

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BROOKLYN COLLEGE ACADEMY
DBN (i.e. 01M001): 22K555
Principal: MR. NICHOLAS MAZZARELLA
Principal Email: NMAZZAR@SCHOOLS.NYC.GOV
Superintendent: MR. MICHAEL PRAYOR
Network Leader: MR. GERARD BEIRNE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nicholas Mazzarella	*Principal or Designee	
Kristin Conlon	*UFT Chapter Leader or Designee	
Judith Buissereth	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative, if applicable	
Jessica Joseph Armani Marie Mendez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
David Genovese	Member/ BCA	
Shernell Thomas-Daley	Member/ BCA	
Lynelle Rennis	Member/ BCA	
Jaclyn Nigro	Member/ BCA	
Joann Keizer	Member/ Parent	
Juliette Dayana Oriol-Bistoury	Member/ Parent	
Donnette Hercules	Member/ Parent	
Jacqueline Smalling	Member/ Parent	
Jacqueline Robinson	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

In alignment with the 2014 – 15 Instructional Expectations (“Knowledge of Students”), we will continue our guidance model. Our guidance model requires guidance counselors to follow their students from ninth grade through twelfth grade. By June 2015, guidance counselors will have met with their students two times in their classrooms to discuss students’ goals and objectives. Counselors will also meet with failing students twice per semester.

Comprehensive Needs Assessment

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

Our guidance model must continue in this way in order to support our students in a differentiated and individualized manner. We have found that this model of guidance rotation is successful and should be continued.

Instructional Strategies/Activities

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

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

1. Guidance Counselors will continue to form relationships with their students through the meetings mentioned above.
2. Guidance Counselors will continue to form, relationships with their students during grade level lunch periods.
3. Scheduling time in classes to meet with students.

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

1. The Assistant Principal, Guidance will oversee the rotation of the counselors as well as the .
2. Grade level guidance counselors

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

1. A meeting will be scheduled for the Fall semester and the Spring semester.
2. Anecdotal and handouts from the meetings with students.
3. Grade level data regarding class pass percentages and grade level NY State Regents exam pass percentages.

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

1. The first meeting will be held by January 31, 2015.
2. The second meeting will be held by May 30, 2015

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

1. Tax Levy dollars will be used to support each strategy listed above.

Strategies to Increase Parental Involvement

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

Parents will be involved in completing this goal through feedback to guidance counselors and/or the Assistant Principal, Guidance as to the progress of their students in all content areas.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

In alignment with the 2014 – 15 Instructional Expectations (“Instructional Focus”), our instructional focus is the integration of technology to support the Key Cognitive Strategies for College Readiness (Dr. David Conley, University of Oregon). By June 2015, 25% of our teachers will create an e-portfolio, using Google Drive, to document their best practices of their work around our instructional focus and use this evidence to drive discussion in their professional learning communities. Three of these chosen teachers will present their e-portfolio to the faculty during the 2014 – 15 school year.

Comprehensive Needs Assessment

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

As an Early College High School, we have taken on the tenets of college readiness as described by Dr. David Conley. This work with the Key Cognitive Strategies for College Readiness allows our school to focus on college readiness as students begin taking college classes in the tenth grade. This work needs to take place in our high school classes in order for our students to be prepared for the college experience. Teachers can display this work as well as reflect and renew their teaching using the e-portfolio.

Instructional Strategies/Activities

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

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

- Teachers will be placed into professional learning communities
- Protocols from the National School Reform faculty will be used for analyzing teacher work.
- A Google Drive Site will be created and shared with the faculty for Professional Development Purposes
- The school’s Learning Leaders team will monitor the work done in professional development meetings.

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

- Assistant Principal, Supervision will create the PD plan around this work.
- Teachers are working in Professional Learning Communities.

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

- Three teachers will present their work from the e-portfolio by June of 2015.
- Teachers can use this e-portfolio to drive instruction as evident in the minutes from their PLC meetings.

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

- Three teachers will present their work from their e-portfolios by June of 2015.

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

- Tax Levy dollars will be used for this work
- The school time schedule is constructed as such to allow for Wednesday afternoon meetings.

Strategies to Increase Parental Involvement

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

Feedback that is given to teachers and/or administration by the parents can be used to help drive conversation and develop lessons, unit plans and assessments.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

In alignment with the 2014 – 15 Instructional Expectations (“Collaborative Learning”). By June 2015, all teachers will have worked collaboratively in mixed grade level to learn about our instructional focus of supporting college readiness (Dr. David Conley’s Key Cognitive Strategies) through the use of technology.

By June 2015:

- Every PLC will present their work to the faculty regarding how they supported one of the Key Cognitive Strategies using technology. These presentations will take place during four professional development days during the school year.
- Five teachers will present their best practices in their classroom in our “Learning From Each Other” featured teacher speaker series.
- By June 2015 we will have completed at least two sets of Instructional rounds.
- We will complete and share out at least two Peer Reviews.

Comprehensive Needs Assessment

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

We have found that this professional development model has been successful and has continued teacher learning. Student achievement has remained high and students are developing the college readiness skills necessary to be successful. This is evident in the 98% pass percentage in college classes taken by our students.

Instructional Strategies/Activities

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

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

1. The Instructional Rounds model will be used to help teachers focus on technology or the Danielson Rubric to help differentiate their learning.
2. Peer Review will continue to support both untenured and veteran teachers in their work in their classrooms.
3. The “Learning From Each other Speaker Series give teachers the opportunity to present good work, assessment models, data tracking, and inspiration for the classroom
4. We are working in mixed grade level PLC’s in order to gain different experiences and continue to integrate the two school sites together
5. The Learning Leaders PD team will monitor the progress of the PD program, meeting 2 times per month on Friday afternoons.

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

1. The Assistant Principal, Supervision will create the schedule for Instructional rounds
2. Teachers in mixed grade level PLC’s
3. One teacher will plan and implement the Peer Review program
4. Wednesday afternoon faculty meetings
5. Learning Leaders PD team

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

1. Instructional rounds will be run in November 2014, January 2015, and March 2015
2. Feedback from each set of Instructional Rounds will be analyzed by the Learning Leaders team.
3. PLC’s will present their work in November 2014, February 2015, March 2015 and May 2015

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

1. Instructional rounds will be run in November 2014, January 2015, and March 2015
2. PLC’s will present their work in November 2014, February 2015, March 2015 and May 2015
3. Learning From Each Other Speaker Series will take place once per month.

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

1. Tax Levy dollars
2. Wednesday afternoon faculty meetings.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent

Involvement Policy (PIP).

Feedback from parents about college readiness practices in our classrooms may be used in planning future professional development activities

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Mandatory tutoring. Ongoing contact with parents Progress reports distributed through the Skedula online grading system Student referrals to guidance counselors	Small group Phone calls/Skedula online grading system/parent meetings Printed copies/Skedula online grading system One-to-one	After school/two days per week (M,R/2:30pm-4:00pm) During the school day After school
Mathematics	Mandatory tutoring. Ongoing contact with parents Progress reports distributed through the Skedula online grading system Student referrals to guidance counselors	Small group Phone calls/Skedula online grading system/parent meetings Printed copies/Skedula online grading system One-to-one	After school/two days per week (M,R/2:30pm-4:00pm) During the school day After school
Science	Mandatory tutoring. Ongoing contact with parents Progress reports distributed through the Skedula online grading system Student referrals to guidance counselors	Small group Phone calls/Skedula online grading system/parent meetings Printed copies/Skedula online grading system One-to-one	After school/two days per week (M,R/2:30pm-4:00pm) During the school day After school
Social Studies	Mandatory tutoring. Ongoing contact with parents Progress reports distributed through the	Small group Phone calls/Skedula online grading system/parent meetings Printed copies/Skedula online grading	After school/two days per week (M,R/2:30pm-4:00pm) During the school day After school

	<p>Skedula online grading system</p> <p>Student referrals to guidance counselors</p> <p>Collaboration with another high to provide our students help during PM school</p>	<p>system</p> <p>One-to-one</p>	
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Dedicated guidance counselor in the 8th, 9th 10th, 11th & 12th grades</p> <p>Guidance counselors follow their cohort of students starting in the 10th grade</p> <p>Counselors keep ongoing logs of outreach, meetings and services for at risk students.</p> <p>Referrals to outside agencies are given to families when necessary.</p> <p>School Psychologist is used in CSE evaluations</p>	<p>One on one, small group</p> <p>ILog</p> <p>Anecdotes on Skedula Grading System</p>	<p>On and as needed basis during the school day and after school.</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
N/A

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).
N/A

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
N/A

TA Schools Only

Use of Program Resources

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

*Brooklyn College Academy, and the parents of the students participating in its activities, services, and programs agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year **2014 - 2015**.*

I. School Responsibilities

Brooklyn College Academy will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Use data from the systems supported by the Department of Education to track student progress
- Incorporate the use of technology, such as SMARTboards, into the classroom to enhance the classroom environment
- Incorporate strategies connected to the theories of Differentiated instruction and Understanding by Design
- Continue to build our Professional Learning Communities as part of the Professional Development of our faculty.
- Continue to build our Early College High School program in collaboration with Brooklyn College
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: according to the dates set by the New York City Department of Education
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress reports will be sent out six times per year (at the half way point of each marking period)
 - Report Cards will be distributed every six weeks at the end of each marking period.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During prep periods only.
- Faculty will be available for parent meetings by appointment before and during school hours. Appointments will be made through the child's guidance counselor.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - The Parent Teacher's Association holds a number of events throughout the year that parents can be involved with at the school.

II. Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding appropriately through PupilPath or phone.
- Providing an environment conducive to studying
- Helping my child accept consequences for negative behavior
- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Monitoring Internet and Social Media activities
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

III. Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every day and ask for help when I need to.
 - Read at least 30 minutes every day outside of school time.
 - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
 - Come to school prepared to work with pens, pencils, and homework
 - Follow the school's dress code
 - Attend tutoring sessions when we do not understand something in class.
-

**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 22	Borough Brooklyn	School Number 555
School Name Brooklyn College Academy		

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 Nicholas Mazzarella	Assistant Principal Shernell Thomas - Daley
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Audrey Delgado
Teacher/Subject Area Christina Basis\English	Parent Judith Buissereth
Teacher/Subject Area Jason Goldberg\Social Studies	Parent Coordinator Karen McKie
Related Service Provider Barbara Korngut	Other David Genovese, Assistant Prin
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	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)	618	Total number of ELLs	1	ELLs as share of total student population (%)	0.16%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0

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: <u>0</u>										

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
Arabic										1				1
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	1	0	0	0	1

*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	0	0	0	0	0
Chinese									0	0	0	0	0	0
Russian									0	0	0	0	0	0
Bengali									0	0	0	0	0	0
Urdu									0	0	0	0	0	0
Arabic									0	1	0	0	0	1
Haitian									0	0	0	0	0	0
French									0	0	0	0	0	0
Korean									0	0	0	0	0	0
Punjabi									0	0	0	0	0	0
Polish									0	0	0	0	0	0
Albanian									0	0	0	0	0	0
Other									0	0	0	0	0	0
TOTAL	0	1	0	0	0	1								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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.
 Our school uses an literacy assessment created in house to gague the early literacy skills of our ELL's. This information aids in the implementation of the instructional plan by providing us with an idea of the literacy level the students are currently working at. Teachers can then plan their differntiated lessons accordingly. To date our ELL students have achieved high scores on the assessment.ste

response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data pattern is that our ELL student is in the lowest third in English and Math according to 8th grade exam scores.
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 [AMAQ tool](#))
We will be implementing more skills based work into those classes containing our ELL student.
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 leadership and teachers will use all data available to them to make instructional decisions. As the students progresses through the year the leadership and teachers will make collaborative instructional decisions regarding our ELL student.**
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](#).)
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers can discuss the students' development with the push-in teacher. Instructional decisions then become collaborative based on the student's skill level.
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?**We do not have a dual language program.**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ELL students have been successful throughout their time here at Brooklyn College Academy. They have always received a large amount of support and will continue to do so.

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](#).)
Brooklyn College Academy offers an English immersion program to students entering with ELL status. Upon entering grades seven and/or eight, English classes are double period in duration and incorporate a literacy component. This is to afford each student a stronger foundation in content and skills of English Language Arts. No teacher at this time is certified as bilingual or as an ESL teacher. The expertise and experience of the English department in collaboration with the other academic departments serve the students' needs. A collaboration with Brooklyn College, the Brooklyn College ESL program and The Learning Center at Brooklyn College is ongoing and open to our students who may be in need of services. Support services through community based organizations and other collaborations are utilized. This year, in addition to the above, the Home Language Identification Survey (HLIS) was given to parents to be completed. Our bilingual guidance counselor completed the initial interviews and the administration of the HLIS. The LAB-R is administered by one of the Assistant Principals and submitted in a timely fashion. Students who are eligible for the NYSESLAT, according to our data in ATS, will sit for the exam. Also, the LAB-R will be administered within the first ten days of the students entry into the system and then scored and submitted in a timely fashion.
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.

Parental outreach and involvement is essential to the success of Brooklyn College Academy. PTA and SLT meetings are monthly events. All members of the school community, staff, guidance and administration meet with parents upon request and workshops are offered throughout the year. The school's parent coordinator sponsors many workshops and opportunities through which parents and students may achieve a better understanding of the opportunities Brooklyn College Academy provides. School events are also planned during which parents can have the opportunity to discuss relevant issues with others. Guidance schedules one to one conferences with both parent and student, telephone conferences and activities to promote the students' well being and success.

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 [\[see tool kit\]](#).)

The AP Guidance ensures that entitlement letters are distributed and Parent Survey and Program Selection Forms are returned. The AP Guidance makes phone calls and/or meets with parents of our ELLs to ensure this information is returned to the school in a timely manner.

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.

All students are programmed for a comprehensive academic experience and a strong guidance component is integral to the Brooklyn College Academy's vision and mission. More opportunities to pass the required New York State Regents exams are offered in the ninth and tenth grade allowing students to experience the Early College program by eleventh grade. Intervention strategies for all of our students include extended tutoring time, extended day school opportunities, Saturday school, attendance at community based organizations outside of school, and supplemental tutor/mentor services. Also, when necessary, the ELPC screen in ATS will be updated for proper placement into the ESL instructional program. This is done in consultation with the students' parent/guardian in their native language if necessary.

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.

After reviewing the Parent Survey and Program selection data 100% of our parents chose Freestanding ESL.

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**

The program at our school is aligned with the requests of our parents

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

All students are programmed for a comprehensive academic experience and a strong guidance component is integral to the Brooklyn College Academy's vision and mission. More opportunities to pass the required New York State Regents exams are offered in the ninth and tenth grade allowing students to experience the Early College program by eleventh grade. Intervention strategies for all of our students include extended tutoring time, extended day school opportunities, Saturday school, attendance at community based organizations outside of school, and supplemental tutor/mentor services. Our classes are all heterogeneous throughout all grade levels.

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)?

Our related services/English teacher is programmed to meet the mandated number of instructional minutes of instruction for our students' program model.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our teachers differentiate their instruction in all content areas. Depending on the topic they are teaching and the difficulty that accompanies it, teachers group their students according to skill and learning levels. Our students are then placed into homogeneous cooperative working groups to support their students' learning. Teachers deliver all content area instruction in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Data from ATS and ARIS is examined to determine ELL status for our students. This data is reported to the testing coordinator who, if necessary, will order exams in the students native language. ELL's are also provided glossaries for use during the school year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As the student progresses, the ELA teacher along with the ICT and SETTS teacher ensure that all four modalities are acquired throughout the school year.

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).

We differentiate instruction for ELL subgroups in the following ways:

- a. We do not have a SIFE program in our school
- b. Our ELL's are immersed into all of our general education classes. Our teachers are made aware of their student's ELL status and are instructed to differentiate their instruction accordingly. Our ELL students are then supported by our related services, who collaborates with the content area teacher, teacher who assists in addressing language issues in any of the content areas.
- c. Our ELL's do not fit into this category
- d. Our ELL student in this category is immersed into all of our general education classes. Our teachers are made aware of their student's ELL status and are instructed to differentiate their instruction accordingly. Our ELL student is then supported by our related services teacher, who collaborates with the content area teacher, assists in addressing language issues in any of the content areas.

e. Former ELL's are monitored through their guidance counselor. Former ELL's are given all of the accommodations that they were entitled to before testing proficient.

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?

Teachers use texts appropriate to the student's learning level. They also differentiate their instruction to ensure access to the content. Teachers collaborate with the SETTS and ICT teachers to develop strategies to accelerate the student's English language development.

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?

ELL-SWD's are programmed for time with the SETTS and/or ICT teacher during the school day. This allows the teachers to enable the student to have access to the content in the least restrictive environment.

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:	N/A	N/A	N/A
Social Studies:	N/A	N/A	N/A
Math:	N/A	N/A	N/A
Science:			

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

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

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

	Beginning	Intermediate	Advanced
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

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

	Beginning	Intermediate	Advanced
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.
Support services, for our frestanding ELL's, at Brooklyn College Academy include tutoring during the extended day period, tutors working with students during class time, and support by the guidance counselors. If a student is in need of more extensive support or services, more appropriate programs are investigated and offered.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Support services at Brooklyn College Academy for continuing transitional support include tutoring during the extended day period, tutors working with students during class time, and support by the guidance counselors have all been successful stratgies. If a student is in need of more extensive support or services, more appropriate programs are investigated and offered.
11. What new programs or improvements will be considered for the upcoming school year?
No new programs will be considered for this school year due to budgetary constraints.
12. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All eligible students participate in extracurricular activities such as PSAL boys and girls basketball teams, clubs, community service experiences, music programs and school trips. Students must maintain certain criteria for participation in specific activities as per New York City Department of Education protocol.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All of our faculty member use SMARTboard technology in their classrooms. This technology has opened a wide array of presentationstyles and support structures for our ELL students. Our computer labs are open early in the day as well as at lunch time. All of our students can access technology labs as well as the library at Brooklyn College.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support will be delivered as needed using our resources at Brooklyn College.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All of our required support services for our ELL's correspond with their appropriate ages and grade levels. All curriculum and supportmaterials are age and grade appropriate and assist our ELL's in becoming succeeful in our school.
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.
Our activities include an orientation session at the beginning of the school year. Our dean of students runs a student orientation for newand incoming students before the school year begins. The dean allows students to meet their peers and incorporates many team buiilding activities to allow students to become acclimated to each other and the school.
18. What language electives are offered to ELLs?
Presently the only foreign languauge offered in our school is Spanish. All of our ELL's have access to these courses. Our students have been very successful in passing the New York State Regents exam in Spanish after taking this coursework.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Professional development meetings take place every Wednesday afternoon. Both site specific and whole school meetings are held. During this time, teachers meet in Professional Learning Communities to discuss the academic goals of their students and how to better prepare them to face the academic challenges of today's world. The Professional Learning Communities also discuss specific pedagogical issues found in their classrooms and collaborate to improve upon those issues. Students who are considered to be at risk or in need of additional services are discussed at these meetings and action plans are created. Teachers are able to reach out to the appropriate guidance counselors for help when necessary.
 2. Teachers of ELL's use their PLC's as their learning and support base. Those teachers are offered the opportunity to attend DOE and network based workshops throughout the year.
 3. Our ELL students always have an adult to turn to in order to assist with their transition to our school. Their guidance counselor, who stays with the student for three years, develops a deep relationship with the student and is always available for any assistance necessary. Also our dean of students, faculty and administration all make it known to our students that there is an open door policy and that they can come in and talk about anything they feel is necessary. Our school community is supportive and nurturing of all of our students, especially our ELL students.
 4. The minimum 7.5 hours of Professional Development will be completed in house and may include a collaboration with another high school who has a more intensive ELL program. The schools will collaborate on a PD plan to help all teachers better assist in the success of our

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?
 1. Parental outreach and involvement is essential to the success of Brooklyn College Academy. PTA and SLT meetings are monthly events. All members of the school community, staff, guidance and administration meet with parents upon request and workshops are offered throughout the year. The school's parent coordinator sponsors many workshops and opportunities through which parents and students may achieve a better understanding of the opportunities Brooklyn College Academy provides. School events are also planned during which parents can have the opportunity to discuss relevant issues with others. Guidance schedules one to one conferences with both parent and student, telephone conferences and activities to promote the students' well being and success.
2. We do not partner with any CBO's to provide workshops or services to ELL parents. Opportunities for workshops or other assistance for parents of ELL students are available through our collaboration with Brooklyn College.
3. We evaluate the needs of the parents of our ELL students through feedback given by the PTA executive board, by members of the School Leadership Team and the Parent Coordinator. We also use the Learning Environment Survey as another set of data to evaluate parent needs. Any needs by parents of ELL students are immediately addressed by the school's administration.
4. Parental involvement activities for parents of ELL students are developed on a as needed basis. These activities would address the needs of our ELL parents specifically as the activities would be based on the feedback received by the PTA Executive Board, the School Leadership team and the Parent Coordinator

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:

Part VI: LAP Assurances

School Name: Brooklyn College Academy

School DBN: 22K555

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicholas Mazarella	Principal		11/8/13
Shernell Thomas - Daley	Assistant Principal		11/8/13
Karen McKie	Parent Coordinator		11/8/13
	ESL Teacher		11/8/13
Judith Buissereth	Parent		11/8/13
Jason Goldberg	Teacher/Subject Area		11/8/13
Christina Basias	Teacher/Subject Area		11/8/13
	Coach		1/1/01
	Coach		1/1/01
Audrey Delgado	Guidance Counselor		11/8/13
Gereard Beirne	Network Leader		11/8/13
David Genovese	Other <u>Assistant Principal</u>		11/8/13
Barbara Korngut	Other <u>Related Service Prov</u>		11/8/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **22K555** School Name: **Brooklyn College Academy**

Cluster: **5** Network: **CFN 536**

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.

Using ATS and biographical information collected from students when entering the school, we are able to assess our translation and oral interpretation needs. Parents can also request, through their child's guidance counselor, for information to be translated or interpreted into their home language. This information is collected at the beginning of the school year so that appropriate services can be implemented in a timely manner.

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.

We have found that our school written translation and oral interpretation needs are minimal. Our school does not have a significant ELL population where these services are needed on a large scale. We reported our findings to the School Leadership Team. The PTA President will then turnkey this information to our parents.

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.

We provide written translation services by request. Parents and students request written translation services through their guidance counselor. The Guidance Counselor then reports the request to administration. The written translation is then done in – house by school staff.

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.

We provide oral interpretation services by request. Parents and students request oral interpretation services through their guidance counselor. The Guidance Counselor then reports the request to administration. The oral interpretation is then done in – house by school staff.

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>.

Copies of the Parents Bill of Rights in covered languages are available upon request from the grade level Guidance Counselor. Copies of the Parents Bill of Rights are also available during Parent – Teacher Conferences. Parents are notified by the school and by the PTA that these items are available. Signs regarding the availability of translation services in the covered languages are conspicuously posted at the front entrance to the school as well as in the general office and the office of each guidance counselor.