

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K555

School Name:

BROOKLYN COLLEGE ACADEMY

Principal:

NICHOLAS MAZZARELLA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 College Academy School Number (DBN): 22K555
Grades Served: 9 – 12
School Address: 350 Coney Island Avenue Brooklyn, NY 11218
Phone Number: 718-853-6184 Fax: 718-853-6356
School Contact Person: David Genovese Email Address: Dgenove2@schools.nyc.gov
Principal: Nicholas Mazzarella
UFT Chapter Leader: Paul Spicer
Parents' Association President: Judith Buissereth
SLT Chairperson: Lynelle Rennis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Judith Buissereth
Student Representative(s): Jessica Joseph
Armani-Marie Mendez

District Information

District: 22 Superintendent: Mr. Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718-968-4100 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
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 (staff), if applicable	
Not Applicable	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jessica Joseph	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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/ School	
Shernell Thomas-Daley	Member/ School	
Lynelle Rennis	Member/ School	
Jaclyn Nigro	Member/ School	
Juliette Dayana Oriol-Bistoury	Member/ Parent	
Donnette Hercules	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joann Keizer	Member/ Parent	
Jacqueline Robinson	Member/ Parent	
Jacqueline Smalling	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Brooklyn College Academy will be celebrating its 30th anniversary this year. When our school opened, we set our roots in alternative education. We were a middle college high school for students who were under-credited and over age. As the Department of Education changed so did we. We developed our school into a highly successful Early College high school that has developed partnerships with Brooklyn College and national organizations such as Middle College National Consortium and the National Network for Educational Renewal. Over the past nine years, our Early College program has grown exponentially and our students are graduating with more transferrable college credits than ever. As we reflect on our work, we can see that our school is fulfilling its mission of developing into a highly effective community of leaders and learners. We strive to include all members of our school community and develop leadership to forward our work.

As an Early College high school, we strive to provide a safe learning environment where students can connect with their teacher and college professors. This special population of students needs an environment where standards are high and their teachers implement innovative strategies to teach their students. Our students need guidance counselors and teachers that care and watch out for them as if they were family. We work hard to help our students achieve college and career readiness skills that will support them in their future endeavors. They need enrichment and they need more extracurricular activities that can help them unwind from their studies. Our work with our students is supportive, creative and allows them to find who they are going to be as adults.

Over the past year, we have made the most progress in the following areas of the Framework for Great Schools: Rigorous Instruction, Supportive Environment and Collaborative Teachers. We have always held rigorous instruction high on our list of expectations for our classrooms. Our teachers worked on integrating technology into their daily lesson plans and explored how that can help our students work toward mastering Dr. David Conley's Key Cognitive Strategies for college readiness. Our teachers worked hard in their Professional Learning Communities and presented their work to their colleagues several times this year. Developing a supportive environment is another priority we hold in our school. We work very hard to be proactive about issues students, teachers and/or parents may have throughout the school year. We continue to work with our school community in supporting our students and, as evidenced by our safety statistics, are successful in achieving this goal. We continue to use our rotating guidance model where our guidance counselors move through all four years of high school with the students they take up in ninth grade. This allows for continuity and gives us the opportunity to build deep and long lasting relationships with our students. Finally, the development of our Learning Leaders team has allowed us to make great progress in the area of collaborative teachers. This team is responsible for developing the direction and programming for our professional development work. This team has been instrumental in working together with the administration to implement more effective professional development that meets our teachers' needs and differentiates their learning. This team has been a wonderful aspect of our professional development and has allowed teachers to become leaders among their peers.

We are looking forward to a successful school year and continuing all of the good work we have developed here at Brooklyn College Academy.

22K555 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	606	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				11
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	6	# Drama
				2
# Foreign Language	11	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	1.9%	% Attendance Rate		96.0%
% Free Lunch	60.8%	% Reduced Lunch		13.3%
% Limited English Proficient	0.2%	% Students with Disabilities		4.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		74.3%
% Hispanic or Latino	9.4%	% Asian or Native Hawaiian/Pacific Islander		7.9%
% White	3.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	45.2%	Mathematics Performance at levels 3 & 4		71.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		93.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	97.2%	% of 2nd year students who earned 10+ credits		96.6%
% of 3rd year students who earned 10+ credits	80.3%	4 Year Graduation Rate		99.3%
6 Year Graduation Rate	97.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		N/A
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	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
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	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
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	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
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	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
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	N/A			
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 – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The Learning Leaders team conducted an analysis of our work. They looked at student achievement, classroom assessments, and collected anecdotal evidence from their colleagues. We felt this work will improve student achievement and increase rigor in our pedagogy. It was decided that implementing this program will:

- focus curriculum
- align curriculum to the Common Core Standards
- create department based common assessments
- Focus on reading, writing and speaking

Strengths for this element:

- Strong relationships within our faculty already exist.
- Teachers have read Michael Schmoker’s book Focus as a preface to this work.
- Past topics in professional development will help teachers succeed in this work
- Our Peer Review Program and Instructional Rounds Model will support teachers in this work

Needs for this element:

- Meeting time
- Supervision of the process (Priority)
- Follow up with teachers to determine if they are following the agreed upon curriculum template (Priority)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, content area teams will have developed a collaborative, focused curriculum map and common assessments aligned to the common core standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>Beginning May 2015, teachers will begin to develop common core aligned curriculum maps.</p>	<p>Teachers</p>	<p>Begins May 2015/Ends June 2015</p>	<p>Learning Leaders team and Assistant Principal, Supervision</p>
<p>Beginning May 2015, teachers will begin to develop common core aligned common marking period assessments.</p>	<p>Teachers, Students</p>	<p>Begins May 2015/Ends June 2016</p>	<p>Content Area Teams</p>
<p>Teacher teams will include Special Education teachers to ensure differentiation for students with disabilities.</p>	<p>Teachers, students</p>	<p>Begins May 2015/Ends June 2016</p>	<p>Special Education teachers, Content area teams</p>
<p>Families will be engaged in the understanding of rigorous instruction through the School Leadership Team, the Parent –Teacher Association, and at the four scheduled open school events.</p>	<p>Teachers, Students, Parents</p>	<p>Begins June 2015/Ends June 2016</p>	<p>School Administration, PTA Executive board, School Leadership Team</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Professional Development meeting time will be dedicated to this work. Teachers will be paid per session as needed to complete this goal.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

By February of 2016, The following will have been completed:

- Common core aligned curriculum map
- Three marking period based common assessments.
- Teacher Teams will use Google Drive to keep progress of their work during meeting times.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The administrative team conducted a comprehensive analysis of our work in this element. The team looked at the most recent Quality Review, Early College data, safety data and attendance data.

Strengths in this element:

- Our attendance rate continues to hover at 95% or better
- Students are earning more college credits than in previous years.
- Suspensions and safety data show our school in a positive light
- Rotating Guidance Model is contributes greatly to our success

Needs in this element:

- Continue the Rotating Guidance Model (priority)
- Continue to monitor online activity of our students. (priority)
- Increase rigor in our high school classrooms

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the overall number of college credits students earn in our Early College program will increase by 2%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Continue our Rotating Guidance Model as in the past.	Guidance Counselors, students	Begins May 2015/Ends June 2016	School Administration
Increase the number of college course offerings to students.	Students, Teachers, Parents	Begins May 2015/Ends June 2016	School Administration
Intensify our advisory model to support students in college classes.	Students, Teachers	Begins May 2015/Ends June 2016	School Administration, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Guidance counselors will continue our rotation model. We will collaborate with college department chairpersons to increase and/or diversify college course offerings. Advisory teachers will collaborate to intensify student support in advisory classes.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, we will have increased the number of credits earned by 1% over last year. Advisory teachers will have met three times to collaborate on intensifying support for students in college classes.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The Learning Leaders team conducted an analysis of our professional development work over the past seven years. They looked at student achievement and collected anecdotal evidence from their colleagues.

Strengths in this element:

- Our Peer Review program is an effective support for teachers
- Our Instructional Rounds program is effective support for our teachers
- The past programs have developed staff in alignment with elements of the Quality Review
- Academic rigor has increased over the years of the implementation of our Professional Development program.

Needs in this element:

- Increased supervision of teacher teams (priority)
- Increased teacher accountability within teacher teams. (priority)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, teachers will work to increase accountability to their Professional Learning Communities/Content Teams through the development of norms and goals. The Assistant Principal, Supervision will increase accountability of teacher teams through the use of Google Classroom and Google Drive.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We will continue our Peer Review program and include more Common Core aligned examination.	Teachers	Beginning September 2015/Ending June 2016	Learning Leaders Team, Assistant Principal, Supervision.
We will continue our Instructional Rounds model and include work around the common core and curriculum map into the three classroom visits.	Teachers	Beginning September 2015/Ending June 2016	Teachers, Assistant Principal, Supervision
Increase our use of Google Classroom and Google Drive to elevate accountability of teachers to the professional development program.	Teachers	Beginning May 2015/Ending June 2016	Teachers, Assistant Principal, Supervision.
Teacher teams will develop norms and goals to focus discussions	Teachers	Beginning September 2015/Ending September 2016	Teacher teams

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Professional Development meeting time will be dedicated to the goal for this element. Teacher per session will be dedicated on an as-needed basis										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, We will have completed the following toward this goal:

- Two sets of Instructional Rounds will have been completed
- Peer Review Teams will have been assigned
- Google Classroom will be implemented for Professional Development purposes
- Teacher teams will have developed norms, goals and roles.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The administration conducted a needs assessment regarding this element. The team reviewed student achievement data on Skedula, Early College class data provided by CUNY and Middle College National Consortium, teacher performance data from Advance, and our most recent Quality Review. From this analysis we found the following:

Strengths in this element:

- A developed culture of trust among administrators and faculty
- Students are earning more college credits than in the previous year
- Teacher performance on observations is steady. The vast majority of teachers are performing at or above their levels from last school year.
- We are beginning to further align our classwork, assessments and curricula to the Common Core
- We offer a consistent professional development program that focuses on classroom needs and develops pedagogy
- Actionable feedback is given to teachers very shortly after classroom observations.

Needs in this element:

- Offer more actionable feedback after classroom observations in relation to implementing Common Core, and infusing authentic literacy in classroom lesson plans. (priority)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school administrators will offer more directed feedback in regards to Common Core and authentic literacy. Administrators will conduct three learning walks over the course of the year and monitor teacher progress in these areas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<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>Continue short turnaround time in feedback and observation forms for classroom observations</p>	<p>Administrators</p>	<p>Beginning September 2015/Ends June 2016</p>	<p>School Administration</p>
<p>Research and develop a learning walk protocol to share with faculty around common core and authentic literacy.</p>	<p>Administrators</p>	<p>Beginning September 2015/Ends June 2016</p>	<p>School Administrators</p>
<p>Offer directed feedback to individual teacher after learning walks at faculty meetings and/or individual conferences with teachers</p>	<p>Administrators</p>	<p>Beginning September 2015/Ends June 2016</p>	<p>School Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will set aside time for learning walks and continue to make time for feedback and report writing after classroom observations.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

By February 2016 we will have completed two learning walks and completed half of our required number of classroom observations and have given feedback and provided observation reports.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

After conducting a needs assessments that included examining the most recent school community survey, we found the following information:

Strengths in this element:

- Parents are feel their children are safe at our school
- Parents appreciate the response they get when contacting the school
- The school is a welcoming environment.

Needs in this area:

- Parents and students feel there is a need for more extra-curricular activities. (priority)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will have added at least one new extra-curricular activity for our students to take part in.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Reach out to teachers and staff regarding interest in developing extra-curricular activities</p>	<p>Teachers</p>	<p>Beginning September 2015/Ends October 2015</p>	<p>Teachers, Administration</p>
<p>Create a teacher team to focus on implementing extra – curricular activities for our students.</p>	<p>Students</p>	<p>Beginning September 2015/Ends June 2016</p>	<p>Teachers, Administration.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax levy dollars will be allocated for per-session as necessary for these activities. Teachers can use their Tuesday time to meet after contacting parents.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, a teacher team for extra-curricular activities will be created.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 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)	Report card grades Anecdotes from Skedula online grading system Referrals from teachers. Referrals from guidance counselors Conferences with parents	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	Report card grades Anecdotes from Skedula online grading system Referrals from teachers. Referrals from guidance counselors Conferences with parents	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	Report card grades Anecdotes from Skedula online grading system Referrals from teachers. Referrals from guidance counselors	Mandatory tutoring. Ongoing contact with parents Progress reports distributed through the Skedula online grading system	Small group Phone calls/Skedula online grading system/parent meetings Printed copies/Skedula online grading system	After school/two days per week (M,R/2:30pm-4:00pm) During the school day After school

	Conferences with parents	Student referrals to guidance counselors	One-to-one	
Social Studies	Report card grades Anecdotes from Skedula online grading system Referrals from teachers. Referrals from guidance counselors Conferences with parents	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
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Report card grades Anecdotes from Skedula online grading system Referrals from teachers. Referrals from guidance counselors Conferences with parents One on one meetings with students Conferences with teachers	Dedicated guidance counselor in the 9th 10th, 11th & 12th grades Guidance counselors follow their cohort of students starting in the 9th grade Counselors keep ongoing logs of outreach, meetings and services for at-risk students. Referrals to outside agencies are given to families when necessary. School Psychologist is used in CSE evaluation	One on one, small group ILog Anecdotes on Skedula Grading System	On an as needed basis during the school day and after school.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Brooklyn College Academy 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, and Parent-Teacher Association as trained volunteers and welcomed members of the school community. Brooklyn College Academy 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, School Quality 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) Template

Brooklyn College Academy, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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;

- 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal Nicholas Mazzarella	Assistant Principal Shernell Thomas-Daley
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Karen McKie
Teacher/Subject Area Barbara Korngut/SPED	Parent Judith Bistoury
Teacher/Subject Area Anne Roche/SPED	Parent Coordinator Suhadie Lajara-Rivas
Related-Service Provider type here	Borough Field Support Center Staff Member Daniel Walsh
Superintendent Fred Walsh	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	620	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	0	0	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	1	0	0	0
SELECT ONE 0														0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0
--	---

Freestanding English as a New 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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	1	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	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 your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>Living Env</u>	1	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. The insight it provides is that our ENL's speak English very well and can be successful in our school. The data informs our instructional plan in that their programs are individualized for their needs and there are many layers of support for them.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across proficiency levels show that our ELL students are high achieving. They also come to us as high achievers in their content area class as well. As seen on the NYSESLAT, our students are on the verge of testing out and they are making progress toward that goal.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Our ENL's are fairing well taking tests English. With the built in supports, they are succeeding in their classes. At this time we are using classroom data to analyze the progress of our ENL students. We are not using the ELL periodic assessment at this time.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
This is not applicable to our school

6. How do you make sure that a student's new language development is considered in instructional decisions?
Given the supports that ENL's are provided and our focus on differentiated instruction, our high achieving ENL's language is developing at a consistent rate. We ensure that our lessons are differentiated and focus on the use of academic language in every class.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other 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).
We look at our annual yearly progress, performance on regents exams, and performance in their content area classes.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
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.
In following with the requirements of the Department of Education, we analyze where the student is entering our school from. If the student is new to the school system, coming from a different country of origin or has not been in the NY City system for over two years then we will administer the HLIS. The Home Language Identification Survey (HLIS) was given to parents to be completed. One of our teachers or an administrator completes the initial interviews and the administration of the HLIS is conducted by one of our teachers. The NYSITELL is administered by one of the Assistant Principals and submitted within the mandated 10 day period. Students who are eligible for the NYSESLAT, according to our data in ATS, will sit for the exam.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Brooklyn College Academy uses the SIFE oral questionnaire, the LENS and student work (if any) to help identify SIFE students when necessary.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Identification of these students begins with the guidance counselor. Any student with an ELL and SPED designations are referred to the Assistant Principal, Guidance and the Principal. The LAP team is then convened and a placement is made for the student.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The AP Administration ensures that entitlement letters are distributed and Parent Survey and Program Selection Forms are returned. The AP Administration makes phone calls and/or meets with parents of our ELL's to ensure this information is returned to the school in a timely manner.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents whose students are identified as ELL are met with by the guidance counselor and the Assistant Principal, Guidance at the time of enrollment and the process for appeal is explained then.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
To inform parents of these options, BCA provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video. Attendance records for the orientation are kept with the guidance counselor and include the parents

names, ELL pedagogues, the guidance counselor, an administrator and languages used other than English. During the orientation, we provide information on our Early College program, standards, curriculum, and assessments which includes the Common Core Learning Standards. Translation services will be provided as needed for the orientation.

After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.

It is understood that the parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If Parent Survey and Program Selection Forms are not submitted soon after the orientation, then the Parent Coordinator and the guidance counselor will reach out to the families and remind them to submit the form in the five day window. Translation services will be provided when necessary. When forms are returned they are stored in the student's record and a copy is kept with the guidance counselor.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement Notification letters are distributed via back pack and mailed directly to the parent/guardian. The letters are translated as necessary. There is then follow up by the parent coordinator or the guidance counselor after the letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation is maintained by the guidance counselor in the student's file.
11. 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.

The steps taken to administer the NYSESLAT are as follows:

1. Tests are ordered by the deadline.
 2. The RLAT report is run from ATS to ensure all students are tested annually.
 3. Time is made with one of the teachers on the LAP Team (Barbara Korngut or Anne Roche) to administer each section of the test according to the testing regulations. The administration and the teacher consider the best time to administer the four components of the assessment within the student's schedule during the school day.
 4. The AP Supervision then packs the test and returns the test according to DOE testing regulations.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. These letters are distributed by the guidance counselor via back pack and direct mail to the parent/guardian.
 13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

All ENL 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.

Our Integrated ENL instruction aims to build English language skills through content area instruction. It is delivered by the content area teacher and then supported by one of our Special Education teachers. We differentiate instruction as to the level of student in each content area. ENL's are grouped throughout each class and participate equally with their peers.
 - b. TBE program. *If applicable.*

Not Applicable
 - c. DL program. *If applicable.*

Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 core content is delivered in each program model. 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. Materials used in the program would include but are not limited to glossaries, dictionaries and differentiated worksheets (translated when necessary). Support is provided by a special education teacher when necessary and depending on the level of the ENL student. All of our content area curriculum is in line with the Common Core Standards
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Data from ATS 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?

Students are evaluated throughout the year in their core content areas through the use of formative and summative assessments. Their progress is monitored at the end of each marking period.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

We differentiate instruction for ELL subgroups in the following ways:

 - a. We do not have a SIFE program in our school
 - b. Our Newcomer 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.

They receive all appropriate testing accommodations for all of the classroom and state examinations

c. Our Developing 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.

They

receive all of the appropriate testing accommodations for all classroom and state examinations

d. Our Long term 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.

They

receive all appropriate testing accommodations for classroom and state examinations.

e. Former 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. Students receive all testing accommodations required for all classroom and state examinations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School consults with parent or guardian.
5. School conducts and reviews the results of a school-based assessment of the student's abilities in listening, speaking, reading and writing in English.
6. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
7. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not.
Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older).
8. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
9. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
10. All notifications and relevant documents are kept in the student's cumulative folder.

Being that our ELL's are already immersed into all of our general education classes, progress toward graduation is not adversely

Chart affected. Our teachers are made aware of their student's updated 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.

8. 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?

The instructional strategies and grade level amaterials include but are not limited to:

1. Content area vocabulary books where students include vocabulary for a partuclar uniot in each content area.
2. Audio books can be used when necessary to help students keep up with any readings in each content area.
3. Teachers differntiate instruction to give ENL students access pints to the curriculum.
4. Other support is provided by the service provider
5. Tutoring after school, when available, is provided to ENL students.

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

We use curricular, instructional, and scheduling flexibility to attain their IEP goals. Scheduling is indivisualized for each ENL student and can include a period for extra support. Curricular and instructional flexibility is provided by the content area teacher through differentiation and related services support. Teachers are highly encouraged and are supported in giving all of our ENL-SWD students the support necessary to achieve their IEP goals. Teachers are aware of the students' learning modalities through access to the students' IEP via Skedula. Conetent area teachers and SPED teachers can then devise a plan to help the student achieve their IEP goals and help them become more proficient in English.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

Chart PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

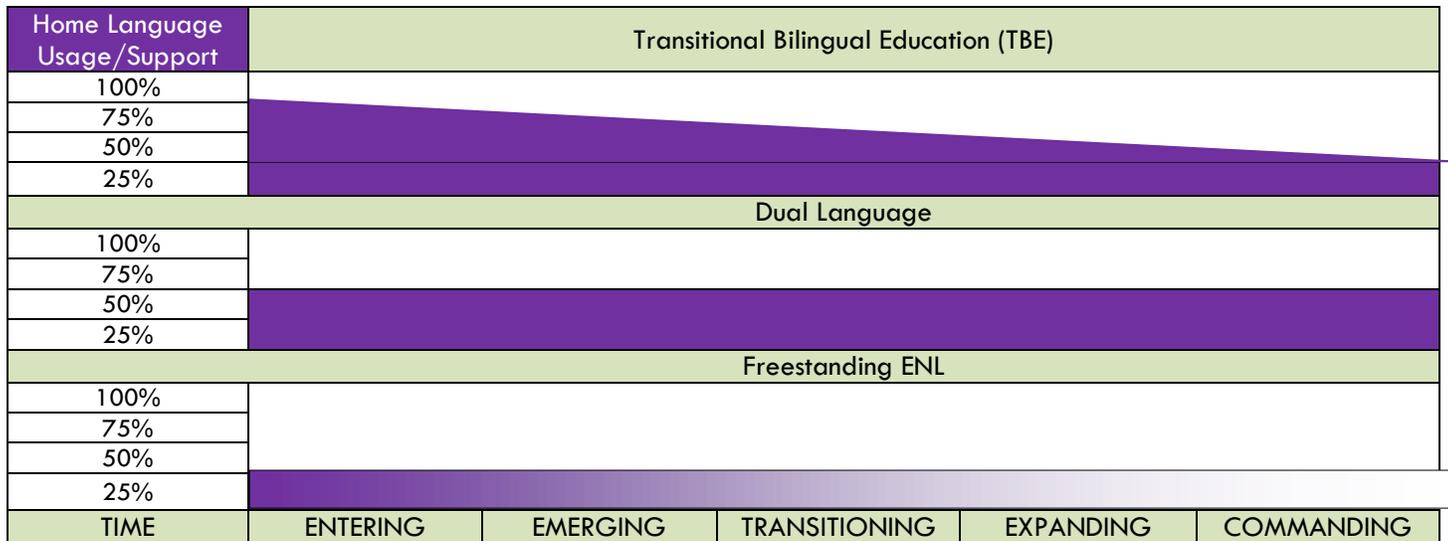


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently the program is meeting the needs of our students in both content and language development. Our tenth grade ENL student succeeded in both ELA and Math caourses last year and is moving toward the Algebra regents in January. Out sole ninth grade student is successful so far and we are going to sustain her work throughout her time here. We review classroom data midway in each marjking period and then culminating with the report card. We look at classroom assessemnts including homework, exams, projects and any other assessments that teachers use to grade their students.
12. 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.
13. What programs/services for ELLs will be discontinued and why?
No programs for our ELL students will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All eligible ENL students participate in extracurricular activities such as PSAL boys and girls basketball teams, clubs, community service experiences, music programs, tutoring and school trips. Students must maintain certain criteria for participation in specific activities as per New York City Department of Education protocol. We make school wide announcements, translated when necessary, to students to invite participation to the activity either curricular and extra-curricular.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 ahs opened a wide array of presentation styles 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support will be delivered as needed using our rewsources at Brooklyn College.
17. Explain how the school ensures all required services/resources support and 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 support materials are age and grade appropriate and assist our ELL's in becoming succeeful in our school.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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 incoporates many team building activities to allow students to become acclimated to each other and the school.
19. What language electives are offered to ELLs?
Presently the only foreign langauge 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 City LOTE exam in Spanish after taking this coursework.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

This is Not Applicable to our school.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development meetings take place every Monday afternoon. The dates for these meetings 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 the Early College setting and today's world. The Professional Learning Communities also discuss specific pedagogical issues found in their classrooms, examine student data, 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. The progress ENL students is also discussed and teachers can talk about methodologies that can work toward the student making progress toward success in that particular content area. Teachers are able to reach out to the appropriate guidance counselors for help when necessary.
As citywide professional development sessions are scheduled we will send representatives for teachers, AP's, secretaries, parent coordinators, EBL teachers, and special education teachers. this information can then be turnkeyed to the appropriate staff at our Monday professional development meetings.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
As DOE sponsored Professional Development is offered, we will send the appropriate representatives to those sessions. Our content teams including Special Education and ENL teachers, take part in weekly meetings and had a voice in aligning curriculum and unit plans to the Common Core State Standards. Our weekly PD meetings focus on how formative assessment, including those completed by ENL students, is helping to change pedagogy and predict performance on more standardized department created assessments like midterms and finals. Teachers use this time on Mondays be sure that they are on track to complete units on time and that they are assessing all students, including ENL's, against the Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
2. 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 is always available for any assistance necessary. Also, our Assistant Principal of Safety, 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The minimum 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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

These meetings are scheduled with the student's guidance counselor. The counselor reviews the student's academic history to date and then the progress made in all content areas the student is currently enrolled in. If an interpreter is needed, we will use someone on staff who speaks the language, reach out to Brooklyn College for help or reach out to the interpretation unit for assistance.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Records of annual individual meetings with ELL parents as well as outreach are kept by the student's guidance counselor.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.
5. How do you evaluate the needs of the parents? 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.
6. How do your parental involvement activities address the needs of the parents? 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 Boards, the School Leadership team and the Parent Coordinator

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicholas Mazarella	Principal		1/1/01
Shernell Thomas-Daley	Assistant Principal		1/1/01
Suhadie Lajara-Rivas	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
Judith Bistoury	Parent		1/1/01
Anne Roche	Teacher/Subject Area		1/1/01
Barbara Korngut	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Karen Browne	School Counselor		1/1/01
Fred Walsh	Superintendent		1/1/01
Daniel Walsh	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 22K555 **School Name: Brooklyn College Academy**
Superintendent: Fred Walsh

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Using ATS, the HLIS, student blue cards, and biographical information collected from students when entering the school, we are able to assess our translation and oral interpretation needs. Announcements sent through our grade reporting system are automatically translated for students and parents with a language preference other than English. Parents and students can request, through their child's guidance counselor, translation and interpretation services. This information is collected at the beginning of the school year so that appropriate services can be implemented in a timely manner.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, Chinese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following PupilPath invitation, Discipline Code, Emails to parents, parent-teacher conference announcements, formal announcements from the Department of Education. We will have translated parent-facing documents for our open school events on September 30th, November 19th & 20th, March 10th & 11th and May 10th of the current school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The face to face meetings are as follows: Meet the Teacher evening (9/30/15), Parent-Teacher Conferences (11/19, 20 & 3/10, 11 & 5/10). We will provide services for disciplinary, attendance, and/or guidance meetings as needed. These services can be done by over the phone interpretation, from the Translation and Interpretation Unit, and outside vendor, a parent volunteer or a faculty member in the school.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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, by the Translation and Interpretation Unit, or by an outside vendor when necessary. We also provide parents with documents already translated such as calendars, parent teacher conference notices, and other DOE notices from the Department of Education's intranet site.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We provide interpretation services by request. Parents and students request interpretation services through their guidance counselor.

The Guidance Counselor then reports the request to administration. The interpretation is then done in – house by school staff, by an interpreter hired from another school or organization, through the Translation and Interpretation Unit, or via over the phone interpreters.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Faculty and staff are trained as part of the professional development on the first day of school. Faculty receive the Language ID guide and the palm card as part of their professional development and an understanding about how to use these materials and the protocols for requesting translation in our school. We will provide teachers with the "I speak..." card for phone interpretation services. We will also conduct a PD session in the middle of the school year to remind teachers of the interpretation services available to them.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We gather feedback through meetings with the assistant principals, guidance counsleors, parent coordinator, the PTA, and office staff. We also use the results of the parent survey to help guide our work in providing these services to our parents. As we gather feedback, we will make necessary

changes to our policies and procedures to ensure all of our ENL parents and students have equal access to school services.