

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K643

School Name:

BROOKLYN DEMOCRACY ACADEMY

Principal:

ANDREW BROWN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Democracy Academy School Number (DBN): 23k643
Grades Served: 9-12 Transfer High School
School Address: 985 Rockaway Avenue
Phone Number: 718-342-6590 Fax: 718-342-6708
School Contact Person: Dez-Ann Romain Email Address: domain@schools.nyc.gov
Principal: Andrew Brown
UFT Chapter Leader: Susan Petrey
Parents' Association President: Mekeisha Mercer
SLT Chairperson: Khadijah Allen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Luis Lefranc
Anthony Hernandez

District Information

District: 23 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, 5th Floor
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718 923-5124 Fax: _____

Borough Field Support Center (BFSC)

BFSC: 23 Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: bfitzge2@schools.nyc.gov
Phone Number: 718 935-3954 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)
Andrew Brown	*Principal or Designee	
Pierrette Celestin	*UFT Chapter Leader or Designee	
Daniel Perez (Parent)	*PA/PTA President or Designated Co-President	
Glen James	DC 37 Representative (staff), if applicable	
Crystal Orange (parent)	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ronnie Figueroa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Anthony Hernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cherise Littlejohn-Ross	CBO Representative, if applicable	
Dulely Perez	Teacher	
	Member/	
Elizabeth Figueroa (Parent)	Member/	
Ruth Foy (Parent)	Member/	
Carrion Lewis (Parent)	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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 Democracy Academy is a transfer high school that serves students who are 16-21 years of age. All students at Brooklyn Democracy Academy have previously been enrolled in a community high school for one or more years and for various reasons they have been unsuccessful in those environments. In order for these students to become successful in school the structure at BDA is one that surrounds the entire student and seeks to assist students in creating goals, identifying what has kept them from meeting those goals in the past, and develop plans for each student that are specific and measurable. Students are also immersed in literacy and numeracy environments that are rigorous and drive them to become critical thinkers. In order to provide this level of support to our students we are partnered with JCCA of New York. As a team at BDA, we believe that students learn best when they are in a safe and supportive environment to take academic risks. We support our students in the following ways:

- Each student is assigned to an advocate counselor who connects with the student and their family as soon as the student goes through the intake process. This relationship ensures that there is constant dialogue between the school, student, and community. This support structure involves students and their families in school in a meaningful way from day one, which allows us to pinpoint areas to assist students in attending and being successful in school. Support in this area can be as simple as providing students with a wake up phone call in the morning and as complex as assisting with finding housing, child care, college scholarships, and mental health support for students and their families.
- Teachers and counselors meet on a regular basis to design supports for students in school. During joint planning sessions counselors and teachers design student specific interventions to improve student outcomes in class on specific skills, on their regents exams, and in the credit accumulation.
- BDA offers an accelerated credit opportunity to students where we offer 7 credits per trimester. Students have the opportunity to earn 21 credits in a school year and additional opportunities during the summer.
- BDA offers online courses to students who may have hardships coming to school, including those who have illnesses, are caring for family members with illnesses, or who have given birth.
- We have a designated college access counselor who plans trips both in and outside of New York City throughout the year. Aside from trips to CUNY schools, we have also taken students on overnight trips to schools within the region, including HBCUs.
- Alongside our college trips, we also offer college level courses including a hydroponics course as well as a research writing course. These courses are offered in order to prepare students for college level coursework.
- We have a work/internship coordinator who works with the Learning to Work program. Students at BDA have diverse placements in the program ranging from child care and work with the homeless to an internship in a funeral home. Each year we have a career fair in which professionals come in and interact with the students. The success of the fair has made it competitive amongst professionals as some actually have to be turned away! This has led to multiple internship opportunities, and BDA making arrangements for a second annual fair.
- We have a student leadership team, which has a strong voice in the school. They have participated in discussion with BDA administrators concerning school policy and CEP goals. They have designed school spirit days and also spearheaded community service initiatives. Over the last holiday season our students collected more than two hundred pounds of

food to donate to the homeless. They also started a toy drive and collected money to buy toys for children in foster care. On Thanksgiving, they volunteered to feed the homeless on our campus. Close to 20 students assisted in planning the events and more than 10 came to BDA on Thanksgiving Day to volunteer.

The areas in which we grew most over the last school year were in teacher collaboration and the development of rigorous instruction. Over the last three years at Brooklyn Democracy Academy we have been able to develop a strong professional community. We have used a department head/model teacher structure in order to facilitate team analysis of student data such as, student work and regents exams using item analysis. The data was disaggregated and used for the identification of curricular needs, which led to improved curriculum output and the implementation of best practices. We also initiated a school wide writing initiative, Quick Writes, which has formalized writing in all subject areas and provided us with another tool to assess writing, assess content knowledge, and help us evaluate our teaching. Another school wide focus for us has been that of questioning and discussion and we have worked in our professional teams to begin working with Japanese lesson study. Utilizing this practice we have been able to plan lessons with a focus of question and discussion, provide the opportunity to observe each other, and utilize findings of our observations to further plan.

Department team meetings have been restructured so that they:

- Meet at least once per week as departments to look at student work through inquiry and then adjust instruction accordingly. Meetings as a whole staff take place at least once every two weeks for interdisciplinary inquiry work as well as aligning practice to our school wide instructional goals. This practice has led us to important findings, including identifying any gaps in curriculum through inquiry and Regents item analysis, common areas where our students struggle, and has identified areas for the most pertinent and effective school wide PD. The intended outcomes of this improvement structure are to:
- Generate strategies that staff members find to be most effective with our students. This information is compiled on a larger scale and provided to teachers for use during planning.
- Develop a common language amongst pedagogues when looking at student work that can be utilized in and outside of department meetings.
- Refine scope and sequence as well as curriculum according to test score data, student work, and other inquiry work
- Identify professional development that is most appropriate for our staff using inquiry.
- Engage BDA staff in frequent professional conversations.

Staff at Brooklyn Democracy Academy holds each other accountable by providing individual tasks in department meetings and rotating observation schedules so that all of the teachers are seen during lesson study. They have been able to encourage collaboration by planning with each other, taking low inference notes when they observe, and supporting next steps in the observation process.

It is our firm belief that collaborative teachers are the foundation for successful schools. For students to be successful in school professionals need to collaborate around the needs of the students. For this to happen there need to be structures in place for teachers to plan together utilizing qualitative and quantitative data about students, to observe one another's practice, and to respond to data collected in classrooms to improve instruction. This is the basis of what we have begun to do at BDA this year. In our budding lesson study initiative we have structured planning, observation, and debrief so that each teacher has had the opportunity to be collaborative in a meaningful way.

This process, lesson study, would be our focus for next school year. Although we have been successful in introducing this initiative we would use next year to grow our practice to be more effective and sustainable. Our hope is that we will build our capacity to better serve students by increasing effective collaboration.

23K643 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	212	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	2	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	1	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	63.7%	% Attendance Rate			63.9%
% Free Lunch	64.1%	% Reduced Lunch			3.5%
% Limited English Proficient	2.5%	% Students with Disabilities			20.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			88.4%
% Hispanic or Latino	11.1%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			10.97
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	43.1%	Mathematics Performance at levels 3 & 4			40.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
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			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

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.

Strengths:

- Over the past three school years we have had an increase in our regents scores in Algebra, ELA, Global, and US History. This is due largely to our implementation of Quick Write. Implementation of Quick-Writes at BDA has been driven by teachers, our staff developer, and administrators. Quick-Writes expand the Common Core initiative implemented over the last by consistently asking students to write in every content area, including math and science. In order to implement this initiative we utilized our department meetings to develop parameters for the Quick-Write activity, create a common rubric for the practice, and norm our scoring using the rubric as a tool to collaboratively assess student Quick-Writes. Thus far, the staff, in collaboration with Dr. Spielman, has built a rubric for the Quick-Writes, and is using it to track student progress in this skill. The staff at BDA has also used these student work samples for inquiry once per week, in which teachers look at student work, identify strategies to utilize with specific students and those who might have similar learning traits, and then use the strategies to foster student growth prior to the next meeting. This implementation plan has included that students are self-assessing and assessing their peers as well. Throughout classes at BDA students are using the rubric to rate their writing as well as the writing of their peers.

At department meetings teachers and administrators engage in professional development regarding best practices and inquiry work to identify student needs and strategies to best meet them. It is through this work that BDA staff have identified strategies for improving questioning and discussion in the classrooms including:

- Utilizing essential questions based on DOK. These questions are posted in each classroom and are intended to encourage higher order thinking skills amongst the students.
- A school wide focus to improve student discussion in every class, with a commitment from all staff to use the “Turn and Talk” protocol to build coherence across the school, increasing the likelihood of students’ taking academic risks.
- The implementation of debate, during which students are encouraged to utilize cue questions, which are question stems based on DOK, and provide evidence from text to support their claims. This is done through discussion as well as through writing.

BDA staff members are consistently using the lesson templates to include and instruct on academic and content vocabulary, BDA students are writing regularly in all classes, including math and science, and many students’ writing is improving.

Needs:

- We have successfully integrated writing across the curriculum and it has affected our regents scores tremendously. We are also utilizing our department meetings to look at specific skills where our students need growth and making instructional maneuvers to accommodate them. Our need at this point is pushing the writing of our students from

good to great. Although our English scores have improved tremendously over the last three years we have not seen significant growth in our college readiness numbers.

- In order for a school to improve there has to be a vision, a plan, and buy in from all stakeholders. From our initial work with lesson study we have been able to “convert” a number of teachers who preferred teaching with the door closed and planning on their own. With the initial boost that lesson study has brought us, we are thrilled to move forward with the practice in a larger capacity. Having had the opportunity to see lesson study in person through our learning partner we are confident that the initiative would take off at BDA. Further collaboration amongst the staff, and deeper conversation about how students are learning, will be critical to our improvement. Although the work that our staff has done this year has been a great improvement in terms of collaboration, we are not satisfied with our improvement; we want more for our school. Partnering with other schools will allow us the opportunity to see the work being done at a high level and provide us with a partner to help us envision our improvement before we realize it.

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, all teachers will have participated in a lesson study module that shows improvement in writing as measured by the quick write rubric and tracking sheet. Evidence of success will show improvement in 80% of students on the quick write tracker and a 10% college ready score on the ELA regents.

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 Rigorous Instruction and the Common Core 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?
All Teachers will participate in lesson study throughout the year Each week teachers will have a 55 minute block to look at student work, talk about inter- visitations and design strategies that improve writing.	All Teachers	September 2015-June 2016	Department Heads and administrators
Special Education teachers will participate in lesson study with each department in order to assist with the development of strategies for students with disabilities. Special education teachers will be purposefully placed in all subject areas and where there is the highest need level.	All special education teachers	September 2015-June 2016	Department Heads and administrators

School leadership team and PTA will participate in PD around lesson study and rigorous instruction facilitated by the principal in September of 2015. Parent and SLT feedback will be integrated into the school year.	PTA and SLT	September 2015-2016	Administrators

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.											
<ul style="list-style-type: none"> • Department head structure will ensure that we have adequate time and follow up for the lesson study initiative. • We will have three lead teachers from our Learning Partner Program in 2015-2016 who will be pivotal in driving the vision of the school. • We will continue our twice-per-week meeting structure and block off 55minutes every Tuesday and Thursday. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	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.
<ul style="list-style-type: none"> • Administrators will observe a lesson study module each trimester and will participate in observations during inter-visitations. They will conduct needs assessments alongside department heads and the staff developer. • We will analyze January regents utilizing our regents item analysis tool and look at writing on the regents as an indicator of progress. •
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.

Strengths:

• At BDA we are fortunate to have a partnership with the Jewish Child Care Association, a CBO that is ingrained into the school. As a team at BDA, we believe that students learn best when they are in a safe and supportive environment to take academic risks. This takes a team approach. While all staff at BDA have a vested interest in the overall well-being of our students, particularly because they have faced failure in the past, our partnership with JCCA affords us the opportunity to provide very individualized support to students as a team. Advocate counselors at BDA have small caseloads and are able to track student progress and meet with teachers so that each may provide individualized assistance to students. Although this support has been shown to be critical to students it can be difficult for teachers and counselors to meet and confer with each other for adequate time during the busy school day. An improvement structure that is in place at BDA is a monthly set aside dedicated for teachers and counselors to meet uninterrupted, to ensure that important student information is being shared.

The intended outcomes of these meetings are as follows:

- Increased and improved communication between each agency.
- More consistent flow of information to ensure multiple adults provides assistance to each student.
- Improved follow-up with students and families concerning attendance.
- Identifying challenges and then solutions for each student as they arise in each subject area.
- Increased credit accumulation.
- Improved Regents scores.

The other practice that we have employed to improve school culture at BDA is to do professional development that is inclusive of the entire school staff. The administrators of BDA, from both agencies, have worked to design professional development that is relevant to all staff and inclusive of goals that are best for our students. Professional development topics have included Common Core shifts, the Sanctuary Model, admission requirements including teacher made intake assessment, and non-cognitive academic behaviors. The intended outcomes of this professional development is as follows:

- Development of student-centered goals and specific roles and responsibilities to meet them.
- Identify best practice amongst BDA staff and how to expand it.
- Develop team approaches to mitigating negative student behavior.

- Connect inter-agency roles to common goals
- Identify positive non-cognitive academic mindsets and develop plans to improve them in our students.

Needs:

- Although we are creating goals for students that are specific and measurable we need to create an accountability structure to track these goals and their progress. The work that is being done has been shown both quantitatively and qualitatively. We have reduced the number of negative academic and behavioral incidents in the school, we have increased our regents scores, and we have improved on our school environment survey considerably. Tracking specific goals for each student will be an important part of improving the supportive environment at BDA.

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 December of 2015, BDA will have designed a tracking system to track individualized goals for students and their progress. At least one goal will be tracked for 80% of our students.

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 Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>With network support we will develop a tracking system utilizing google tools or another medium.</p>	<p>All students</p>	<p>By December of 2015</p>	<p>DOE and JCCA Administrators</p>
<p>Students IEP goals and input from service providers will be taken into account for all goal setting. This input will be shared during TAC meetings.</p>	<p>Special Education Teachers, All teachers, All Counselors</p>	<p>September 2015-June 2016</p>	<p>DOE and JCCA Administrators</p>
<p>Parents and SLT will be briefed on the goal setting system and provide input to school personnel around the types of goals that they want to see set.</p>	<p>Parents, Families, SLT</p>	<p>September 2015-June 2016</p>	<p>SLT, PTA, DOE and JCCA Administrators</p>

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.											
Per session will be utilized for goal follow up by teachers outside of school hours and individualized academic sessions after school. money has been set aside for online course programming where applicable.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	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 December of 2015, BDA will have designed a tracking system to track individualized goals for students and their progress. At least one goal will be tracked for 80% of our students.
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.

Strengths-

The areas in which we grew most over the last school year were in teacher collaboration and the development of rigorous instruction. Over the last three years at Brooklyn Democracy Academy we have been able to develop a strong professional community. We have used a department head/model teacher structure in order to facilitate team analysis of student data such as, student work and regents exams using item analysis. The data was disaggregated and used for the identification of curricular needs, which led to improved curriculum output and the implementation of best practices. We established a school wide writing initiative, Quick Writes, which has formalized writing in all subject areas and provided us with another tool to assess writing, assess content knowledge, and help us evaluate our teaching. Another school wide focus for us has been that of question and discussion, and we have worked in our professional teams to begin working with Japanese lesson study. Utilizing this practice we have been able to plan lessons with a focus of questioning and discussion had the opportunity to observe each other, and utilize findings of our observations to further plan.

Department team meetings have been restructured so that they:

- Meet at least once per week as departments to look at student work through inquiry and then adjust instruction accordingly. Meetings as a whole staff take place at least once every two weeks for interdisciplinary inquiry work as well as aligning practice to our school wide instructional goals. This practice has led us to important findings, including identifying any gaps in curriculum through inquiry and Regents item analysis, common areas where our students struggle, and has identified areas for the most pertinent and effective school wide PD. The intended outcomes of this improvement structure are to:
- Generate strategies that staff members find to be most effective with our students. This information is compiled on a larger scale and provided to teachers for use during planning.
- Develop a common language amongst pedagogues when looking at student work that can be utilized in and outside of department meetings.
- Refine scope and sequence as well as curriculum according to test score data, student work, and other inquiry work
- Identify professional development that is most appropriate for our staff using inquiry.
- Engage BDA staff in frequent professional conversations.

Staff at Brooklyn Democracy Academy holds each other accountable by providing individual tasks in department meetings and rotating observation schedules so that all of the teachers are seen during lesson study. They have been

able to encourage collaboration by planning with each other, taking low inference notes when they observe, and supporting next steps in the observation process.

It is our firm belief that collaborative teachers are the foundation for successful schools. For students to be successful in school professionals need to collaborate around the needs of the students. For this to happen there need to be structures in place for teachers to plan together utilizing qualitative and quantitative data about students, to observe one another’s practice, and to respond to data collected in classrooms to improve instruction. This is the basis of what we have begun to do at BDA this year. In our budding lesson study initiative we have structured planning, observation, and debrief so that each teacher has had the opportunity to be collaborative in a meaningful way.

Needs-

Through our lesson study we intend to build collaboration amongst the staff and work to mold our students into better writers at BDA.

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.

As evidenced by a school survey, 90% of BDA teachers will note improved collaboration around lesson study and the development of writing techniques.

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 teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will participate in lesson study, a research based practice to improve instruction and collaboration.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Department heads, lead teachers, administrators</p>
<p>Special Education teachers will participate in lesson study with each department in order to assist with the development of strategies for students with disabilities. Special education teachers will be purposefully placed in all subject areas and where there is the highest need level.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Department heads, lead teachers, administrators</p>

School leadership team and PTA will participate in PD around lesson study and rigorous instruction facilitated by the principal in September of 2015. Parent and SLT feedback will be integrated into the school year.	PTA and SLT	September 2015-June 2016	Administrators

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.											
<ul style="list-style-type: none"> • Department head structure will ensure that we have adequate time and follow up for the lesson study initiative. • We will have three lead teachers from our Learning Partner Program in 2015-2016 who will be pivotal in driving the vision of the school. • We will continue our twice-per-week meeting structure and block off 55minutes every Tuesday and Thursday. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	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.
As evidenced by a school-made survey, 80% of BDA teachers will note improved collaboration around lesson study and the development of writing techniques . by February 20150
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.

Strengths-

The staff of BDA has worked diligently over the past three years to embed the language and concepts of the Danielson Framework in their teaching, and the higher order thinking skills and content of the Common Core Learning Standards (CCLS) into daily lessons, all the while keeping students at the center

- In September of 2012, the principal led professional development around the Danielson framework for teaching. Staff then utilized early year professional development and department meetings in order to familiarize themselves with Danielson and identify what evidence of effective and highly effective practice might look like. These low-stakes conversations allowed teachers to be open in their questioning about practice and share their practice with others. As the year progressed, teachers were engaged in work in which they identified individual and school wide strengths and areas of growth using the Danielson framework. These would become anchors for pre and post observation conferences as well as less formal classroom visits. This established a professional practice that allows for continual improvement of instruction even as we expand into additional competencies and deepen alignment between the Danielson Framework and the Common Core standards.
- Teachers continue to participate in professional development, department meetings and observations that focus on implementing components of the Danielson framework.
- Teachers at BDA plan for multiple entry points on a daily basis, as represented in our lesson plan template. Teachers individualize lesson plans according to student need and employ strategies to include all learners including the use of graphic organizers for scaffolding and multi-modes for different types of learners.
- Teachers implement questioning and discussion techniques (Danielson 3B) in every classroom; this includes the school-wide practice of “Turn and Talk”.
- Leveraging the alignment of Danielson and CCLS, teachers’ professional development included utilizing Bloom’s taxonomy and Webb’s Depths of Knowledge (DOK). Curriculum maps are designed around essential questions, fostering higher level thinking throughout coursework. Lesson plans include higher order lines of questioning.
- BDA works on a trimester system with each trimester divided into benchmark periods of approximately 14 instructional days. Each benchmark concludes with an assessment of the skills and content taught. These assessments are frequently project-based, include Common Core tasks, and allow the student, teacher, advocate counselor, and partnering adult (typically a parent) to get an accurate picture of how the student is progressing in the coursework.
- BDA continues to build on implementation of the Common Core throughout the school. Staff analysis of student work and Regents across all content areas completed last June revealed a skill gap in writing. The staff of BDA alongside our staff developer, Dr. Jane Spielman, designed Quick-Writes: short, focused written responses that have

been implemented in every subject area at BDA. Quick-Writes are designed to both provide students with multiple opportunities to practice writing throughout the school day as well as provide teachers with embedded assessment (Danielson 3D) to drive instruction. Using a school designed common rubric, teachers track student progress on Quick-Writes using an Excel spreadsheet designed by the school.

- Across classrooms in BDA teachers emphasize the use of content and academic vocabulary so that students build the vocabulary necessary for college and career readiness.

As a result of this strategic use of Danielson and alignment with the CCLS, there is a common language for teaching such that teachers and administrators use the teacher effectiveness rubric to reflect upon and discuss practice in order to improve student outcomes. Teachers built and continue to refine their assessment skills and identified writing as a common focus for all students in all content areas. Staff collaboratively identified questioning and discussion as a common school wide focus for professional development, seeing that as the lens through which they could best meet student needs and become more effective teachers.

Needs-

Despite moving a number of teachers considerably in the Danielson framework we continue to find ways for teachers to not only take ownership of this work, but be leaders in their departments with regards to Danielson and improving teaching practice. Through our Learning Partners Program we will have the opportunity to have model teachers who can help to drive this work.

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 of 2016, each department head will have evidence of growth for two Danielson components across their department.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers, while participating in inter-visitations, will utilize low-inference note taking to analyze Danielson components as a group. They will then design lessons that target these areas for improvements.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Lead Teachers, All Teachers, Administrators</p>

Special Education teachers will participate in lesson study with each department in order to assist with the development of strategies for students with disabilities. Special education teachers will be purposefully placed in all subject areas and where there is the highest need level.	All Teachers	September 2015-June 2016	Lead Teachers, All Teachers, Administrators
School leadership team and PTA will participate in PD around lesson study and Danielson facilitated by the principal in September of 2015. Parent and SLT feedback will be integrated into the school year.	PTA, SLT	September 2015	Administrators, SLT

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.											
<ul style="list-style-type: none"> • Department head structure will ensure that we have adequate time and follow up for the lesson study initiative. • We will have three lead teachers from our Learning Partner Program in 2015-2016 who will be pivotal in driving the vision of the school. • We will continue our twice-per-week meeting structure and block off 55minutes every Tuesday and Thursday. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	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.
In December of 2015 department heads will show evidence of progress in one component of Danielson department wide. They will also show plans to improve a second component by June, 2016.
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.

Strengths:

Involving families in the school community is paramount to success. In School year 2011-2012 BDA had only 2% of families respond to the Learning Environment Survey which was a critical missed opportunity to better understand how families are engaging with the school. In 2012-2013, we were able to raise parent involvement to 12%. In SY 13-14 we had 26% of families respond to the survey. This year we have increased the response rate to 29% We have increased the parent participation by more than 10 times in the last three years.

Needs:

Although engaging the families of students who are older than in most high schools and have already been unsuccessful in at least one school can be difficult, we need to do a better job in gathering input from them and using it to improve our school from their perspective.

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, the school will develop a more collaborative partnership with families and community organizations, as measured by a increase to 35% parents who complete the NYC School Survey.

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>We will offer parent workshops for FAFSA, Writing, and for Adult and Continuing Education opportunities for families.</p>	<p>Parents and Families</p>	<p>September 2015-June 2016</p>	<p>Administration, Counselors, Teachers, College Counselor, PTA, SLT</p>
<p>Parents will be informed of opportunities available to them at IEP meetings for their children.</p>	<p>Parents and Families</p>	<p>September 2015-June 2016</p>	<p>Special education teachers, administrators, counselors, PTA, SLT</p>
<p>The PTA and the SLT will design workshops that would be of particular interest to families. Their input and planning will shape our PD for parents throughout the school year.</p>	<p>PTA and SLT</p>	<p>September 2015-June 2016</p>	<p>Administrators, PTA, SLT</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>Meetings will be planned for after school and light refreshments will be served. Some incidental materials may be purchased for a writing workshop for parents and families.</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	X	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>We will generate a school made survey to track family engagement in February of 2016.</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)	Teacher made assessments, regents exams, and special education status will determine level of need.	Reading intervention available during the day from special education teacher as well as literacy licensed teacher. After school ELA tutoring that includes strategies developed from regents item analysis, intake assessment, and teacher made assessments. Push – in special education services available.	Small group and one to one. Services will be adjusted according to need level and a focus set for a student or group of students. This will include grouping of students with a similar focus (ELL, SWD, students who have sat for regents and failed, low credit accumulation, and other specified foci). One to one will be utilized whenever it is determined to be the best mode of support	During the day and after school. Services can be modified to meet the individual student needs including those who are unable to stay after, come early, or who have a modified schedule.
Mathematics	Teacher made assessments, regents exams, and special education status will determine level of need.	Math intervention is available during the day including in a SETSS environment for students with disabilities and also after school. Teacher designed activities include small, manageable tasks for students who are struggling. Push –in special education services available.	Small group and one to one. Services will be adjusted according to need level and a focus set for a student or group of students. This will include grouping of students with a similar focus (ELL, SWD, students who have sat for regents and failed, low credit accumulation, and other specified foci). One to one will be utilized whenever it is determined to be	During the day and after school. Services can be modified to meet the individual student needs including those who are unable to stay after, come early, or who have a modified schedule.

			the best mode of support	
Science	Teacher made assessments, regents exams, and special education status will determine level of need.	Science lessons and labs broken into small manageable tasks and students who are struggling are offered after school science intervention and individual lab assistance. Push –in special education services available.	Small group and one to one. Services will be adjusted according to need level and a focus set for a student or group of students. This will include grouping of students with a similar focus (ELL, SWD, students who have sat for regents and failed, low credit accumulation, and other specified foci). One to one will be utilized whenever it is determined to be the best mode of support	During the day and after school. Services can be modified to meet the individual student needs including those who are unable to stay after, come early, or who have a modified schedule.
Social Studies	Teacher made assessments, regents exams, and special education status will determine level of need.	Dual licensed special education/ secondary Social Studies teachers assigned to all core classes. Assignments are broken into small, manageable tasks	Small group and one to one. Services will be adjusted according to need level and a focus set for a student or group of students. This will include grouping of students with a similar focus (ELL, SWD, students who have sat for regents and failed, low credit accumulation, and other specified foci). One to one will be utilized whenever it is determined to be the best mode of support	During the day and after school. Services can be modified to meet the individual student needs including those who are unable to stay after, come early, or who have a modified schedule.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselor designed assessments, attendance, and in and out of school incidents.	Individual counseling for every student by advocate counselor.	One to one and small group.	Before, during, and after school every day.

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	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.
<ul style="list-style-type: none"> • Teachers are identified through NYC Teacher Finder, which enable administration to locate highly qualified teachers with experience that will make them successful at BDA. • All teachers receive frequent classroom observations and written feedback with resources connected to the Common Core Learning Standards as well as the Danielson Framework. • Each teacher receives individualized professional development form the principal, assistant principal, and from CEOptions, an independent consulting group with 40 years of experience in education and a deep knowledge of Common Core as well as Danielson. • Multiple before and after-school opportunities available for teachers to develop curriculum both in and outside of curriculum teams. • Bi-weekly meetings in which teachers and administrators analyze student work, testing data, and present common core aligned tasks for one another's review .

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).
Administrators have been involved in job-embedded professional development involving teacher effectiveness. Utilizing the Danielson rubric administrators will work with teachers to develop individual professional development plans and focus PD days around the most pertinent components for our staff.

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.).

Not Applicable

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.

Teachers participated in MOSL decisions throughout the summer. All parties came to the agreement to use default measures.

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	101,362.00		
Title II, Part A	Federal	0		

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,674,191.00		

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 Democracy 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, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Brooklyn Democracy 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 Democracy 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;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 23	Borough Brooklyn	School Number 643
School Name Brooklyn Democracy 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 Andrew Brown	Assistant Principal Dez-Ann Romain
Coach Jane Spielman	Coach
ENL (English as a New Language)/Bilingual Teacher Paul Micca	School Counselor Siobhan Morris
Teacher/Subject Area Paul Micca	Parent Crystal Orange
Teacher/Subject Area Patricia Sanon	Parent Coordinator Khadijah Allen
Related-Service Provider Siobhan Morris	Borough Field Support Center Staff Member
Superintendent Donald Conyers	Other (Name and Title)

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	1	Number of certified bilingual teachers <u>not</u> 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 <u>not</u> 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)	150	Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
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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"/>

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
Dual Language														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	5	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	2

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
DL										0
ENL	0			3	1	1	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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										1			2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other TWI													1	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
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									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	2	2	2	2
Integrated Algebra/CC Algebra	2	2	1	1
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	1	1	1	1
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	1	1	1	1
Geography				
US History and Government	1	1	1	1
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 Brooklyn Democracy Academy is a transfer school that has developed a unique intake process suited to our needs. Our ESL/ELL specialist is a part of our admissions team, and upon request from an admitting advocate counselor, administrator, parent coordinator, guidance counselor, secretary, or community worker, he meets with the perspective students and their families to explain our ESL/ELL services available in our school, to conduct an informal language assessment and interview, and to help the family decide if BDA would be an appropriate placement. When the student is admitted the ESL/ELL specialist uses the San Diego Quick Test to assess students' reading levels in English and implement a program for the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Student language skills are improving. At least ninety percent of our ELL population see a growth in in their proficiency levels, and by their graduating year receive a Proficient rating.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Brooklyn Democracy Academy utilizes the data to drive classroom instruction and ELL services being provided by the ESL/ELL specialist.
- 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?

Reading and writing are the areas of highest need. 100 % of our ELL students enter the building speaking English proficiently, but the still struggle with reading and writing. Based on the needs assessed instruction is delivered using a flexible combination of push-in, pull-out model. All our students are very focused on passing their classes and on preparing for Regents exams; this school is their second, or last,

chance to graduate from high school. Our ESL/ELL specialist surveys the ELL students to ask if they would like her to push in to their subject area classes, in addition to meeting during lunch time and other scheduled pull out times.

5. 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*.]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
Testing accommodations are used, along with literacy and writing strategies. Multiple entry points are employed along with use of visuals, manipulatives, graphic organizers and realia.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

Student's pass rate in classes and Regents Exams, graduation pass rate, and improvement on NYSESLAT.

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.

We are a transfer high school therefore all students come to us with a home language survey and an application filled out.

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).

N/A

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).

BDA is a transfer school that has an intake process which requires both students and guardians to participate in an interview process. During that process potential students are required to furnish any documentation indicating any prior services which includes, IEP and 504 documents. If it is identified that the student has a home language other than English the LPT members reviews the student's English proficiency. If the student is recommended by the team to take the NYSITELL and have the student's ELL status determined.

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.

We do not administer this test as all of our students come in from NYC schools.

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).

Right to appeal letters are sent home in parents preferred home language.

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.

If families are in need of bilingual or dual language they are referred to another program.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

We are a transfer school, this does not apply to us.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We are a transfer school, this does not apply to us.

9. Describe how your school ensures that placement parent notification letters are distributed.

We are a transfer school, this does not apply to us.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Documentation is kept in school ELL folder and cumulative folders.

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 speaking portion is administered during the initial speaking window. The remainder of the test is administered as a group.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
ENL teacher distributes all entitlement or transitional entitlement letters at the beginning of the school year in the preferred home language of the parents.
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 forms for the past three years we have found that parents are satisfied with the current program being offered which is a student centered approach, that addresses the individual needs of our small ELL population.

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.
Integrated classes are given, with ENL teacher working within content classes. Pull-out service is given individually, and in ungraded heterogeneous groups.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?
Students receive at least 50% of their mandated time in a pull out session and the other 50% of their time receiving push in services. Our ELL specialist also tailors his delivery of services based on the needs of each student.
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.
Students are enrolled in regular content classes in English with SIOP/Push-in support from ENL teacher. Focus on literacy strategies, vocabulary, scaffolding, modeling, and skills based approaches are used.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
This is done by the provider.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Periodic assessments are used for speaking and listening, while reading and writing assessments are used in content classes.
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
 - a. Instructional focus is on creating clear coherent instruction, as well as academic instruction for SIFE.
 - b. N/A

- Chart**
- c. Multiple entry points are used for developing ELLs.
 - d. Collaborative activities, use of home language and culture when possible. Explicit literacy instruction.
 - e. Content vocabulary support, reading and writing strategies.
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.
Grades, assessments and classwork are closely monitored so interventions can be provided where necessary.
 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?
Visuals, audio, manipulative and realia are used along with literacy strategies and graphic organizers. IEP accommodations are adhered to.
 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?
The school has small classroom sizes that max at 25 students per class with at least two teachers in the classroom to provide the necessary support for student success. Each class is scheduled according to the need of the students', the classes are also longer, which, allows students time to utilize the multiple entry points, interventions, and strategies that are developed for their success.

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.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 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.)			
Chart 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	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
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.

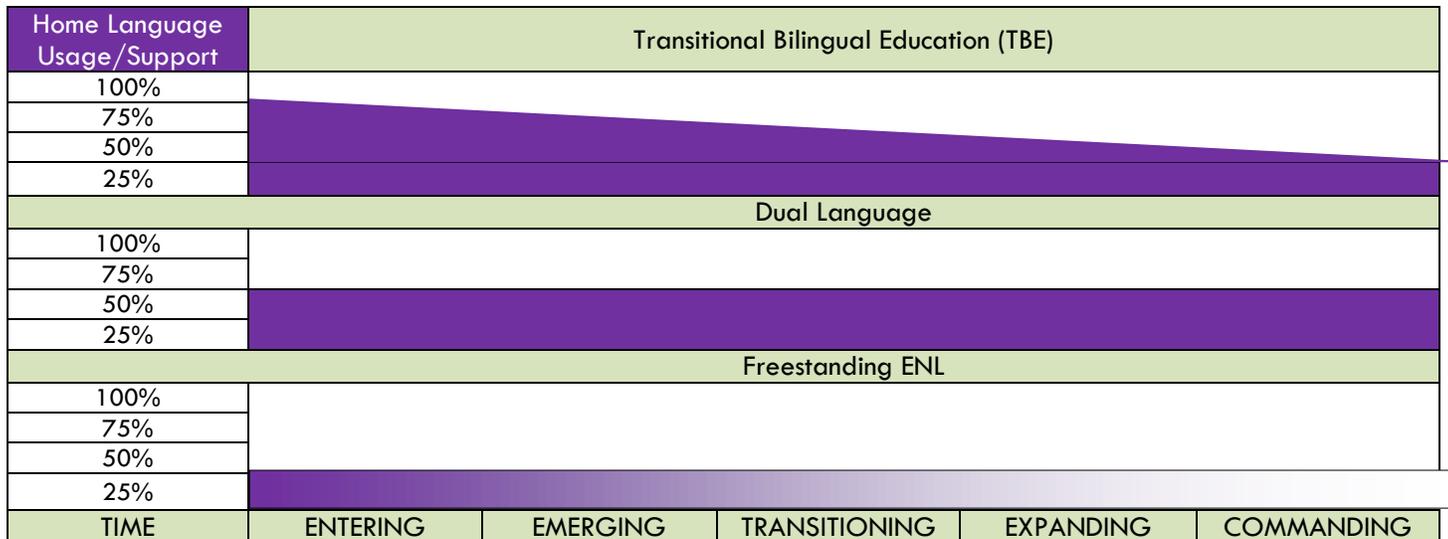


*Note: “other approved services” does not apply to New York City at this time.

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.
The ESL/ELL specialist uses the San Diego Quick Test to assess students' reading levels in English and implement a program for the school year. We then utilize SIOP and Literacy strategies to differentiate for students in the four content areas.
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 BDA has been able to have at least 33% of its ELL population graduate from our program in the 2014-2015 school year. With the push-in/pull-out model our ELLs get support in and out of the classroom for both language and content. Class sizes are typically smaller (15-25 students max) so students could receive individualized instruction.
12. What new programs or improvements will be considered for the upcoming school year?
BDA is currently implementing lesson study, which allows teachers to implement interventions and refine teaching practice to support our ELL population and other students in need.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students including ELL's are encouraged to participate in the Boys/Girls Basketball Program, Cheerleading/Dance Team, Animation Project, Art Club, and Theatre Group.
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.
Teachers are instructed on the implementation of SIOP, RTI2, and Interactive Literacy Strategies to support ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Bilingual dictionaries, glossaries and staff are employed where applicable.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services provided are based on students' needs. BDA is a transfer school, which means that we do not service students according to grade levels, but on their academic needs for credit accumulation, testing and college.
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).
BDA accept students on a rolling basis throughout th year. Our ESL/ELL specialist runs ats reports every two weeks , the RLER, RLAT, and RNMR, to determine if recently admitted students are ELLs. Based on their needs students are programmed by the school/advocate counselor, parents are informed of services by the parent coordinator, and the ELL specialist creates a language program.
19. What language electives are offered to ELLs?
Spanish Culture is offered to our students.
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)?

N/A

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.)
ENL specific professional development are attended, along with literacy strategy PD.
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?
Teachers of ELL students are offered ongoing ELL, SIOP, and Literacy professional development in and out the school building.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Literacy and testing strategies are focused on for incoming ELLs.
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.
BDA has professional development provided every Tuesday and Thursday. Each meeting has an agenda, attendance sheet, and resources to support development that is kept on file.

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?
Parents are invited by the parent coordinator to workshops that are geared towards them and their needs, they are also invited to parent meetings throughout the school year to discuss their child's progress.
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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Currently BDA hosts workshops, multicultural days, meet the teacher, curriculum night, PTA meetings, etc. to foster involvement.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
BDA partners with JCCA to provide support services to both the parent and child in our school community.
5. How do you evaluate the needs of the parents?
Translation and interpretation services are employed where needed and required.
6. How do your parental involvement activities address the needs of the parents?
Brooklyn Democracy Academy's parent coordinator has parents complete a survey identifying their needs and then plans workshops, meetings, and other forms of communication and support based on the needs identified.

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.
N/A

Part VI: LAP Assurances

School Name: Brooklyn Democracy Academy

School DBN: 23K643

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)
Andrew Brown	Principal		10/1/15
Dez-Ann Romain	Assistant Principal		10/1/15
Khadijah Allen	Parent Coordinator		10/1/15
Paul Micca	ENL/Bilingual Teacher		10/1/15
Crystal Orange	Parent		10/1/15
Patricia Sanon	Teacher/Subject Area		10/1/15
	Teacher/Subject Area		10/1/15
Jane Spielman	Coach		10/1/15
	Coach		10/1/15
Siobhan Morris	School Counselor		10/1/15
Donald Conyers	Superintendent		10/1/15
	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: 23 **School Name: Brooklyn Democracy Academy**
Superintendent: Donald Conyers

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.learn DOE.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.

Brooklyn Democracy Academy uses the Home Language Identification Survey and information from the ELL Parent Orientation, and the RAPL ATS screen to determine the translation services needs of our students and parents. After we have identified the languages, other than English that are spoken at home, we survey staff members to ascertain if they can serve as interpreters and assist the school with communications. If needed, we will ask the DOE Translation Services department to provide us with interpreters to assist with parent outreach with families that speak other languages. We will also use the DOE translation services, if needed, to translate important documents, notices and information packets for parents and students.

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.

After reviewing our data, we found that this year we need to translate documents and notices into Spanish, Haitian Creole, and Urdu. The secretary and/or guidance counselor will forward the necessary documents to the DOE translation services. We will also arrange for interpreters during parent meetings, Parent/Teacher conferences and Open House events. Staff members as well as DOE Translation Services will be utilized as interpreters when needed.

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 documents we disseminate during the year are parent-teacher conference announcements, after school program information, New York State testing dates, progress reports, report cards, permission slips for trips and after school tutoring, and Saturday regents prep.

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.

Parent teacher nights, individual parent conferences, ELL parent meetings.

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.

The secretary, parent coordinator, advocate counselor, administrator, ELL Specialist, and/or guidance counselor will send requests for translation to the T&I Unit provider, along with the request form before the 7 day required window necessary for translation. The school's Language Access Coordinator will assist staff with translation procedures as needed. School staff will assist with document translation when available.

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.

Bilingual school staff will assist with interpretation needs for meetings, conferences, and phone calls. T&I Unit over-the-phone interpreters will be used for phone calls and in house meetings when staff is not available or able to meet the required language needs.

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.)

Staff will be provided with emailed instructions, and a staff meeting regarding the requirement to use translation and interpretation services, as well as instructions on using these services, where to find translated documents, who to contact in the school for support. The T&I brochure, Language ID guide, and DOE translation service request forms will also be distributed via email and available on the schools google drive. Staff will also be provided with a list of students whose parents have preferred languages other than English, including the language.

Useful documents, including templates, instruction for services, and the Parent Preferred Language Report will be available on the school website.

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

Our school provides each parent whose primary language is a covered language, and who require language assistance services, with a copy of the Bill of Parent Rights, which includes their rights regarding translation and interpretation services, and a copy of the. Translated versions of this document, in the covered languages. We also include a copy of the Parents' Guide to Language Access in the preferred home language.

The multilingual Welcome Poster is on display by the front office with contact information for the school coordinator listed.

Language ID guides are on display in the main office and guidance offices.

All posters and documents are from the DOE Intranet School Support page T&I Unit.

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 will issue a parent survey for parents to get feedback and address any questions or concerns regarding language access at our school.