monday – Friday during school. Wednesday, Thursday, Friday after school
Science	ARIS, Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report	Resource Room (SETTS)/academic Intervention Services (AIS) Provider Close Reading, Non-Fiction Reading	8:1	Monday – Friday, 1 Period /Day
		Speech – identified students receive speech and language skills	8:1	Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA)
		At Risk 9 th -12 th Graders receive content Regents Prep classes	Small Group	Monday – Friday during school. Wednesday, Thursday, Friday after school
Social Studies	ARIS, Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report	Resource Room (SETTS)/Academic Intervention Services (AIS) Provider Close Reading, Non-Fiction Reading	8:1	Monday – Friday, 1 Period /Day
		Speech – identified students receive speech and language skills	8:1	Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA)
		At Risk 9 th -12 th Graders receive content Regents Prep classes	Small Group	Monday – Friday during school. Wednesday, Thursday, Friday after school
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	IEP ERSSA Requests At Risk students	Individual and/or group counseling	Counseling	As Needed

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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 recruit, retain, assign and support Highly Qualified Teachers to ensure that current staff remain highly qualified

- Teacher common planning and inquiry team meetings, common preps, and committee's 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.
- Team Building and Incentives.
- Weekly common planning and inquiry meetings that focus 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.

2b. 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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 common planning and inquiry team meetings and committee meetings will be used by teachers and administration to facilitate team building, 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each

program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	75,000.00	x	12, 17
Title I School Improvement 1003(a)	Federal	100,000.00	X	12, 17, 20
Title I Priority and Focus School Improvement Funds	Federal	76,842.00	X	12, 20
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	40,000.00	X	12, 17, 20

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **Brooklyn Collegiate**, 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 the school and the families. The 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 the school community. **Brooklyn Collegiate** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

Brooklyn Collegiate, 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 with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 00	Borough Brooklyn	School Number 493
School Name Brooklyn Collegiate		

B. Language Allocation Policy Team Composition [i](#) 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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	
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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													

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
Intermediate(I)									5	1		1		7
Advanced (A)									1	1	1	2		5
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

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

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

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

Plan for ELLs in school 4-6 years:

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

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

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

Plan for ELL Special Needs Students:

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

Intervention Programs for ELLs (AIS):

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

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 ESI 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.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. ①

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. response 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](#))

- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- 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 will their mandated instructional minutes. Middle School students performing on beginning or intermediate levels receive 360 minutes of ESL instruction per week. High school students on beginning level receives 560 minutes of instruction and high school students on the intermediate level receives 360 minutes of ESL instruction per week. New ELL students receive instruction based on LABR results. Advanced ELL students in middle school and high school receive 180 minutes per week as required.

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

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

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 accomodations 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 students modality. Based on the results the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as the McGraw-Hill ITT periodic assessments, Regents Prep tests, ARIS, and Acuity. There is also on-going collaboration between the ESL teacher and the content area teachers. Although we have no SIFE students currently, we have a plan for the future. In the event a student is determined to be SIFE, the first step would be to test that student in their native language to determine where help is needed. The second step would be to address these needs with the ESL and content instructors and tailor instruction accordingly. Our AIS team is also available to help students acquire the skills they may need for academic success. If further help is needed, we will research if bilingual tutors are a feasible option for after school tutoring. Moreover, we will research the availability of bilingual computer tutorials for these students as a supplement to their education. Lastly, and perhaps most important, is that our entire staff receive professional development on how to further address their needs. Our plan for newcomers is to start off the school year with a welcome orientation for students and parents. This orientation highlights the attributes and expectations of US schools. Our parent coordinator would continue this orientation throughout the year by being available to parents in the transition process. Newcomers will be fully serviced by the ESL teacher through our freestanding ESL program and differentiated instruction in the content areas of instruction. To further help our students we facilitate and purchase professional development training in the implementation of ESL strategies for all staff.

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:			

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

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

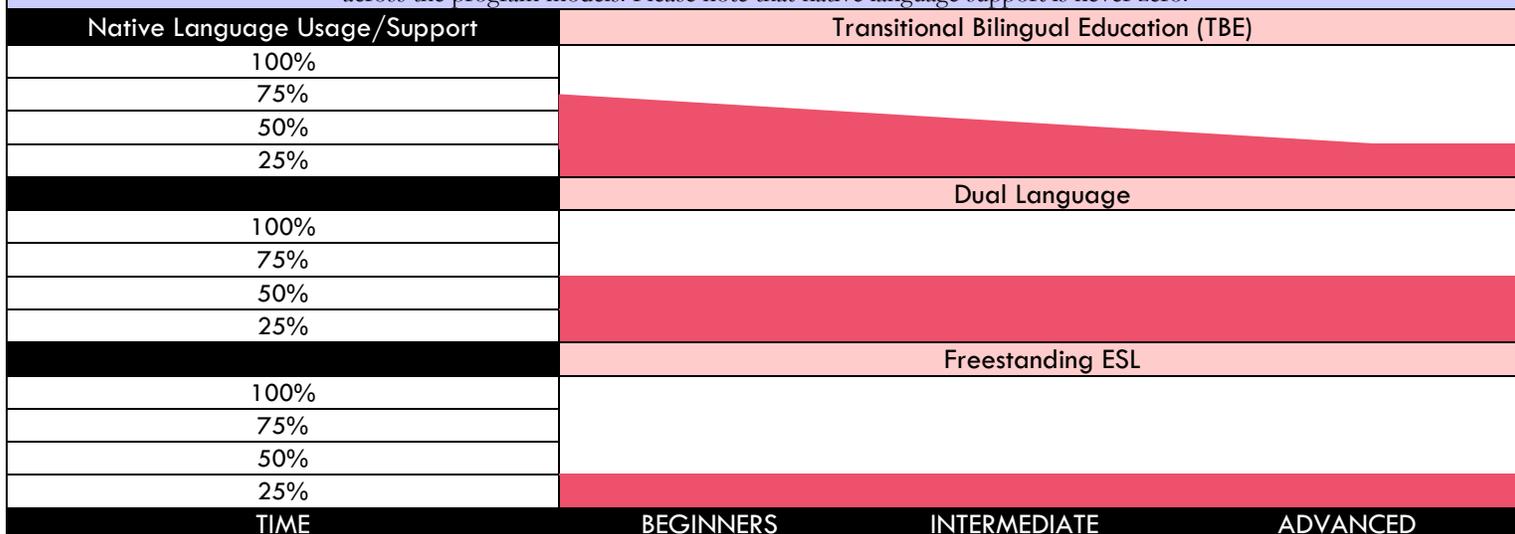
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

The focus for our students is language acquisition with a focus on grammar and writing. ESL is taught through a project based curriculum. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing. Data from Acuity, regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays which mirror the tasks on the English regents. Students read op-ed articles from the New York Times to build reading and writing skills. Students receive homework nightly and also make oral presentations and write research papers related to topics from the class texts. Students are also taught through exposure to current events in order to expose them to the culture, history, and life in the US. Classes are heavily novel based. Novels are taught using QTEL strategies. ESL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students. To provide differentiated instruction for ELLs the results of the NYSESLAT test is used by the ESL teacher to identify each students modality. Based on the results the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as the McGraw-Hill ITT periodic assessments, Regents Prep tests, ARIS, and Acuity. There is also on-going collaboration between the ESL teacher and the content area teachers. Although we have no SIFE students currently, we have a plan for the future. In the event a student is determined to be SIFE, the first step would be to test that student in their native language to determine where help is needed. The second step would be to address these needs with the ESL and content instructors and tailor instruction accordingly. Our AIS team is also available to help students acquire the skills they may need for academic success. If further help is needed, we will research if bilingual tutors are a feasible option for after school tutoring. Moreover, we will research the availability of bilingual computer tutorials for these students as a supplement to their education. Lastly, and perhaps most important, is that our entire staff receive professional development on how to further address their needs.

Our plan for newcomers is to start off the school year with a welcome orientation for students and parents. This orientation highlights the attributes and expectations of US schools. Our parent coordinator would continue this orientation throughout the year by being available to parents in the transition process. Newcomers will be fully serviced by the ESL teacher through our

freestanding ESL program and differentiated instruction in the content areas of instruction. To further help our students we facilitate and purchase professional development training in the implementation of ESL strategies for all staff.

Plan for ELLs in school 4-6 years:

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

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

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

Plan for ELL Special Needs Students:

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

Intervention Programs for ELLs (AIS):

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

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:

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:

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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 (Title1), Parent-Teachers Association and the Learning Leaders program. These organizations are open to all parents, and meet regularly to discuss and support programs that enhance the school environment. ELL parents are encouraged to join and participate in these organizations.

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

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

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

- o GED Program (2 nights a week and Saturday's)
- o Computer Skills Program (3 nights a week and Saturday's)
- o Involving more fathers and male role models in our school
- o Parenting Skills/Family Support Resources
- o Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- o Understanding and participation in instructional initiatives
- o Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- o School-based Support services
- o Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, ESL teacher) in the planning and

implementing of effective Parent Involvement activities to improve student academic achievement and school performance.

- o Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
- o The needs of parents are evaluated the DOE survey results. Our ELL teacher maintains an on-going rapport with the parents of her students, and is able to obtain opinions directly from them. In consultation with teachers and administrators, strategies are implemented or altered to address a specific issue or concerns.

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

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.

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

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.