2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): 23K493

School Name: BROOKLYN COLLEGIATE: A COLLEGE BOARD SCHOOL

Principal: HEATHER NEWMAN
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Collegiate High School

School Number (DBN): 23K493

BEDS Code: 332300011493

Grades Served: 9-12

School Address: 2021 Bergen St, Brooklyn, NY 11233

Phone Number: 718-922-1145

Fax: 718-922-2347

School Contact Person: Vernessa Minto

Email Address: VMinto@schools.nyc.gov

Community School CBO: Counseling in Schools

Principal: Heather Newman

Community School Director: Rosanna Shields

UFT Chapter Leader: Anthony Nocerino

Parents’ Association President: Kendra McKey

SLT Chairperson: Kendra McKey

Title I Parent Representative (or Parent Advisory Council Chairperson): Donavan Brown

Student Representative(s): Tahlia Prince

District Information

Geographical District: 23

Superintendent: Janice Ross

1396 Broadway, Room 110, Brooklyn, NY 11221

Superintendent’s Office Address: Jross@schools.nyc.gov

Superintendent’s Email Address: 718 455 4635

Fax: 718 455 4684

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Brooklyn North</th>
<th>Executive Director: Bernadette Fitzgerald</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director’s Office Address: 131 Livingston Street, Brooklyn 11201</td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address: <a href="mailto:bfitzge2@schools.nyc.gov">bfitzge2@schools.nyc.gov</a></td>
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</tr>
<tr>
<td>Phone Number: 718 935-3954</td>
<td>Fax: 718 935-2382</td>
</tr>
</tbody>
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Section 2: Executive Summary and Organizing Principles

The Objective
The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:
- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal.
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the School Renewal Program strategy:
By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:
In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)
The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the Framework for Great Schools, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:
- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with
the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower that the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**Information on the Framework for Great Schools and the DTSDE**

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 RSCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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.</td>
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<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
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<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<td><strong>Trust</strong>: 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.</td>
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Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure
how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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 the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the RSCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the RSCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
• **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.

• **Step 5:** Revisit your school’s current goals, and 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 have identified, and will let your school community know when you have reached your goal.

• **Step 6:** 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 7:** Update your school’s AIS section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.

• **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: Community Engagement Team and School Leadership Team (SLT) Signature Page**

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent and Family Engagement Policy 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an “X” if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

<table>
<thead>
<tr>
<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Heather Newman</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Anthony Nocerino</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Kendra McKey</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>Sabrina Leneau</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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</tr>
<tr>
<td></td>
<td>Rosanna Shields</td>
<td>Community School Director (staff)</td>
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<tr>
<td>X</td>
<td>DonavanBrown</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td></td>
<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
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<tr>
<td>X</td>
<td>Donna Durant-Fuller</td>
<td>Staff</td>
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<tr>
<td>X</td>
<td>Lana Peterkin-Creese</td>
<td>Staff</td>
<td></td>
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<tr>
<td></td>
<td>Rita Malcolm</td>
<td>Parent</td>
<td></td>
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<tr>
<td></td>
<td>Bibi Ali</td>
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2018-19 RSCEP-R
Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school’s beliefs about student learning?

3. Identify any special student populations that the school has and what their specific needs are.

4. Describe your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.

5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.

6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Brooklyn Collegiate is a high school with **257** students from grades 9 through 12. We are located in a low socio-economic community of Ocean Hills, Brownsville. 75% of our students meet the Title I requirements for free lunch. Our student population is **83.27%** Black, **13.45%** Hispanic, **0.73%** White, and **1.09%** Asian. **6.91%** of the student population is English language learners and **26.18%** special needs students. Boys account for **57.45%** of the student enrollment and girls account for **42.55%**. The average attendance rate during the 2017-2018 school year was **86.2%**.

We are a Renewal School therefore we receive additional resources and support from the State Department of Education which helps to advance student achievement at the school. We are a community school, and serve a diverse and largely minority student body, most of whom reside in the local area. Therefore, Brooklyn Collegiate is in a position to provide a range of services to students and families to ensure their success. These opportunities range from an on-site medical clinic staffed by the health department, opportunities for overage and under-credited students to enroll in Young Adult Borough Center program. For students who need additional academic challenges, we offer a partnership with College Now at Medgar Evers College, Early College at Monroe College, and the TRIO program from Brooklyn College. Our key strategic collaboration is with Counseling in Schools, our CBO, which arranges a number of services for our students and their families, from mental health referrals to internships.

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

It is our collective belief that students learn best when they have trusted, caring, and supportive teachers and staff who nurture and coach them to success. Classroom and overall school practices align with this belief in that teacher-student interactions, staff and student-student interactions are respectful and exhibit warmth and caring. Teachers demonstrate a willingness to work with students individually during class time, during their prep time, lunch time, before and after school.

Based on data from the 2017-2018 School Survey and the 2017-2018 School Quality snapshot our targeted populations for the 2018-2019 school year are:

- **Title I low socio-economic students** which make up 75% of our student population.

- **26.18% SWD** who are fully integrated using the ICT model.

- **Lowest third** which make up 42.5% of the student population

During the 2017-2018 school year our overall rating for the school quality review was proficient. Our strengths and major accomplishments were in the area of systems for improvement as it relates to tenet 1.3 - Leveraging Resources and 4.1 - Teacher Support and Supervision. The areas that we have found most challenging are student attendance, 4 year graduation rate, credit accumulation, regents exam completion rate, college and career readiness and closing the
achievement gap. In all areas we are “Approaching the Target” with the exception of closing the achievement gap which we are .1% below “Approaching Target”.

Our instructional focus for the 2018 – 2019 school year is:

*Teachers with the support of administration and parents plan and implement core curriculum differentiated rigorous content using the QTEL/pre-AP strategies to scaffold students’ ability to participate in various learning activities, then students will be able to engage with multiple curriculum resources through reading, writing, and analytical discussions.*

The leading indicators that we will focus on to accomplish our instructional focus are in the areas of Rigorous Instruction (Tenet 1 & 3) and Effective Leadership (Tenet 2):

- **Tenet 1.1** – Ensure engaging, rigorous, and coherent common core and pre-AP aligned curricula in all subjects, accessible for a variety of learners. Our objective is to develop lesson plans, academic tasks, and unit plans that result in student work products, and end of unit tasks that consistently reflect rigorous higher order thinking skills across grades and subjects.

- **Tenet 1.2** - Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching. Pedagogy will be aligned to the curricula, engaging, and meet the needs of all learners so that students produce meaningful work products. Based on classroom observations and the School Quality Review, across classrooms the teaching strategies have not consistently provided multiple entry points into the lesson for ELL’s and special needs students. Our objective is to develop teacher pedagogy so that teachers employs strategies that encourage active student engagement and facilitate student led discussions to promote higher-order thinking and rigorous participation.

- **Tenet 2.2** – On-going curricula-aligned assessment practices that inform instruction. Our objective is to strengthen the instructional capacity of teachers to improve student achievement for all learners. Through teacher collaborations, vertical teams will create assessments, rubrics, and grading policies, aligned with the school curricula. The on-going modification of curricula will be based on the analysis of student work, teacher collaboration and data.

Based on the 2017-2018 School Quality Survey, 67% of teachers agreed or strongly agreed that their professional development experiences have been sustained and coherently focused, rather than short-term and unrelated. As a result of this the following improvements were identified:

- During the 2018-2019 school year teachers will be provided with targeted professional development to meet the academic needs of all students including Students with Disabilities and English Language Learners.

- There are collaborative team structures and supports that exist, that utilize an inquiry approach that promotes shared leadership and focus on student learning. All teachers have common planning time built into their schedule for opportunities to engage in structured inquiry based professional collaborations where they use a looking at student work protocol.

- Teachers efficacy in meeting CCLS will increase with the use of ENGAGENY and New Visions curriculum which emphasize instructional practices with respect to time and depth. Promotion of school goals and the implementation of Common Core Learning Standards strengthen the instructional capacity of teachers and student progress through inquiry work.
We chose a school based option for extended learning, such that ELT opportunities are integrated into a nine-period day, 3 days a week. This is a programming challenge, but does allow for students to maximize their credit-earning opportunities. Nearly all ELT programs are credit-bearing. Over-credited seniors can opt for a "Supervised Study" ELT, which embeds assistance from our college counselor around college applications.
## School Demographics and Accountability Snapshot for 23K493

### School Configuration (2018-19)

<table>
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<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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### English Language Learner Programs (2018-19)

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### Special Education Programs/Number of Students (2015-16)

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<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>30</td>
<td>57</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td></td>
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</table>

### Foreign Language

<table>
<thead>
<tr>
<th>Languages</th>
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<tbody>
<tr>
<td>5</td>
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### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0%</td>
<td>85.7%</td>
<td>93.0%</td>
<td>1.1%</td>
<td>6.6%</td>
<td>25.5%</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
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<tbody>
<tr>
<td>15.5%</td>
<td>84.1%</td>
<td>1.1%</td>
<td>1.5%</td>
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### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
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<tbody>
<tr>
<td>0%</td>
<td>25%</td>
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### % Teaching with Fewer Than 3 Years of Experience (2014-15)

<table>
<thead>
<tr>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
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</thead>
<tbody>
<tr>
<td>% ELA/Math A</td>
</tr>
<tr>
<td>60%</td>
</tr>
</tbody>
</table>

### ELA Performance at levels 3 & 4 (2016-17) | N/A | Math Performance at levels 3 & 4 N/A |

### Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

### ELA Performance at levels 3 & 4 (2018-19) | 73% | Mathematics Performance at levels 3 & 4 64% |

### Global History Performance at levels 3 & 4 (2016-17) | 60% | US History Performance at Levels 3 & 4 67% |

### 4 Year Graduation Rate (2014-17) | 78.7% | 6 Year Graduation Rate (2011 Cohort) 9% |

### Regents Diploma w/ Advanced Designation (2015-16) | 0.0% | % ELA/Math Aspirational Performance Measures |

### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
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<tbody>
<tr>
<td>No</td>
<td>Yes</td>
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### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

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Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>✗</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>]</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>]</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>✗</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Administration and teachers support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS). We are implementing curricula, units of study, lesson plans and academic tasks that are content standards aligned, data driven, and address the student achievement needs of our diverse learners. Our goal is to continue to develop a school culture in which data from teacher designed assessment tools and state designed assessments are consistently used to make decisions regarding student needs. We want to continue to build teacher capacity so that they can make adjustments to curriculum and instructional practices based on the analysis of qualitative and quantitative data. Ultimately, we feel that a data driven culture will lead to strategic action-planning that informs instruction and results in greater student achievement.

To further develop in tenet 3 we will:

● Continue to provide Teacher Teams with weekly scheduled collaboration and planning time to analyze student data and document needed instructional adjustments in teacher practice.

● Continue to scheduled inter-visitations for all teachers with emphasis on building teacher capacity.

● Continue to develop uniform methods to provide school-wide feedback regarding the results of student data analysis, and instructional adjustments in teacher practices.

● Continue to modify and revise curricula, lesson plans, units of study, and academic tasks.
• Administratively continue to monitor teacher implementation of instructional adjustments in teacher practice through formal and informal observations.

A review of the senior Cohort data identifies a need to target and support students. Listed below are the findings from the senior Cohort.

- 23 students have passed all 5 regents
- 4 students have passed four regents
- 9 students have passed three regents
- 4 students have passed two regents
- 11 students have passed one regents

Total of 64 students, Cohort 2019 data is not as strong as 2018 data.

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

Summative Vision for Rigorous Instruction

Mission Statement

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

Vision

Providing Equity and Access to Advanced Placement Opportunities for All Students Every student graduates with:
Having attempted an Advanced Regents Diploma Participated in at least two AP classes. Exposure to College Campuses inclusive of on-site classes and visits with creation of individualized college and career plans and be open to new experiences and ideas as they become life long learners.

Affirmation
Consistency, Persistency, Resiliency (CPR)

The school will continue to expose students to pre-AP strategies in all content areas using the College Board's Springboard curriculum in ELA and pre-AP and EngageNY curriculum in Math. Brooklyn Collegiate was accepted into the Pre-Ap cohort for 2018-2019. Freshmen will have Pre-AP courses in World History, Biology, English and Algebra. We will continue to utilize the NYC Framework for Social Studies and the NYS Framework for Science, NYS Health curriculum and teacher made curriculum for the various electives including PE. Teachers will create and execute lessons using our school-wide lesson plan template that deliberately design lesson that offer multiple access points for all learners.

- AP courses will be provided to Juniors and Seniors in the areas of English Literature, World History, Calculus, Statistics and Biology. College Now courses with Medgar Evers College will be offered to Juniors and Seniors. Online support programs include Study Island, Plato, IXL, Worldly Wise 3000, Rosetta Stone, and Imagine Math. Students will participate in the AP Capstone program beginning in their freshman year with a Freshman Seminar course.

- The College Starter Program will be implemented during the summer and fall to provide Juniors and Seniors with college and career readiness training as it applies to the college application process including personal statements and financial aid applications (FAFSA).

- Instructional shifts will be evident by inquiry based instruction where students make claims and conjectures and develop hypotheses grounded in evidence. Teachers will conduct regular and varied assessments throughout the lesson and unit of study to meet strategic benchmarks and determine mastery of content.

Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming is provided in collaboration with community partners. Students will have the opportunity to shore up skills in Math and literacy. Students will also be a part of the student government, yearbook, book club, speech, Regents Prep, dance, drum line, computer animation, basketball, barbering, fitness, community service, leadership, cheer leading, art club, Academics in Motion, make up and accelerated classes.

Consistency will be supported through Data Wise/ strategic inquiry work in vertical and horizontal teams. Findings from the inquiry process will be used to develop and implement relevant learning activities and tasks in the classrooms. Faculty will be provided with support through peer coaching and feedback from low inference observations.

Teacher analysis of student performance data on uniform instructional unit assessments, mid semester assessments, and end of semester assessments, will be used to revise curricula accordingly. The data will be shared during common planning with teacher groups. The administration will support vertical and horizontal teams by developing strategies to address concerns.

Other data that will be used to measure student growth will include, but not be limited to previous Regents scores, SAT scores, mid unit assessments, and teacher narratives that are captured in Skedula, an online grading system. The teacher in conjunction with the instructional team will meet and discuss progress, interventions, and curricular revisions. Assessments will be used to track interventions more specifically with Cohort U, 2019. Students will be assigned interventions based on need and interventions will be tracked by assessments every other week by administration and guidance counselors to ensure students are on track to graduate. Data will be analyzed to ensure the interventions are working.
What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

The Springboard curriculum, which is fully aligned with CCLS, is used in the ELA classrooms. In math we use EngageNY and in the science and social studies classrooms we use the New Visions curriculum. The pre-AP curriculum in core classes will be implemented beginning fall 2018. Teachers will receive training and support from College Board, throughout the year. These curricula provide activities that can be adapted to address the needs of our diverse learning community. Pre-AP strategies used in the Springboard curriculum serve as the basis of our school-wide professional development. These strategies give students the opportunity to access multiple content using familiar skills and strategies. The teacher horizontal and vertical teams meet on a weekly basis to assess student need. In addition, the DATAWise protocol will be implemented to conduct inquiry of student performance on common assessments, state exams, and teacher designed application activities.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

At Brooklyn Collegiate, in addition to State suggested course offerings, students will have opportunities to take AP classes such as AP Seminar, AP Literature, AP World History, AP American History, AP Statistics, and AP Calculus. Students seeking additional academic challenges can do so through the College Now program at Medgar Evers. Beginning Fall 2018, Brooklyn Collegiate will implement the pre-AP curriculum to freshman. This will increase advance placement participation as well as regents completion rate and the 4-year graduation rate.

Students who are not on track will be offered Regents preparatory courses. The Rewards reading program will be implemented to support students who are reading below grade level. Students entering grade 9 performing at a level 2 or below will be programmed for an additional skills based Math course (Imagine Learning) and an academic reading/writing course.

What do you envision the delivery of instruction to look like so that all students are set up for success?

Teachers will employ the 5-30-10 model in an effort to compartmentalize instruction for all students. All lessons will have an entry assignment to gauge students pre-requisite knowledge of the content. There will be a 10 minute read/write/discussion task in which the students will discover/model/learn a skill or strategy. Students will be given the opportunity to try out the skill or strategy in pairs or groups after which they will spend a maximum of 10 minutes practicing that skill or strategy independently and clarify misunderstandings. At the end of every lesson there will be a share-out and an exit ticket which will be used to assess student mastery. Each lesson must contain at least three checks for understanding. Teachers will spend time reflecting on lessons as part of our lesson study component of professional development.

This model will allow students to practice and develop skills and strategies that are necessary for academic success. The implementation of this model in all classrooms supports the develop of critical and analytical thinkers and life long learners.

How do you envision teachers using multiple entry points to ensure the success of every child?

When planning their lessons teachers will utilize a rich library of tools, resources, and supports lets teachers adapt their instruction for all students including SWDs and ELLs. Teachers will also use supplemental ELL materials, routines for teaching foundational skills, and alternative assignments for struggling students.
Assessments will include open ended questions that get students writing, student reflections, response cards, think-pair-share, one question quiz, Socratic seminar, analogy prompts, and peer instruction.

The teacher or paraprofessional will conduct small group instruction with students identified as needing additional assistance after the guided practice. Teachers will hold over the shoulder conferences, making note of student progress during independent practice time. During these conferences, teachers will suggest improvement strategies for students.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

Teachers will create and analyze assessments during vertical and horizontal teams. At the beginning of each instructional unit, teacher teams will design pre-assessments. The student data from these assessment will be used to create lessons and strategies to fill the gaps in students' knowledge and improve their understanding of the current concept being taught. The data from the daily assessments and the mid-unit assessments will be used by the horizontal teams to determine effective instructional strategies. The data from the post-assessments will be used in the DATA wise inquiry process to determine vertical team instructional strategies to improve student learning outcomes.

Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gates-MacGinitie Reading Tests</td>
<td>Diagnostic</td>
<td>9, 10</td>
<td>Placement and progress monitoring for AIS</td>
</tr>
<tr>
<td>Writing Assessment</td>
<td>Benchmark</td>
<td>9, 10, 11, 12</td>
<td>Progress monitoring</td>
</tr>
<tr>
<td>Regents Exams</td>
<td>Summative</td>
<td>9, 10, 11,12</td>
<td>Content Mastery</td>
</tr>
<tr>
<td>Uniform Mid-Terms &amp; Finals</td>
<td>Summative</td>
<td>9,10,11,12</td>
<td>Content Mastery</td>
</tr>
</tbody>
</table>

Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During the 2018-2019 school year, all teachers will implement Springboard, NY Engage, and new College Board Pre-AP curriculum to promote critical thinking and mastery as evidenced by 85.5% of students graduating in four years including students with disabilities, students in the lowest third, and ELL students.

Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:
Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

- Graduation rate
- Regents completion rate
- Attendance
- AP participation in courses and exams
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) <em>Who will be targeted?</em></th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline <em>What is the start and end date?</em></th>
<th>Key Personnel <em>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</em></th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create targeted interventions for students based on need which will be monitored twice a month by check ins from administration and guidance counselors</td>
<td>Teachers Students</td>
<td>Regents completion rate Attendance rate Graduation rate</td>
<td>9/2018-6/2019</td>
<td>Administration Guidance Teachers</td>
<td>January Regents data Marking Period Scholarship Report Assessments administered every two weeks.</td>
</tr>
<tr>
<td>Assigning mentors to students who are not on track or who are in danger of becoming off track,</td>
<td>Students teachers</td>
<td>Graduation rate</td>
<td>09/2018–6/2019</td>
<td>Administration Guidance</td>
<td>Marking period data January regents data</td>
</tr>
</tbody>
</table>
**4b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In collaboration with the parent coordinator, PTA Executive Board and CBO we will host a series of informative workshops to outline how parents can support their children at home and school in regards to rigorous instruction and NYS standards.

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Date(s)</th>
<th>Point Person</th>
</tr>
</thead>
</table>

**FSC will support guidance counselors with creating systems and structures to monitor students progress and create guidance plans that address student need. Monthly calendar will be created to monitor this process.**

Teachers will work on assessments that align to interventions which will be administered every two weeks. Training on study island will be offered to teachers to create

Teachers

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Graduation rate</td>
<td></td>
<td></td>
<td></td>
<td>January Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance rate</td>
<td></td>
<td></td>
<td></td>
<td>Progress monitoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation rate</td>
<td>9/2018-6/2019</td>
<td></td>
<td></td>
<td>January regents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance rate</td>
<td></td>
<td></td>
<td></td>
<td>Marking period grades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regents completion rate</td>
<td></td>
<td></td>
<td></td>
<td>assessment data</td>
</tr>
</tbody>
</table>
Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, etc.

1. Schedule time for teacher team meetings for common planning and inquiry in daily schedule

2. Allocate funds in school budget for:
   - Teacher Per session for professional development activities
   - Purchase of Software Programs to supplement student learning i.e. PLATO, SKEDULA, IXL, Study Island, etc
   - Purchase of supplemental and enrichment materials
   - All renewal schools get funding for ELT which will support the time needed for interventions and funding for teachers
   - Funding for Rewards and Imagine Math

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
<tr>
<td>Title I 1003(a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

Part 6a. 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

Mid-point benchmark Time frame

By January 2019, 80% of students will demonstrate a 5% increase on their initial assessment performance results as indicated on their core course final exam assessments, for the Fall semester as well as Regents exam scores.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Student course performance grades (Reviewed at the end of each marking period).

STARS Graduation Analysis Report 9/2018 – 6/2019 (Reviewed at the beginning & end of each term.)

New Visions Data Tool- Sorter and Gaps Analyzer (Reviewed at the end of each term).

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to support the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Tenet 5 is an area that Brooklyn Collegiate does well. Administration is continually aligning and re-aligning the use of resources to support the schools’ instructional goals and foster partnerships with other organizations to support and sustain social and emotional development. Long standing partnerships have been established with:

- Counseling In Schools (CIS) will provide counseling and referrals for students that need socio-emotional support. They will also focus on students that are chronically absent/late or at risk for dropping out of school. Counseling will be conducted with individuals as well as in groups.

- Sports and Arts In Schools Foundation (SASF) to provide sports, performing arts, leadership, community outreach, cooking, and a drum-line.

- Academics In Motion (AIM) a mentoring program that provides academic enrichment, SAT, ACT and regents prep, and social and emotional development.

To help facilitate initiatives and programs for the 2018-2019 school year, CIS will employ Master’s level clinicians to provide direct service to students, work with families, support school staff and make links to outside referrals for health, mental health, academic and recreation programs, as needed. Our clinicians are experienced in approaching the work through a whole child model, assessing intrapersonal and interpersonal needs that include environmental factors. Services that would be provided based on assessment would include:
● Individual Counseling: one on one meetings with students to discuss areas of needed development including social, emotional, behavioral, academic and relational skills

● Group Counseling: general support or work around a common theme with a small group of student

● Family Support: individual meetings, family meetings, concrete needs assessment, home visits, parent events and workshops

● School Staff/Teacher Professional Development: in-class teacher support, experiential workshops addressing topics such as understanding child development, emotional/social awareness, burnout (VT) prevention, care for the caregiver

● Whole school crisis intervention: implementing or supporting individual incident intervention, organizing/supporting school-based crisis team, implementation of crisis response structures

● Resource Coordination: implementation and support of school-wide initiatives, participation in the school leadership team, PPT meetings, attendance meetings, stakeholder meetings, town hall initiatives, neighborhood fairs, research and identification of community resources, assistance with family access to resources

Extended Learning Time- Extended Learning Time programs conducted by CIS aim to engage children in a variety of courses and activities that support learning and expand their areas of interest while maintaining a focus on self-esteem and positive peer relationships. Academically focused ELT programs may include tutoring, SAT Prep, Regents Prep/Review, etc. Enrichment programs may include theater, art, dance, martial arts, yoga, robotics, etc.

A review of the 2017-2018 School Environmental Survey students, staff and parents felt safe inside the school however, safety outside of the school building was the main concern of administration, students, and parents.

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?

Summative Vision for Supportive Environment

Brooklyn Collegiate is a school that promotes a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations. The school supports the academic and personal growth of students and adults. As per the 2017-2018 School Environmental Survey students, parents, and staff feel that the school is safe . They feel academically as well as emotionally supported.

Currently we have four partnerships: Counseling In Schools (CIS), Single Shepherd, The New York Edge, and Academics In Motion (AIM). All four provide services and activities that support the social and emotional growth and health of our students.

CIS programs are staffed and supervised by advanced level counselors with extensive experience in child and family counseling. Their programs are custom-designed to meet the unique needs of each community. Some of the issues their core counseling services address our Attendance Improvement/ Dropout Prevention, Violence Prevention, Homelessness, Trauma and Social/Emotional Literacy. They provide both individual and group counseling.
Individual counseling offers students an opportunity to develop caring relationships with responsible adults who are specially trained to address their social and emotional needs. Individual counseling provides students with an opportunity to:

- discuss and establish goals
- explore and learn about the obstacles that may be negatively affecting their social, emotional and academic development
- create problem-solving strategies that enable them to successfully achieve academically in school
- increase their self-confidence
- have a greater understanding of the behavioral choices they are making
- gain the desire to set and achieve personal goals and
- gain a greater capacity to integrate into a school/learning environment

Groups counseling focuses on general support around a common theme such as:

- anger management
- bereavement
- gender-based issues
- life transitions
- managing family stress

The New York Edge programs provide sports, performing arts, leadership, community outreach, basketball, cheerleading, Chess club, and a drum-line.

AIM and Single Shepherd programs provide mentoring, academic enrichment, SAT, ACT and regents prep, to support academic, and social and emotional development.

Student voice and leadership is supported through the Student Government and student members on the
School Leadership Team. The Principal also promotes an open door policy in which staff, students, and parents are encouraged to meet and speak with the Principal on an as needed basis. Through the therapeutic relationships between counselors and students CBOs address student voice and leadership by promoting positive youth development and student advocacy. CIS counselors work to help students advocate for themselves regarding the questions, concerns and desires in seeing change in the school community both on an individual basis and through the use of student focus groups. The implementation of town hall meetings will provide a forum for student voice and input. CIS will work collaboratively with the school to improve school culture by meeting student’s basic psychological needs that include autonomy, a sense of belonging, competence and recognition of effort and student leadership development. Town hall style meetings will be organized and led by students. Students will receive the support they need to present topics of relevance to their fellow students in a manner which will foster dialogue and increase the involvement of the student body at large. This process will open a critical avenue of expression for student needs.

The social-emotional learning framework that Brooklyn Collegiate will adopted is PBIS, Positive Behavior Intervention System and TCIS, Therapeutic Crisis Intervention for Schools to reduce suspensions and increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Through both frameworks we will develop a school culture and school environment that increases teaching and learning for all students. Using these frameworks we will:

- Implement PBIS practices and strategies school-wide.
- Use a problem-solving approach to difficult behavior.
- Examining and improving the entire school climate.
- Create a TCIS Team that consists of the CBOs, Administration, Teachers, Guidance, Parent Coordinator, Family Worker, and Family Worker.
- Use data to examine the reasons behaviors are occurring
- Implement changes and interventions designed to address the identified needs.
- Employ fair and consistent discipline practices

During the 2017-2018 school year we had 10 Principal suspensions in comparison to 30 in the 2016-2017 school year. For the 2016-2017 school year we had 6 Superintendent suspensions in comparison to 8 during the 2017-2018 school year. We will use PBIS, TCIS, and our partnerships with the CBOs to build on existing strengths and to analyze suspension data to determine the types of infractions and to find solutions/alternatives to suspension.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling in Schools &amp; Single Shepherd</td>
<td>Social emotional &amp; attendance</td>
</tr>
<tr>
<td>NY Edge &amp; AIM</td>
<td>Attendance</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

Together the school and CBO will partner to host workshops, a variety of cultural activities for parents and students. With support from the CBOs, teachers and staff will implement a College Board based Advisory curriculum and a College Access for All curriculum. The CBOs, teachers and staff will also host a series of workshops geared at demystifying the high school and college process, providing workplace skills, and supports for civil service exam preparation.

Part 3 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During the 2018-2019 school year, administration in conjunction with the guidance team and CBO’s, will create and implement targeted supports, for each cohort, to improve student attendance as evidenced by a 3-5% in the annual attendance rate.

Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

<table>
<thead>
<tr>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Completion Rate</td>
</tr>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>AP participation Rate</td>
</tr>
</tbody>
</table>
Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex: decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Outreach - phone calls, visits, meetings, counseling sessions, external agency supports.</td>
<td>Student/Parent</td>
<td>Attendance rate</td>
<td>10/2018 – 6/2019</td>
<td>Attendance Teacher, Guidance Counselor, CBO, Administration, Family Worker</td>
<td>Daily attendance rate</td>
</tr>
<tr>
<td>Success Mentoring - attendance committee will review/update School Attendance Plan; monitor, evaluate, and analyze daily attendance and trends: Use the RCUA, RISA, RSAL, RSNS, RDAL, R4RR, etc. ATS reports to assign school staff as success mentors for chronic absenteeism and lateness.</td>
<td>Students/Parents</td>
<td>Attendance rate</td>
<td>10/2018 – 6/2019</td>
<td>Attendance Teachers, CBO, Administration</td>
<td>Daily attendance rate</td>
</tr>
</tbody>
</table>

Graduation rate |
| **Student Committee** - Under the supervision of the guidance team, CBOs, and the dean, students will design and implement a service based activity aimed at creating a safe and healthy learning environment (Tenet 5.3). |
| **Engage families and expand their understanding of a supportive environment in order to support their children at home.** |
| **Parent Teacher Association (PTA)** in collaboration with the Parent Coordinator, the School Based Support Team, the Pupil Personnel Committee, and CBOs, will schedule parent workshops including but not limited to: (Tenet 5.2) |

- Traumatic Stress Disorder
- Conflict Resolution
- Character Development
- Dealing with Teenagers
- Graduation Requirements
- College Readiness

| Students | Attendance rate | 9/2018 – 6/2019 |
| Students/ Families | Attendance rate | 9/2018-6/2019 |
| Students | Graduation rate | 10/2018 – 6/2019 |

| Guidance | CBO | Administration | Dean | Student Government |
| Administration | CBOs | Parent Coordinator |
| Attendance rate | PTA |
| Parent participation in PTA/SLT |
4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent Teacher Association (PTA) in collaboration with the Parent Coordinator, the School Based Support Team, the Pupil Personnel Committee, and CBOs, will schedule parent workshops including but not limited to: (Tenet 5.2)

- Traumatic Stress Disorder
- Conflict Resolution
- Character Development
- Dealing with Teenagers
- Graduation Requirements
- College Readiness
- College Entrance Examinations (SAT/ACT)
- SKEDULA software program home connection
- PLATO Credit Recovery Program

This will be an ongoing process monitored by the CBOs and the guidance team.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Schedule monthly student assemblies
- Allocate funds to pay vendors for student assemblies
- Schedule Parent Workshops
- Allocate funds for Parent Workshops
• Allocate funds for teacher professional development, software

• Schedule quarterly perfect attendance and academic achievement assemblies.

• Allocate funds for PSAT exams

• Allocate funds for AP exams

• Allocate funds for per session for Guidance Counselors.

• Allocate funds for per session for Teachers

• Allocate funds for per session for Family Worker

• Allocate funds to purchase student Incentives.

• Allocate funds for STH student supplies

● Allocate funds for the purchase of supplemental materials i.e. novels, textbooks, and test prep workbooks and software i.e. Imagine Math, Skedula, Credit Recovery program (PLATO), eChalk, Rosetta Stone

● Allocate funds for supplies

● Allocate funds for School Messenger Service

Allocate funds for resources: College Starter College and Career Readiness Program

● Allocate funds for supplies for Honor Society activities

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**Part 5b.** 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 | || | P/F Set-aside | X | 21st Century | || | C4E |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | Title I 1003(a) | || | Title III | || | PTA Funded | || | SIG Grant | || | School Achievement Funding | X | Other |

**Part 6 – Progress Monitoring**

**Part 6a.** 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

**Mid-point benchmark Timeframe**

By January 2019, individual student attendance for at risk students will increase by 2% from the previous school year, as indicated by the RISA.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

The RRS will be used to monitor school wide attendance growth.

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2018-19 RSCEP-R
Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Although we were well-developed in 4.1 and proficient in 4.2 for the 2017-2018 school Quality Review. The areas requiring improvement to continue to grow in are: implementation of pre-AP strategies and creating a different learning environment that is tailored to the strengths and needs of all students including ELLs, SWDs, over-aged under credited students, and the lowest third. Our focus in this area will be on organizing instruction and lesson planning to provide:

- Multiple entry points into each lesson to accommodate the needs of ELL’s SWD’s and our lowest third.
- Lesson plans, unit plans and academic tasks that meet the needs of all students
- Teacher team planning that focuses on instructional shifts, curriculum and CCLS alignment, and student progress.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

Summative Vision for Collaborative Teachers

How is the school organized to promote teacher collaboration?
Currently teachers have common planning periods built into their weekly schedule. We want to continue to build on strategic action-planning that informs instruction and results in greater student engagement and achievement. In the 2018 - 2019 school year:

- Teacher Teams have weekly scheduled collaboration and planning time to analyze student data and document needed instructional adjustments in teacher practice.

- School leadership has scheduled inter-visitation for all teachers that focus on building teacher capacity.

We want to develop a uniform method to provide feedback school-wide regarding the results of student data analysis, and instructional adjustments in teacher practices.

What does teaching and learning look like? What underlying principles would influence the creation of units and lesson plans? Do teachers work on units and lessons in teams?

The delivery of lessons and curriculum will involve learning that promotes rigor through:

- Student groupings that promote active engagement and participation by all students

- Lessons that promote Higher order thinking and reasoning skills using DOK (Depth of Knowledge Stems) and Hess’ Matrix

How are teachers providing opportunities for deeper learning for higher achieving students?

- Differentiation will be incorporated in the lesson plans so that the tasks, assignment, and units of study include more advanced levels for higher achieving students.

- Higher achieving students will be enrolled in AP classes and College Now courses.

What system do teachers use to ensure that every child is safe in their class?

- Teachers promote positive classroom interactions between teacher and students and among students through posted classroom rules, character development/respect for all lessons, and established classroom routines.

- The school promotes respect, caring, and sensitivity among students as individuals through:

  - Implementation of a student survey to establish knowledge of individual students’ interests and needs.

  - Incorporating opportunities for students to share their heritage in lessons, cultural events, and participation in community events.

  - Creating a classroom culture in which the teacher and students use courtesies such as “please”, “thank you”, and excuse me whenever appropriate as defined in posted classroom rules and teacher guided discussions.

- School uniform policy, classroom code of conduct, and school rules will be strictly enforced by administration, teachers, dean and all staff to promote a safe environment
● Teachers stand at their doors at the end of class and monitor the hallway during change of classes.

● Teachers inform Dean and Administration of any adverse conversations or conflicts.

What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?

● Regularly teachers should review student attendance, student performance on homework, class assignments, teacher-made test, unit tests, quizzes, and IEPs.

● Student work should be reviewed collaboratively by teacher teams on a weekly basis to identify instructional shifts, and provide feedback to colleagues using an inquiry based protocol (DATAWISE).

How do you intend to use community educators / partners to support a collaborative teaching approach?

In support of our work with students to address their needs, Counseling in Schools and Single Shepherd staff will engage in individual teacher trainings throughout the school year. Individual teacher training is provided through the integration of a counselor into the classroom during pre-arranged class periods. Teachers will meet vertically and horizontally twice a week. Counselors will attend two of the meetings to develop ways to support students in the classroom.

How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?

The School Instructional Cabinet will conduct weekly meetings to discuss teacher team concerns around student engagement and performance. The Cabinet will collaborate to determine problem solving strategies needed to improve teacher practices and student performance. These will be shared during the weekly vertical and horizontal team meetings as well as the weekly staff professional development.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?

Teachers will engage in strategic inquiry around student work. Using the DATA Wise protocol, findings from the inquiry work will be used to create a bank of tools and strategies to address student needs. The inquiry work done through this process will be ongoing.

How do you envision collaboration across teacher teams to improve teacher practices and student learning?

Teachers will engage in strategic inquiry around student work in their vertical teams. Findings from these teams will be used to inform the inquiry process in the horizontal teams. Both teams will develop tools and strategies to address student needs. Teachers will employ these strategies across grades and content areas in order to increase students mastery via continuous practice/participation.

What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)
<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Data</td>
<td>Improve regents passing rate</td>
</tr>
<tr>
<td>Classroom assessment data</td>
<td>Improve teacher practice</td>
</tr>
<tr>
<td>IEPs</td>
<td>Improve appropriate scaffolding techniques</td>
</tr>
</tbody>
</table>

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During the 2018-2019 school year, teacher teams will collaborate to implement the curriculum changes in Global Studies (New visions), US History (New Visions), Living Environment (New Visions), ELA (Springboard), and Algebra I (College Board Pre-AP) to improve student assessment performance as evidenced by a 44.8% regents completion rate by June 2019.

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

- Attendance Rate
- Graduation rate
- Regents completion rate
- AP participation rate
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Lead Teachers, Teachers</td>
<td>Graduation rate</td>
<td>10/2018-6/2019</td>
<td>Administration, Teacher Teams, CBO, Outside Vendors</td>
<td>Regents pass rate, Graduation rate</td>
</tr>
</tbody>
</table>

**1. Activity** – Administration will develop a professional development plan to address teacher growth in domain 3b and 3c of the Danielson Framework for Teaching.

**1 Activity** – Teacher teams will develop uniform procedures and methods to provide school-wide feedback regarding the results of student data analysis, and the required instructional adjustments in teacher practice.

**2 Activity** – Teachers will participate in the development of a school-wide professional development plan that includes a professional learning cycle based on the Framework for Great Schools initiative, the teachers needs survey, and...
student data that includes but is not limited to:

- The Six Elements of the Framework for Great Schools

- Data Analysis

- How to use data to drive instruction.

- Creation and implementation of instructional strategies in the classroom

- Curriculum and CCLS alignment

- Implementing Rigorous instruction

- Incorporating Blended Learning

- Social – Emotional Development Strategies

- Remedial Skill Building

- Integration of Technology

- Study Skills

- Note Taking Skills

**3 Activity** - Administration will provide opportunities during and after school for teachers to collaborate and plan revisions of curriculum, units of study, and academic tasks with an emphasis on higher order thinking skills and literacy development across the curricula as our instructional focus. (Tenet 3.4)

**4 Activity** – Teachers will develop curricula, lesson
plans, units of study, and academic tasks that provides opportunities for higher achieving students to deepen their learning.

5 Activity – Administration in collaboration with teachers will use scheduled Professional Development days to plan and analyze progress towards goals. Achievement and progress will be measured based on Mock Regents, MOSL, teacher made tests and APEX online credit recovery program reports, etc. (Tenet 3.2 & 3.5)

6 Activity – Teachers will set-up content specific common core aligned stations in their classrooms with activities and academic tasks that include research, technology, projects, and writing to provide additional multiple entry points.

7 Activity – Administration in collaboration with instructional lead teachers will create a teacher inter-visititation schedule that provides teachers with the opportunity to observe the instructional practices, classroom management skills, and classroom environment of other teachers.

8 Activity – Administration will schedule time for Lead teacher meetings, teacher common planning meetings, and inquiry team meetings.
**Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).**

**1 Activity** – During PD teachers will review lesson plans for evidence of multiple entry points for ELLs, SWDs, Lowest third, etc.

**2 Activity** - Teacher teams will collaborate with the ELL teacher and Special Ed. teachers to plan revisions to curriculum, units of study, and academic tasks to address the needs of ELL’s and special needs students (SWD).

**3 Activity** - Curriculum revisions/modifications will be designed to cognitively engage a diversity of learners with multiple entry points i.e. ELL’s and SWD’s: (Tenet 3.3)

**4 Activity** - In cohort meetings, guidance counselors, administrators, testing coordinator, and programmer will create a chart of regents and when students should be testing. The guidance counselor will verify each student has been correctly scheduled for exams.

- The Grade Committee, Pupil Personnel Team Committee, and the Instructional Support Committee will meet every Monday.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Students/Teachers</th>
<th>Regents completion rate</th>
<th>Graduation rate</th>
<th>Administration Teachers</th>
<th>Graduation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9/2018 – 6/2019</td>
<td></td>
<td>ENL Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPED Team</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
PLATO, the credit recovery program will be available to ELL’s, SWD’s, and over-aged/under credited students.

**Strategies to promote teacher-parent collaborations to improve student achievement.**

1. **Activity** – Teachers will maintain the SKEDULA software program which allows parents and students to check syllabus, current grades and homework online 24 hours a day; grade reports and text messages are sent to students and/or parents.

2. **Activity** – Administration will review SKEDULA usage and other data reports to ensure that teachers are inputting all of the necessary data in a timely fashion.

3. **Activity** – Administration in collaboration with the parent coordinator will schedule professional development workshops for small groups of parents (5-10) to assist them in understanding CCLS, Regents Requirements, College and Career Readiness and meeting graduation requirements.

<table>
<thead>
<tr>
<th>Strategies to improve College and Career Readiness and meeting graduation requirements.</th>
<th>Teachers</th>
<th>AP participation rate</th>
<th>9/2018-6/2019</th>
<th>Administrators</th>
<th>AP participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activity Teachers will engage in Professional development around pre-AP strategies, WestEd Q-tel strategies, and DATA wise.</td>
<td>Lead Teachers</td>
<td>Regents completion rate</td>
<td>9/2018-6/2019</td>
<td>Teachers</td>
<td>Regents completion rate</td>
</tr>
</tbody>
</table>
2. Activity - Teachers will implement the Pre-AP curriculum in all core content areas which culminate in Regents and SAT II testing.

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In collaboration with the PTA, Counseling in Schools team, and the guidance counselors, parents will be exposed to grade level workshops that discuss the grade expectations, graduation requirements, and reading and understanding the transcript. Parents will also participate in curriculum nights in the fall and spring semesters.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Allocate funds for Teacher Per Session

Allocate funds for the purchase of supplemental material

Allocate funds for the renewal of:

- Imagine Math
- Study Island
- IXL
- Rewards
- Gates-Mcgrinities Reading Assessments

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I 1003(a)</th>
<th>SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

Part 6a. 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.

Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.
### Mid-point benchmark Timeframe

By January 2019, student performance in Algebra 1, Global Studies, and Living Environment will increase by 5% from their diagnostic assessment as evidenced by their mid-year course assessment grades on their report cards.

### Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Uniform course mid-year assessments and student report cards.

### Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

As a result of the 2017-2018 Quality Review the Principal was considered and rated as an effective school leader by the Quality Reviewer and most of the staff. The area identified as needing improvement was professional development. 67% of the teachers agreed that overall their professional development experience was sustained and included enough time to try and evaluate new ideas. In 2018-2019 teachers will be provided with professional development designed to improve teacher understanding of how to devise lessons so the NYS Next Generation standards are being addressed. Additionally, the Principal will implement measures to reinforce and build more trust between the school leaders, teachers and students.

**Part 2 – Summative Vision for Effective School Leadership**

What is your vision for effective school leadership at your school?

**Summative Vision for Effective School Leadership**
How will school leaders articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?

The principal will ensure the vision and mission are shared with the entire school community through a variety of communications, meetings, phone master calls with the principal’s voice, letters and flyers sent out. The principal and the CBO site director will meet on a daily basis and remain in constant communication with evidence based discussions. CBO partners and teachers, in conjunction with students, will develop academic and social emotional SMART goals for each student and will regularly monitor the progress and performance with weekly conferences with the student in Advisory.

To ensure that student’s academic needs are being met, CIS will collaborate with school stakeholders to review existing programming for expanded learning and enrichment activities. We will work together to develop a well-rounded plan that integrates the school day with enrichment youth development activities and assess any gaps in service. For a community school model to be successful, it is imperative that students see extended learning time and youth development enrichment activities as a natural extension of the day and not a separate service. By establishing an environment that is supportive and engaging, students will want to remain in their community through the evening, participating in project based experiences that enhance their feelings of mastery and belonging.

To ensure that student’s social-emotional needs are being met, CIS will provide direct clinical practice and linkage to resources in collaboration with DOE’s Office of School Health (OSH) and Division of Mental Hygiene (MHY). This will ensure full wrap around services to the school community. CIS staff will work closely with any existing on-site mental health programs to support the referral of individually targeted interventions while assessing the overall school needs for selective and universal interventions, including:

- Individual Counseling: 1:1 sessions to address social, emotional, behavioral, academic and relational skills
- Group Counseling: general support with small groups of students.
- Family Support: individual meetings, family meetings, concrete needs assessment, home visits, parent events and workshops.
- School Community Professional Development: in-class teacher support, workshops including child development, emotional/social awareness, care for the caregiver.
- Crisis/Trauma Response: Supporting individual incident intervention, creating crisis team roles and structures, Trauma-sensitive practices.

What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?

Teachers will use an Skedula and/or STARS to track and monitor student progress academically and social emotionally. Each at risk student will be assigned a CBO advisor who will meet with the student and each other to discuss progress and to plan further intervention strategies weekly. The school leader and administrative team will use the ADVANCE system to track and monitor teacher performance. Teachers will be monitored regularly and systematically through observations and inquiry team work.
How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?

The School Leader and the administrative team will use the ADVANCE system to target critical individual and school-wide practices. We will use the Skedula to monitor and support all aspects of family engagement.

How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?

CIS and other necessary CBO partners will be expected to take an active role in the school in order to inform their best practices and adjust programming as needed. They will be expected to attend and participating in weekly attendance meetings, grade team meetings, common planning meetings etc. Academic and behavioral data will be reviewed and shared with the CBOs. CBO partners will sign confidentiality clauses to enable them to share student data.

What and how will the leader delegate to assistant principals and the community school director?

The Principal will delegate during schedule cabinet meetings and meetings with the Community School Director. The nature of the delegation will depend on the program requirements/needs, the issue(s) at hand, and the needs of students, parents, and staff.

On which aspects of your own leadership do you plan to focus for the upcoming school year?

Teacher Evaluation and parent engagement

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

School-wide professional development. Evidence of the effectiveness of our PD will be seen in student work product, in classroom observations, and during inquiry team work.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

Vertical and horizontal teams will be teacher led. Using the Data Wise protocol teachers will engage in inquiry cycles of at least 6 weeks in length, identifying targeted skills and standards needed to be addressed. Teams will use both Regents and AP exams as culminating assessments.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?
Vertical and horizontal teams will be teacher led utilizing the agenda created from the previous week’s instructional cabinet meeting.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>48 hours</td>
<td>one on one conferences</td>
</tr>
</tbody>
</table>

How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Visions</td>
<td>Vertical teams</td>
<td>Vertical Teams</td>
</tr>
<tr>
<td>Gates-Maginite</td>
<td>Vertical teams</td>
<td>Vertical Teams</td>
</tr>
</tbody>
</table>

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

Students will be programmed based on credit accumulation needs. Teachers will be programmed ensuring that department level teachers meet at least twice a week. Whereas, horizontal teams will meet on Mondays at 2:30 p.m.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, all teachers will participate in targeted professional development on the Danielson Framework for Teaching in domains of students engagement (3C) and assessment (3d), to increase students performance and teacher effectiveness, as evident by a 5% increase from the baseline data taken in the beginning of the school year 2018-2019.

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

- Regents participation rate
- Regents passing rate
- Graduation passing rate
- Advance placement participation rate
### Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activity – Administration in collaboration with teachers will provide quality professional development on the components of the Danielson Framework for teaching.</td>
<td>Teachers</td>
<td>Regents completion rate, Graduation rate</td>
<td>9/2018 – 6/2019</td>
<td>Administration, CBOs</td>
<td>Increase in student achievement (e.g., Regents completion rate, Graduation rate)</td>
</tr>
<tr>
<td>2. Activity - Administration in collaboration with the Instructional Lead teachers will create a PD committee to plan and monitor professional development.</td>
<td>Teachers</td>
<td>Regents completion rate, Graduation rate</td>
<td>10/2018 – 6/2019</td>
<td>Administration, CBOs</td>
<td></td>
</tr>
</tbody>
</table>
5. We will purchase smart boards to support teachers with student engagement and increase teacher effectiveness.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Regents completion rate</th>
<th>10/2018 – 6/2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Graduation rate</td>
<td>9/2018-6/2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>Regents completion rate</td>
<td>9/2018-6/2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>Graduation rate</td>
<td>Administration</td>
<td></td>
</tr>
</tbody>
</table>

Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).

1 Activity – Implement differentiated instruction based on student needs and incorporated strategies designed by Witsi and springboard.

<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher created assessments</th>
<th>9/2018 – 6/2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td>Teachers</td>
</tr>
</tbody>
</table>

Strategies to promote parent leadership and engagement as a key lever for school improvement.

1. Activity - CBO in collaboration with Administration, Parent Coordinator, and guidance will establish a “Parent Volunteer” organization in which parents will be trained to

<table>
<thead>
<tr>
<th>Parents</th>
<th>Attendance rate</th>
<th>9/2018 – 6/2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td>CBO</td>
</tr>
</tbody>
</table>

Parental involvement in PTA
act as chaperons, organize and assist at special events and in the classrooms, help out in the cafeteria and make phone calls.

2. Activity – Other activities to engage parents in the school are:
- Welcoming Committee
- Special Events Committee
- Parents Organized for a Safe School Environment (P.O.S.S.E)

<table>
<thead>
<tr>
<th>Parents Organized for a Safe School Environment (P.O.S.S.E)</th>
<th>Attendance Rate</th>
<th>3/2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Attendance rate</td>
<td>9/2018 – 6/2019</td>
<td>Administration</td>
</tr>
<tr>
<td>* Train parents in elements of effective event planning</td>
<td></td>
<td></td>
<td>CBO</td>
</tr>
<tr>
<td>* Orient parents in the following strategies:</td>
<td></td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>- attendance outreach</td>
<td></td>
<td></td>
<td>Parental involvement in PTA</td>
</tr>
<tr>
<td>- collaborative planning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

By June 26, 2019 our community school coordinator, parent coordinator and PTA executive board will working collaborate on a series of workshops around executive functioning skills.

Part 5 – Budget and Resource Alignment
Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funding for Instructional Lead teacher PD and activities.
- Funding for teacher per diem for coverages.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
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<th>Title I SWP</th>
<th></th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
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<th>21st Century</th>
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<th>C4E</th>
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Part 6 – Progress Monitoring

Part 6a. 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

**Mid-point benchmark Timeframe**

At the end of November 2018, Advance data will be analyzed to find trends in teacher competencies. Teachers will be surveyed to influence the PD plan moving forward. This activity will be repeated at the end of January 2019 and March 2019.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

- Advance data

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Brooklyn Collegiate administration and teachers are very effective in tenet 6. This is an area that the school does well. Administration is continually aligning and re-aligning the use of resources to support the schools’ instructional goals and foster partnerships with parents and other organizations to support and sustain academic and social and emotional development. Long standing partnerships have been established with:

- Counseling In Schools (CIS) provides individual, group and family counseling and referrals for socio-emotional development and support.

- The Edge New York provides intramural and extra-curricular activities in sports, the performing arts, leadership, community outreach, cooking, and a drum-line.

- Academics In Motion (AIM) is a mentoring program that provides academic enrichment, SAT, ACT and regents prep, mentoring, and social and emotional development.

Parents are actively involved in the school culture as evident by their responses in the 2017-2018 School Environmental Survey and their participation in the Parent Teacher Association, the School Leadership Team, and their presence at school events and parent teacher conferences. Brooklyn Collegiate communicates with parents through mailings, a phone master system, SKEDULA program, the PTA, and the SLT team.
A review of the 2017-2018 School Environmental Survey students, staff and parents felt safe inside the school however, safety outside of the school building was the main concern of administration, students, and parents.

**Part 2 – Summative Vision for Strong Family and Community Ties**

<table>
<thead>
<tr>
<th>What is your vision for having strong family and community ties at your school?</th>
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</thead>
</table>

**Summative Vision for Strong Family and Community Ties**

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?

A strong and collaborative parent and community engagement model is integral for the success of a community school. Providing concrete and consistent support to parents and families while connecting them to resources in their community is vital to enhancing the resiliency of students. Increasing both parent and community participation is an investment in the community school model which will result in the community school becoming a true community hub for a variety of academic, social-emotional, employment, training and community related needs. The CBO becomes a bridge between families and available services. Families will be invited into the school as stakeholders in their child’s education. Families will be and be given the opportunity to identify services, receive trainings and workshops that will best support them in their role as caregiver and as vital members of the school community.

To successfully approach parents to become more engaged, CIS will ensure that the Community school model and its development is well explained and accurately communicated to all parents immediately upon the start of the partnership. On-going outreach to parents will be conducted to get to know students’ families on a more individual basis. These relationships and the knowledge gained from them, will become the basis for establishing increased parent engagement and participation.

A parent welcoming committee will be created to decorate the lobby, to welcome visitors and to escort visitors to the main office. School Safety Agents and the main office staff will welcome parents with courtesy and kindness. The CBO will procure “Customer Service” training for all staff. A customer service survey will be created and given to visitors to keep on top of issues and concerns.

**How does the school provide support to families so that they understand and can take an active role in what their child is learning?**

Support is provided for families so that they are actively involved in their children(s) learning through:

- Parent-teacher conferences
- Parent outreach every Tuesday by teachers
- interim positive phone calls,
- SKEDULA, the on-line grading system
How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?

As parents begin to identify needs that have a common connection to other parents of students in the school, CIS will work to expand the circle of influence and will look to create opportunities and linkages both in the school and within the community. Encouraging and supporting parents, teachers and community members to share their views and ideas so that they have the ability to influence what happens at the school will enrich students’ educational experiences and help to ensure the school’s responsiveness to local community needs. Methods for capturing feedback from key stakeholders in the community school model, i.e. parents, teachers and community partners, include the use of formal and informal consultations, surveys, focus groups and public meetings/events.

These methods must be conducted regularly to ensure sustained involvement from parents as student enrollment changes from year to year. Formal consultations will be conducted to elicit parents’, teachers’ and community member’s views. This provides a systematic way of collecting and measuring feedback which makes it easier to give those views prominence and ensure that they are heard and taken into account as part of the school’s decision-making process.

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

Room 117 will be dedicated to families. By working in collaboration with the Parent Coordinator, outreach will be provided to all families to increase parent engagement and investment in the Community School model. CIS will support and encourage increased parent participation in school forums and meetings to ensure a strong voice on behalf of parents and families as presented in the development of the Community School model to support student success. As mentioned above, continued outreach will be conducted to get to know students’ families on a more individual basis. These relationships and the knowledge gained from them, will become the basis for establishing increased parent engagement and participation. As parents begin to identify needs that have a common connection to other parents of students in the school, CIS will work to expand the circle of influence and will look to create opportunities and linkages both in the school and within the community.

What adult education offerings can your school community provide to families?
Families will be provided with a survey to gauge and assess their needs and areas of interest. Based on the data collected from these surveys, CIS will work collaboratively with the school and community organizations to offer workshops and classes for parents. The support that these services provide will also lay the groundwork for a trusting and mutual partnership between parents/guardians and the larger school community. Increased parent engagement will be fostered through opportunities made available by community partners.

Programs and workshops will be implemented by the CBO and Brooklyn Collegiate:

- Leadership and potential employment opportunities within the school and community
- Workforce and technology trainings
- Advocacy and parenting workshops,
- ELL classes for parents,
- Financial planning
- Literacy classes
- Legal assistance,
- Computer Skills Program
- Initiatives to Involve more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Understanding and participation in instructional initiatives
- Workshop on Title 1 Laws and the Elementary and Secondary Education Act (ESEA) of 2001
- School-based Support services
- Effective Parent Involvement activities that improve student academic achievement and school performance.
- New Parents and Non-English speaking parents outreach activities.

How would families be able to access and understand student data and progress?

Families will be able to access and understand student data through:

- SKEDULA on-line grading program
- Parent Teacher conferences
- Parent workshops

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?
The parent coordinator who will serve as a liaison between the school community and families.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?
Through the parent coordinator parents will be encouraged to join SLT and PTA. Parents will be survey during the first days of school and at our first Welcome Back to School Night as to their preferred mode of communication. The results of the survey will be used to maximize home/school communication. Additionally, we will implement a communication system whereby each staff member will be responsible for contacting the homes of 15 to 20 students to inform them of school events.

How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?
Teacher parental contact, parent teacher conferences. During the Curriculum Night parents will be survey as to the best mode of communicating with them and they will also be asked to include an essential information teachers may need to know to better understand and reach their child.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>educate parents</td>
</tr>
<tr>
<td>Award Dinners</td>
<td>celebrate student achievement</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>progress monitoring</td>
</tr>
</tbody>
</table>

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

<table>
<thead>
<tr>
<th>Family partnerships with school:</th>
<th>PTA, SLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family partnerships with CBO:</td>
<td>individual counseling and family counseling</td>
</tr>
<tr>
<td>Is there dedicated space for these partnerships?</td>
<td>yes</td>
</tr>
</tbody>
</table>

What is your vision for the role the school will take in providing access adult education classes within the community?
Accessing programs provided by CBOs within the community

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?
Skedula, Remind
Part 3 – Annual Goal

Indicate your school’s 2018-19 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During the 2018-2019 school year, the guidance team in collaboration with the teachers, administration, CBOs, and parents, will work create targeted supports to increase student performance and demystify the college process as evidenced by a 3% increase in our college and career preparatory index.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

<table>
<thead>
<tr>
<th>Benchmark</th>
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<tbody>
<tr>
<td>Student attendance rate</td>
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<tr>
<td>Graduation rate</td>
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<tr>
<td>Regents participation and passing rate</td>
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<tr>
<td>AP participation rate</td>
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</tbody>
</table>
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s): Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline: What is the start and end date?</th>
<th>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy? (Include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (Ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Students</td>
<td>Regents completion rate</td>
<td>9/2018 – 6/2019</td>
<td>Administration, Guidance, Dean</td>
<td>Attendance</td>
</tr>
<tr>
<td><strong>1 Activity</strong> – The CBO’s, CIS, AIM, and The Edge NY in collaboration with guidance, teachers, and parents will provide resources and support to facilitate academic intervention services such as tutoring, regents prep, SAT/ACT prep, credit recovery, etc.</td>
<td>Students</td>
<td>Graduation rate</td>
<td></td>
<td></td>
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<tr>
<td><strong>2 Activity</strong> - In addition to the chancellors Student Conduct Code the following procedures will be enforced in collaboration with the Administration, the Dean, Guidance, the Attendance Department, and the CBOs:</td>
<td>Students</td>
<td>Attendance</td>
<td>10/2018 – 6/2019</td>
<td>Guidance</td>
<td></td>
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<tr>
<td>- Attendance Issues (enforced after 3 days late/absent)</td>
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<tr>
<td>- Referral to CIS</td>
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2018-19 RSCEP-R
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Parent contacted</td>
<td></td>
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<tr>
<td>- Parent conference (Mandatory after 10 days absent/late)</td>
<td></td>
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<tr>
<td>- Home visit by Attendance Teacher/Family Worker</td>
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<tr>
<td>- Student added to “Extra-Curricular Activity Restrictions List”</td>
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</table>

**3 Activity** – Train students and a staff advisor on how to implement and manage a “Peer Mediation” program at the school. (Tenet 5.3)

**4 Activity** - Involve students in creating a safe and healthy learning environment. The Guidance Department in collaboration with the Dean will continue the following activities (Tenet 5.3):

- Every other month a school assembly by grade and/or school wide facilitated by Guidance, outside vendors, and the Dean will be scheduled to address such topics as Bullying, Conflict Resolution, Human Rights, Respect for All, and the Chancellor’s Discipline Code.

- Signs will be posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Anti-Bias Respect for All, and the Chancellor’ Discipline Code.

- The Guidance Counselors and Dean will collaborate
with the School Safety Team to identify safety issues and find solutions.

5 **Activity** – In collaboration with Student Council and CBOs schedule special events and assemblies to promote school spirit, cultural diversity, and respect for all.

6 **Activity** - Establish partnership with local merchants to provide student incentives in the form of gift cards, apprentices, internships, part-time jobs, etc.

7 **Activity** – Celebrate 90% - 100% Attendance:
- Attendance Bulletin board with student picture
- Announce students with 90-100% attendance and improved attendance (80%) during morning announcements.
- Provide student incentives i.e. raffles, certificates, uniform pass day
- For each school-wide 90% - 100% attendance designate a “No Uniform” day.
- Designate every half day as a “No Uniform” day

8 **Activity** – Schedule school events and invite parents, local merchants, local organizations, and churches to participate and attend:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Students</th>
<th>10/2018 – 6/2019</th>
<th>Student Council</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guidance</td>
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<td></td>
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<td>CBOs</td>
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<tr>
<td><strong>Welcome Back Barbeque</strong></td>
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<tr>
<td><strong>Brooklyn Collegiate Day</strong></td>
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<td><strong>Career Day</strong></td>
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<tr>
<td><strong>Alumni Weekend/Fashion Show</strong></td>
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<tr>
<td><strong>Parent Workshops</strong></td>
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<tr>
<td><strong>Monthly PSA Meetings</strong></td>
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<tr>
<td><strong>Monthly SLT Meetings</strong></td>
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**9 Activity – CBO in collaboration with administration and guidance will coordinate the implementation of an ROTC program to provide life skills and character development with emphasis on discipline, responsibility, and accountability.**

<table>
<thead>
<tr>
<th>Students</th>
<th>10/2018 – 6/2019</th>
<th>Attendance Coordinator</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Teachers</td>
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<td></td>
<td></td>
<td>Administration</td>
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<thead>
<tr>
<th>Students</th>
<th>10/2018 – 6/2019</th>
<th>Teachers</th>
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<td></td>
<td></td>
<td>Guidance</td>
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<td></td>
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<td>CBO</td>
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<tr>
<th>Students</th>
<th>10/2018 – 6/2019</th>
<th>Administration</th>
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<td></td>
<td></td>
<td>CBO</td>
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</table>
### Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).

#### 1 Activity
Parents of ELL’s, SWD’s, STH, and the lowest third are invited and given the same opportunities to participate in the same activities as parents of general education students.

#### 2 Activity
- ELL teacher and Special Education teachers in conjunction with the Professional Development Committee will schedule workshops for all teachers on:
  - SWDs, ELLs, STH, and the lowest third in literacy strategies i.e. close reading, sentence starters, vocabulary, graphic

<table>
<thead>
<tr>
<th>Students</th>
<th>Regents completion rate</th>
<th>Graduation rate</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>Parents</td>
<td>10/2018 – 6/2019</td>
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<td></td>
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<tr>
<td>Students</td>
<td>9/2018 – 6/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
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<tr>
<td>CBO</td>
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<tr>
<td>Guidance</td>
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<td></td>
</tr>
</tbody>
</table>
organizers, dictionaries, and glossaries,

| Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | Workshops | PTA attendance | 9/18-6/19 | ELL Teacher
| CBO
| Administration
| Teachers |

1. Activity – The CBO in collaboration with the Parent Coordinator will implement activities for parents of ELLs, SWDs, STH, and the lowest third that support services and activities will include but are not limited to:

- Translation services
- Home visits to disseminate information.
- Facilitation of workshops given by city agencies, Local politicians, and community-based presenters regarding immigration issues, community issues, and employment and health information.
- Family literacy services that include but are not limited to Book fairs, Book talks, and workshops conducted in collaboration with the Brooklyn Public Library.

2. Activity - The CBO in collaboration with the Parent Coordinator will implement activities for parents of ELLs, SWDs,

| | Parents | Students | Regents completion rate | 9/2018 – 6/2019 | CBO
| Parent Coordinator
| City Agencies
| Brooklyn Public Library
| CBO
| Administration
| Parent Coordinator
| PAC
| Teachers
| Administration
| Guidance
| Teachers
| Administration
| Teachers |
STH, and the lowest third that provide the skills and outreach parents need to be more effective in their child’s education. The following programs and workshops will be implemented by the CBO and Brooklyn Collegiate:

- GED Program
- Computer Skills Program
- Involving more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Understanding and participation in instructional initiatives
- Workshop on Title 1 Laws and the Elementary and Secondary Education Act (ESEA
- School-based Support services
- Effective Parent Involvement activities that improve student academic achievement and school performance.
- New Parents and Non-English speaking parents outreach activities

3 Activity – Guidance and teachers in collaboration with Administration will promote ongoing communication that promotes dialogue between parents, students and school constituents centered around student
learning and academic success: (Tenet 6.5)

- Every Tuesday Teachers provide parents with information regarding student progress, student accolades, etc via telephone or scheduled conferences.

- Annual 9th grade orientation meeting with parents and students facilitated by the Guidance Department, teachers, and administration.

- Teacher maintained SKEDULA software program which allow parents and students to check syllabus, current grades and homework online at any time; grade reports and text messages are sent to students and/or parents; automatic alerts are generated to parents whenever a student is absent, missing assignments, or has low grades.

- 12th Grade Student Academic Status Meeting (at the beginning of each term) facilitated by the Guidance Department.

- Senior Parent Meeting (at the beginning of each term) facilitated by the Guidance Department.

- Parent Notification Letter – Outstanding Requirements for Graduation (at the beginning of each term) sent by the Guidance Department.

9/2018 – 6/2019
- Parent Notification Letter – Graduation In Doubt (at the beginning of each term) sent by the Guidance Department
- College Tours for local, regional and historically Black colleges and universities.
- Individual parent meetings with guidance, teachers, and administration on an as need basis

<table>
<thead>
<tr>
<th>Part 5 – Budget and Resource Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 5a.</strong> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</td>
</tr>
<tr>
<td>● Per Session for Supervisors</td>
</tr>
<tr>
<td>● Per session for Guidance</td>
</tr>
<tr>
<td>● Parent workshops facilitated by CBO, Guidance, parent Coordinator, and outside vendors (EPIC)</td>
</tr>
<tr>
<td>● Allocate funds for student stipends for peer tutors and college tutors.</td>
</tr>
<tr>
<td>● Purchase of student incentives i.e. trips, awards, certificates, etc.</td>
</tr>
<tr>
<td>● Allocate funds for student Assemblies facilitated by outside vendors</td>
</tr>
<tr>
<td>● Allocate funds for student trips.</td>
</tr>
<tr>
<td>● Teacher Per Session for Regents prep classes and make-up science labs</td>
</tr>
</tbody>
</table>

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

**Mid-point benchmark Timeframe**

By January 2018, the school in collaboration with the CBOs will host 2 college fairs, 3 college tours, and a college and career workshop for students of students will demonstrate a 5% increase on their initial assessment performance results as indicated on their course final exam assessments and/or Regents exam scores. Schedule 3-4 parent workshops October 2017 and March 2018.

Schedule 3-4 parent workshops April 2018 and June 2018.

Parents participation on SLT team, PA meetings,

Parent /Teacher conferences participation

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

School survey

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, Administration in collaboration with the CBO and teachers will implement programs that provide opportunities for all students to participate in additional instruction, enrichment activities, and social-emotional development during and after-school and/or summer programs.

Part 2 – ELT Program Type

<table>
<thead>
<tr>
<th>Is the ELT program voluntary or compulsory?</th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional ELT – If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ELT hour has been included in the student schedules. All students will receive additional supports via remediation or enrichment. Remediation will take the form of Rewards, Study Island, Ivy Key Regents Prep Tutoring Program, and Regents prep. Enrichment will take the form of AP and College Now courses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3 – ELT Program Description

**Target Population:** The ELT program for a Renewal School will be offered to all students in the school.

Describe how the school will meet the following SED requirements for an ELT program:

- How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?
- How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
  - Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
  - Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
  - What new content areas and opportunities will be offered to students? How will the school ensure all IEP and language mandates are met during ELT?
  - Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
• What content will be led by pedagogical staff and what content will be led by CBO partners?
• How will the school best utilize CBO partners to impact student achievement?
• How will effective outreach be conducted to families?
• How will programming be made easily accessible to students and families in order to encourage participation?

We have designed the ELT program to be targeted to the needs, skills and interests of all students in the building. Based on data from the incoming 9th graders, students will receive an extra hour of ELA or Math so that students will have a two period Math or ELA period a day. Data will be analyzed based on attendance, progress toward graduation, area of need and interests. The extra hour will consist of the following but not limited to: SAT prep, College Now, PLATO, Algebra prep, English prep, Global History prep, Speech, Calculus prep, U.S History prep, and Living Environment prep. The CBO will provide additional supports such as push in supports, internship program, and remediation.

Our ELT hour is now woven within our school day. Teachers have the option of working a 1 to 8 or 2 to 9 schedule.

**How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?**

Administration will provide teachers with professional development in which they will learn new strategies to help them create lesson plans and present lessons that integrate academics, enrichment and skill development through hands-on experiences that make learning relevant and engaging.

**How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?**

CIS will work collaboratively with the school to implement an ELT schedule that best fits within the school schedule. ELT will occur within the school day during 9th period on student schedules. The ELT and enrichment courses will be viewed as any other class with class attendance viewed as expected and mandatory. Through the needs and asset assessment, CIS will identify internal human resources before hiring external resources by surveying and interviewing teachers to identify areas of interest they may have in providing some of the ELT and enrichment activities in order to provide instructional consistency for the students. For example, a DOE Math teacher may have experience and interest in co-facilitating a boys group or Rites of Passage Group with a CIS Counselor in addition to teaching his regular math courses.

**How will CBO staff, Administration, and the school’s teachers offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.**

CIS will survey the students of Brooklyn Collegiate to obtain their areas of interest prior to scheduling enrichment activities. The data findings from the surveys will be used to inform the activities offered to the students. Enrichment activities will be developed to include related field trips, guest speakers, and other incentives to maximize student interest and attendance. Depending on the variety of activities selected by the students, most enrichment activities can be showcased in a culminating end of year event allowing students to showcase their work and dedication to the enrichment activity throughout the year. By captivating student interests to inform activity offerings scheduled during or at the end of the school day, there will be an increase in students’ overall attendance by providing them with an incentive to attend school for the day in order to participate in these courses. This will then impact a reduction in grade retention and increase the likelihood of graduation.
How will CBO staff, Administration, and the school’s teachers actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

CIS counselors and Single Shepherd staff will work collaboratively with the teachers of the ELT courses to help identify students with unique learning needs and work collaboratively with both the teacher and student to design a plan to address those needs to maximize the student’s ability to excel in that class. Counselors may also push in to ELT classrooms that need additional co-facilitation to address student needs. Student interest surveys provided at the beginning of the school year will aim to capture student interests including interests not offered in a traditional school setting. Programming will be created to incorporate the largest areas of interest within the student body. Program evaluation and student attendance will be monitored regularly to make adjustments where necessary.

What new content areas and opportunities will be offered to students?

We have added the following AP classes to our college and career preparatory course index:

* Computer A
* Literature
* Speech
* Music
* World History
* Biology
* Statistics
* Calculus
* Seminar
* American History

How will CBO staff, Administration, and the school’s teachers create a program that contains components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

CIS, in collaboration with the school, will offer a range of ELT courses to students aimed at addressing their most significant academic needs. Teachers and Administration have identified the need for ELT offerings to include homework help, test-taking and study skills, SAT and Regents Prep, and tutoring. CIS Counselors will work collaboratively with teachers to offer social emotional support and activities in the ELT classroom setting to promote social-emotional learning. Enrichment activities will also promote social emotional learning. CIS Counselors will work with the activity instructors to increase their social-emotional vocabulary and utilize youth development approaches.
in addition to tying all enrichment activities to academic instruction in the classroom. Art and music programs will be provided by SASF.

How will CBO staff and school Administration ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Brooklyn Collegiate will fill core academic subject courses with NYS certified teachers from Brooklyn Collegiate. Any teaching staff hired outside of Brooklyn Collegiate staff will be required to provide the necessary DOE required credentials. All candidates will participate in a rigorous interview process with CIS including a DOE background check, fingerprinting, reference checks and license and accreditation checks prior to their appointment within a position at a school.

How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?

CIS staff will attend the scheduled PD’s on Wednesdays at the school to further their professional development. CIS will work collaboratively with the school to schedule periodic PDs for CBO partners and school staff focusing on social-emotional learning and youth development approaches in the school setting.

How will outreach be made to families?

CIS will work collaboratively and in partnership with school administration to identify various methods of outreach to parents. The CSD will work directly with the Parent Coordinator to increase methods of outreach to parents to improve their awareness and engagement in their children’s academic achievement. Methods of outreach will include parent workshops, forums, events, focus groups, surveys and letters home to ensure parents are actively involved and notified of all aspects of their child’s education.

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### Part 4 – ELT Program Implementation and Oversight

#### Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.

2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

3. How will the school assess the impact of ELT on individual student achievement and social emotional development?

The ELT program will be implemented and overseen by the Community School Director and the Principal supported by the Assistant Principal and School Renewal Team. Other key personal will include guidance counselors. ELT will be embedded within the school day, Monday thru Friday. The program’s impact and success will be monitored and evaluated through data points such as attendance, monthly regents assessments and student scholarships, in order to determine whether movement is being made toward achieving benchmarks.

#### Part 4b. Timeline for implementation and completion, including start and end dates.

Timeline for implementation and completion:

Start Date: 09/2018

End Date: 06/2019

---

### Part 5 – ELT Budget and Resource Alignment
Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- Allocate funds for Teacher per session
- Allocate funds for Teacher 6th period payments
- Allocate funds for principal/Supervisory per session
- Allocate funds for supplies
- Allocate funds for trips
- Allocate funds for test prep supplemental material

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

<table>
<thead>
<tr>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 6 – ELT Progress Monitoring

Part 6a. 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks

**Mid-Point Benchmark(s) Timeframe**

At the end of November 2018, student performance data will be analyzed to determine effectiveness and need for additional resources during ELT. Teachers and students will also be surveyed. This activity will be repeated at the end of January 2019 and March 2019.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Attendance rate, Regents completion rate

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

1. The CBO will support BC to monitoring and improvement of attendance for Brooklyn Collegiate’s chronically, periodically and long term absent students across all grades; thereby, increasing the school’s daily attendance rate to at least 87% and to at least 87% overall by June 2019.

2. The CBO with BC will increase parent outreach, engagement and support by increasing the number of workshops to 10 by June, home visits to at least 50 by June, and family counseling to include at least 20 families by June 2019.

3. By June 2019 the CBOs, deans, guidance counselors, the parent coordinator, teachers, administrators, and parents, will work collaboratively to increase parent communication around building a college and career culture as evidenced by a 24.9% college and career preparedness course index.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

List of Renewal Benchmarks expected to improve
- College and Career preparatory index
- Improvement of four year graduation rate.
- Progress towards years' two and three graduation rates.

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling in Schools</td>
<td>vulnerable youth, families</td>
<td>Counselling sessions, mental health workshops, enrichment activities, attendance outreach</td>
</tr>
<tr>
<td>NY Edge</td>
<td>All students</td>
<td>Providing extracurricular activities and enrichment</td>
</tr>
<tr>
<td>AIM</td>
<td>Athletes</td>
<td>Study skills</td>
</tr>
<tr>
<td>Catholic Charities</td>
<td>All students</td>
<td>Counselling sessions</td>
</tr>
</tbody>
</table>

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.
1. Renewal Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. As of July 2015 B.C. has partnered with Counselling in Schools and has hired a community school director. We will continue with this partnership for the upcoming academic year.

2. Expanded Learning Time has been embedded into the school day. Students carry a 1 to 9 period schedule. The CBO will continue to provide support. The Lead CBO staff will support teachers by providing push in services in the classroom. Individual, group and family counseling sessions throughout the school day. Additionally, monthly mental workshops will be held on topics such as self-esteem, teen dating and body image. Mental health support will also be provided to staff such as "Wellness Day."

3. The CSD along with the Parent Coordinator will facilitate monthly parent meetings and forums in addition to school-wide town hall meetings. They will push to increase parent attendance at SLT and PTA meetings. There will be several options utilized to gauge parent feedback including surveys, one-on-one meetings, focus groups, etc. Additionally, a Parent Resource Center was created, which includes community resources, computer and printing access for parents and a resource library.

4. Weekly meetings have been established between the Assistant Principal, CSD, CBOs, key staff and Principal. Data tracking and training (referenced in the question) will be turn keyed to all necessary school staff. Information learned through the implementation of the data tracking and provided trainings will be used to inform best practices utilized at the school and programming adjustments will be made as necessary.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Key Staff and Partners
1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

1. Who will implement the Community School program? Who will oversee the program?

- The CSD will be the main liaison between the school and the CBO and responsible, along with the school, for implementing and managing the Community School Program. The CSD will oversee program staffing with the support of the CBO’s off-site Program Director and Clinical Director.
2 Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.

- School Principal, APs, Parent Coordinator, School Social Worker, Guidance Counselor, CSD, other CBO partners, CIS Program Director and Clinical Director

3 If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).

- The CSD will oversee multiple CBO partnerships providing ELT services. The CSD will also facilitate monthly CBO meetings to ensure all CBO’s are running programming effectively and all are on the same page. The CSD will then facilitate a follow-up meeting with school administration to provide feedback about progress and challenges within the ELT programming and service implementation.

4 Explain how you will evaluate the program to assess its impact on student achievement.

- The program will be evaluated by assessing student data through student report cards, progress reports, class observations, teacher reports, school attendance, and targeted parent surveys.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

- Additional staffing to address mental health needs
- Linkages to CBOs for ELT classes (SAT Prep, etc)
- Necessary materials and instructional supplies for ELT classes
- Teacher schedule adjustments??
- School bell schedule adjustment needed

**Part 3c.** Timeline for implementation and completion, including start and end dates.

- 7/1 On and off-site planning and preparation by CSD; deepening community partnerships
- 9/4- all other staff begin employment/service implementation begins on first day of school

**Part 3d.** Mental Health Work Plan

Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
**Section 8: 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Baseline Writing assessment, Regents, Teacher Made Unit Test Results, Scholarship Report; Gates-MacGinitie Reading Tests</td>
<td>Resource Room (SETTS)/academic Intervention Services (AIS) Provider Close Reading, Non-Fiction Reading Speech – identified students receive speech and language skills At Risk 9th - 12th Graders receive content Regents Prep classes</td>
<td>8:1 8:1 Small Group</td>
<td>Monday – Friday, 1 Period /Day Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA) Monday – Friday during school. Wednesday, Thursday, Friday after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report</td>
<td>Resource Room (SETTS)/academic Intervention Services (AIS) Provider Close Reading, Non-Fiction Reading Students NOT on track to graduate use the APEX software program for Credit Recovery Classes At Risk 9th - 12th Graders receive content Regents Prep classes</td>
<td>8:1 Small Group</td>
<td>Monday – Friday, 1 Period /Day Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA)</td>
</tr>
<tr>
<td>Subject</td>
<td>Diagnostic Assessments, Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report</td>
<td>Resource Room (SETTS)/Academic Intervention Services (AIS) Provider</td>
<td>8:1</td>
<td>8:1</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----</td>
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</tr>
<tr>
<td>Social Studies</td>
<td>Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report</td>
<td>Resource Room (SETTS)/Academic Intervention Services (AIS) Provider</td>
<td>8:1</td>
<td>8:1</td>
</tr>
<tr>
<td></td>
<td>Close Reading, Non-Fiction Reading</td>
<td>Speech – identified students receive speech and language skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Risk 9th-12th Graders receive content Regents Prep classes</td>
<td>At Risk 9th-12th Graders receive content Regents Prep classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>JEP</td>
<td>Individual and/or group counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ERSSA Requests</td>
<td>At Risk students</td>
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</table>
**Section 9: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

<table>
<thead>
<tr>
<th>Number of Students in Temporary Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

2. Please describe the services you are planning to provide to the STH population.

   In collaboration with Counselling in Schools families will be provided with assistance with housing placement. Additionally, students will be provided with all needed materials for school; inclusive of school supplies, (metro-cards or school bus), uniforms, and access to school-wide meal plan. All STH students will receive assistance and placement with employment. Additionally, students will receive individual and family counselling.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

<table>
<thead>
<tr>
<th>Number of Students in Temporary Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Students will be provided with counselling and academic intervention.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

n/a
Section 10: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[X ] Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The following strategies and activities are used to recruit, retain, assign and support Highly Qualified Teachers to ensure that current staff remain highly qualified:

- Teacher common planning and inquiry team meetings, common preps, and committee’s that focus on providing teaching, learning, and assessment in the classroom which promotes student growth in knowledge of the discipline and students ability to analyze, synthesize, and critically evaluate the content under study.

- Team Building and Incentives.

- Weekly common planning and inquiry meetings that focus on common core learning standards, citywide expectations, best practices, Danielson Framework for Teaching, and data driven instruction.

- Administrative frequent short cycle and formal observations ensure that:
  - Academic rigor is evident in curriculum mapping documents, lesson plans, teacher practices, teacher delivery of lessons.
  - Teacher questioning techniques encompass higher order thinking questions and on-going assessment of student learning.
  - Students are engaged and that differentiation of instruction is evident based on lesson plans, grouping, assignments, etc.
  - Teachers are using data to drive instruction.

- Administrative feedback to teachers at post-observation conferences.

With the principal and assistant principal will attend City-wide job fairs to recruit candidates. Additionally, content area coaches will come in once/twice a week to work with teachers individually to meet their professional
development needs. A mentor will be assigned to new teachers for pedagogical development. A partnership has been forged with Brooklyn College whereas we host student teachers each semester. The college in turn refers qualified candidates to our school.

2b. High Quality and Ongoing Professional Development

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

- On-going professional development workshops that support teachers in building the capacity necessary to make instructional adjustments to their practices. Educational Consultants and assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.

- A school-wide professional development plan that focus on improving classroom environment, teacher effectiveness, use of data, planning instruction, student achievement, and transparent assessment of students.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Scheduled common planning and inquiry team meetings and committee meetings will be used by teachers and administration to facilitate team building, to make decisions, provide professional development, collaborate, develop curriculum, analyze data, and review student work, assessment results, and lesson plans. Specific areas they will address are:
- Coherency in school-wide goals, activities, initiatives, etc.
- How to implement a system of continuous evaluation of instructional goals and practices.
- The school grading rubric and standard assessment measures for each grade/content area of instruction.
- A schedule for professional development including but not limited to data analysis, Danielson, use of school software programs, CCLS, etc.
- Next steps in implementing measures to ensure that the use of data/assessment will impact teacher effectiveness and student outcomes.
- Identifying supplemental resources and school-wide assessment tools based on student needs.
- Review and revision of lesson plans, curriculum maps, units of study, and academic tasks.
- Review of student Work.
- Identifying the needs of ELL’s, STH, SWD’s, and the lowest third.
- Analysis of student assessment data from various sources including but not limited to periodic assessments, regents prep testing, APEX reports, PSAT results.
- Identifying professional development needs
- Assessing the effectiveness of professional development activities.

### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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 consolidated. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>226,505</td>
<td>X</td>
<td>5,6,9</td>
<td></td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Title II, Part A
- **Federal**: 0

### Title III, Part A
- **Federal**: 0

### Title III, Immigrant
- **Federal**: 5,278

### Tax Levy (FSF)
- **Local**: 2,011,832

#### Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

2The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding**: To 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 standards.
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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Brooklyn Collegiate</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brooklyn Collegiate</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

● 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
<tr>
<td>• holding an annual Title I Parent Curriculum Conference;</td>
</tr>
<tr>
<td>• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</td>
</tr>
<tr>
<td>• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;</td>
</tr>
<tr>
<td>• supporting or hosting Family Day events;</td>
</tr>
<tr>
<td>• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;</td>
</tr>
<tr>
<td>• encouraging more parents to become trained school volunteers;</td>
</tr>
<tr>
<td>• providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;</td>
</tr>
<tr>
<td>• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brooklyn Collegiate</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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</td>
</tr>
</tbody>
</table>
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: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1\textsuperscript{st} 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the Every Student Succeeds Act (ESSA) and Title I programs;
## II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

## III. Student Responsibilities

**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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Brooklyn</td>
<td>493</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn Collegiate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Heather Newman</th>
<th>Assistant Principal</th>
<th>Vernessa Minto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>type here</td>
<td>Coach type here</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Gretchen Desir</td>
<td>School Counselor</td>
<td>Winifred Lyte-Reynolds</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Gerard Pierre-Louis/Special Ed</td>
<td>Parent</td>
<td>Malamg Bayo</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Tameika Glen/English</td>
<td>Parent Coordinator</td>
<td>Susan Rambjahan</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Donna Durant-Fuller</td>
<td>Field Support Center Staff Member</td>
<td>Michael Lee</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Donna Conyers</td>
<td>Other (Name and Title) type here</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
<th>Number of certified bilingual teachers who are currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>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]</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<tbody>
<tr>
<td>Total</td>
<td>271</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☑</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☑</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
<td></td>
<td></td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to 23K493. The Pupil Personnel Staff, administers the HLIS. If the HLIS indicate a language other than English (or the parent indicates that the student has been out of the New York state schools system for more than 2 years or never before), then the Pupil Personnel Staff, notifies the ELL teacher. The ELL teacher conducts an informal interview with the parent in their native language and or English. The formal initial assessment is conduct by the ELL teacher and/or the Test Coordinator. The NYSIITELL is administered within 10 days of enrollment. The teacher uses the State designated level of proficiency on the NYSIITELL to determine if the student is eligible for either Freestanding ELL, Transitional Bilingual Education or Dual Language services. Using the NYSESLAT, the ELL teacher annually evaluates ELLs, in accordance with the test coordinator’s directives and the established procedures and policies outlined by the NYSESLAT guidelines. We also look at the...
previous NYSESLAT scores if there is any. This data gives us insights into the student’s ability and potential. Paste response to questions here:

2. What structures do you have in place to support this effort?
   ELLs are provided with differentiating instruction, which consist of vocabulary build up, assignments, class presentations, grammar building, support in phonetics, listening, reading, writing, and speaking activities. Formally leading to ELLs progressing in English proficiency.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The results of the NYSESLAT test is used by the ELL teacher to identify students modality. For new students the NYSIIETEL test is administered and evaluated. Based on test results supplementary work is given such as the Achieve 3000 program. The lexile test that is available in the Achieve 3000 program is used to determine the reading level for each ELL student. Based on results of LAB-R, NYSESLAT test, teacher-made interim assessments, student conferences, teacher observation and collaboration, SMART goals an academic plan is established for each student to address any deficiences identified during testing. Due to the low nuber of ELLs (4) ther is no AYP goal.

Our students are serviced using a Freestanding ENL pull-out model. During pull-out, the students are instructed in an ELL classroom in heterogeneous (mixed proficiency levels) groups of no more than 15 students. The mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154. Explicit ELL instruction is delivered in the freestanding ELL program. The teacher makes extensive use of ELL and content area materials. There is also an intense look and analysis of all reports and formal assessments. Goals are evaluated and in keeping with our ultimate goal finality comes when a student graduates from the program and enters college and is able to cope at this level. Students are therefore encourage to keep in touch and they do. The success of our ELL program is evaluated based on test scores and student progress on ELL test, regents, and graduation rate.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once the data is gathered the information collected is incorporated in the instructional process and into the classroom practice. Using this data the information collected helps in adjusting teaching, and learning for the following terms. This data informs the teacher about the students understanding, so timely adjustments can be made in ensuring that students achieve targeted standards and learning goals at a timely fashion.

5. How does your school use 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.] below NA

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   During the 2016-2017 school year 3 out of 13 students achieved the fifth level, proficient/commanding on the NYSESLAT test. Although these students have tested out the ELL teacher continues to service them in collaboration with their content area teachers. ELL students have also shown language proficiency growth in the 2017 NYSESLAT test by moving up at least one or two levels.

   Based on the results of the NYSESLAT test the patterns across performance levels indicate that even though most of our Ells are long term Ells, and still have problems with mastery regarding comprehension of informational texts. There is a significant problem with vocabulary, but the exam also indicates that students are progressing in the cognitive language proficiency skills needed to improve academically.

   As per the NYSESLAT data across proficiency levels of 11 ELL students scored above their previous level in the speaking section. 10 students showed an increase in the listening section, 10 students increased their scores in the reading section and 10 students showed an increase in the writing section. 3 students moved from the advanced level to the proficient level
on all performance levels from the previous year. Our assessment indicates that students need vocabulary enrichment, close reading practice, and additional analytical strategies in order to show more significant movement.

Ells have been provided with:
- Dictionaries in their native language.
- Translators and dictionaries to assist in comprehension
- Periodic tests that mirrors the NYSESLAT test
- Encouraged to use their native languages and experiences
- Laptops to do assignments, research, etc.
- Achieve 3000 reading program

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The structure that is used to disseminate these findings and make adjustments to our programs take place during professional development meetings. ENL along with content area teachers meet and look over the methods used and modify current practices based on student needs.

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### Part IV: ELL Programming

### 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.
      - Free standing ELLs are provided instruction in English with home language support. ENL skills are integrated in the lessons and student activities in the content area of instruction. We use a pull out model by which students receive the designated number of ENL instructional hours. The ELL teacher also collaborates with the classroom teachers to include activities and tasks in content area lessons for ELL students.
   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 in ENL are taught in English using ELL strategies, methodologies, and native language support for specific amounts of time as determined by the NYSESLAT or NYSITELL test.

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.
   - Core content is delivered in English. A direct instruction approach is used in all classrooms. Resources and textbooks/workbooks are aligned with the common core learning standards. Content area teachers use a variety of strategies including kinesthetic and tactile responses, web-quests, and group work.
The focus is language acquisition with a focus on grammar and writing. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing. Data from regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays which mirror the tasks on the English regents. Classes are heavily novel based. Novels are taught using QTEL strategies. ELL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students.

Based on test results the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as, teacher-made test, Regents Prep tests, and reading assessment tests. There is also ongoing collaboration between the ESL teacher and the content area teachers regarding curriculum, best practices, and establishing multiple entry points.

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

ELL students are informed that they can take their content area exams in their home language. If a Hispanic student scores below proficiency in his or her NYSITELL test they are allowed do the Spanish Lab R in their native language. All ELL’s are provided with dual language dictionaries if applicable.

5. 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

Plan for ELLs in school 4-6 years/Newcomers & Developing ELL students:
Based on results of NYSITELL, NYSESLAT test, ITT interim assessments, student conferences, teacher observation and collaboration
SMART goals are established for each student. The objective is to provide students with the support and strategies they need for academic and transitioning out of ENL.

Plan for ELLs in school 6 years completed or more / Long Term ELL students:
Our plan for long term ELLs is to focus on intensive parental involvement through our parent coordinator. They will also be fully served by the ENL teacher in a push-in and pull-out model. These students will be encouraged to attend our after school program where they can receive additional assistance. If these strategies do not prove adequate we will investigate the availability of community support groups, peer-peer tutoring or other after school programs.

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

6. 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?

There is great emphasis in teacher common planning meetings and inquiry team meetings on modifications to curriculum and lesson plans so that we provide multiple points of entry and differentiation for ELL-SWDs to achieve their IEP goals and content mastery. Software programs such as Plato Credit Recovery Program, Achieve 3000, Kahn Academy, etc. are used to provide differentiation and an additional modality.
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

   We have implemented an ICT model for all SWD students including Ell’s.

8. 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.

   Intervention Programs for ELLs (AIS):
   The ELL teacher provides academic intervention for all ELL students in English during periods 7 and 8th two times per week and after school from 3:45pm until 5:00pm, Monday through Friday. In addition ELLs attend the 9th period “Expanded time Reading/Writing Program” Monday through Friday.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

   Teacher teams will collaborate and plan revisions of curriculum, units of study, and academic tasks with multiple points of entry to address the needs of ELLs, the lowest third, and SWDs. Curriculum revisions/modifications will be designed to cognitively engage a diversity of learners i.e. ELLs and SWD’s.

10. If you had a bilingual program, what was the reason you closed it?

    We are continuing all of our programs for ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    ELL’s are given the same opportunities to participate in all school activities, initiatives, and programs as general education students.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

    Instructional materials for ELL students include ELL grammar books, modified novels, modified readers, multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers, leveled readers, phonetics building, bilingual Regents glossaries, LUX 3 translator device and NYSESLAT prep books.

    Content area materials include ELL modified lesson plan teacher’s aides and modified texts. Novels and oral histories based on the immigrant experience are also used to activate students’ prior knowledge. Teachers utilize relia and visuals to reinforce content and vocabulary.

    Graphic organizers, movie clips, and picture books are used to scaffold lessons for ELLs. Moreover, teachers use a variety of strategies including kinesthetic and tactile responses, web-quests, and group work. The focus for our students is language acquisition with a focus on grammar and writing. ELL is taught through a project based curriculum. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing.

    Data from regents exams, and state tests i.e. NYSESLAT will be used to drive instruction. Students also write essays which mirror the tasks on the English regents. Students read op-ed articles from the New York Times to build reading and writing skills. They receive homework nightly and also make oral presentations and write research papers related to topics from the class texts. Students are also taught through exposure to current events in order to expose them to the culture, history, and life in the US.

    Classes are heavily novel based. Novels are taught using QTEL strategies. ELL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students. There is also support and accomodations for Ells up to two years after they have tested out of the program.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Home language support is provided through school staff that speak the native language of the student/family. In addition all correspondence is written in the parents native language. Students also have access to Lux 3 translation device, which assist them in language communication, writing, grammar, sentence frames, etc.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Currently we have an ELL teacher and 21 ELL students. We use a freestanding ELL model. We provide differentiated instruction for ELLs based on the results of the NYSESLAT and NYSIITELL test. The ELL teacher identifies the modality for each of our 21 students. The results of the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as Regents Prep tests, teacher-made tests, and on-going collaboration between the ELL teacher and the content area teachers. They also work collaboratively to create lesson plans with multiple entry points that include strategies specifically geared to meeting the needs of our ELL students.

The mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154. Explicit ELL instruction is delivered in the freestanding ENL program. The teacher makes extensive use of ELL and content area materials. The CR Part 154 mandates are addressed in the instructional plan for language development. The ELL teacher prints out the RLAT report weekly. Students are given the amount of classes allocated according to their proficiency level. The ELL teacher also prints out the RLER report, which tells which students need to take the NYSIITELL test. Students are placed in the appropriate class according to their proficiency level.

The ELL teacher works with the school programmer to ensure that we provide all students with their mandated instructional minutes. High school students on beginning level receive 560 minutes of instruction and high school students on the intermediate level receive 360 minutes of ELL instruction per week. New ELL students receive instruction based on NYSIITELL results. Advanced ELL students in high school receive 180 minutes per week as required.

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Instructional materials for ELL students include ELL grammar books, modified novels, modified readers, multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers, leveled readers, bilingual Regents glossaries, LUX 3 translator device and NYSESLAT prep books.

Content area materials include ELL modified lesson plan teacher’s aides and modified texts. Novels and oral histories based on the immigrant experience are also used to activate students’ prior knowledge. Teachers utilize reading and visuals to reinforce content and vocabulary.

Graphic organizers, movie clips, and picture books are used to scaffold lessons for ELLs. Moreover, teachers use a variety of strategies including kinesthetic and tactile responses, web-quests, and group work. The focus for our students is language acquisition with a focus on grammar and writing. ELL is taught through a project based curriculum. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing.

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Classes are heavily novel based. Novels are taught using QTEL strategies. ELL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students. There is also support and accommodations for ELLs up to two years after they have tested out of the program.

16. 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).

Newly enrolled ELLs start off the school year with a welcome orientation for both students and parents. This orientation familiarizes the students and parents with the school and the supports that are available for ELLs and their families. The ELL Orientation is facilitated by the ENL teacher, the guidance counselor, and the parent coordinator. Our parent coordinator is available to parents throughout the transition process and continues the ELL orientation as new students arrive throughout the school year.

17. What language electives are offered to ELLs?
Mandarin is offered as an elective in the school.

18. 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

### 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 and non-pedagogic staff.) 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?

In addition to the professional development training that is provided for all teachers on Monday's from 2:30 pm - 3:45 pm the ELL teacher is scheduled to attend DOE workshops as announced. There is on-going professional development provided to teachers three times a week using the WestEd model for language acquisition. Teachers, administrators and support staff learn to scaffold complex text using strategies such as jig-saw, think-pair-share, and collaborative team posters.

**PROFESSIONAL DEVELOPMENT PLAN FALL 2017**

**DATES TOPICS GROUPINGS**

**September**

**Topic: Data Wise**

Tues Sept 5th Data Wise Immersion Vertical

WED Sept 6th Emergency Response Whole Group/Horizontal

MON Sept 11th Organizing for Collaborative Work Whole Group/Horizontal

TUES Sept 12th Data Entry/Development of Skills Bank Vertical
THURS Sept 14th The Notebook as an Assessment Tool

MON Sept 18th Building Assessment Literacy Whole Group/Horizontal

TUES Sept 19th Unpacking the Regents/SMART Goals/Teachers and Students

MON Sept 25th Creating a Data Inventory Whole Group/Horizontal

TUES Sept 26th Creating Test Sophistication Unit Vertical

THURS Sept 28th Review of WiT Strategies Vertical

October
Topic: Student Engagement

MON Oct 2nd Lesson Planning (Domain 1): Checks for Understanding Whole Group/Horizontal

TUES Oct 3rd Checks for Understanding: Lesson Study Vertical

THURS Oct 5th DOK: Questioning the Text: Lesson Study Vertical

TUES Oct 10th HESS Matrix: Lesson Study
All students will be exposed to pre-AP close reading strategies in all content areas to synthesize, evaluate, and analyze a variety of fiction and non-fiction texts.
All students will be exposed to pre-AP strategies in all content areas measured by an increase in students’ writing stamina on teacher created mid-term and final writing assignments. By evidenced in student work product, teachers will maximize student engagement by differentiating rigorous content using the QTEL/pre-AP strategies to scaffold students’ ability to participate in various learning activities.
Commented [1]: Each topic will have a uniform staff template, survey, and evidence of lesson-planning and student work product.
Each dept. will be held accountable to showcase work
Commented [2]: Each topic will have a uniform staff template, survey, and evidence of lesson-planning and student work product.
Each dept. will be held accountable to showcase work

THURS Oct 12th Actionable Feedback: Lesson Study Vertical

MON Oct 16th Reviewing WiT: Paragraph Writing Whole Group/Horizontal

TUES Oct 17th Quick-write Vertical

THURS Oct 19th Techniques for questioning and student to student discussion: Think-Pair-Write Vertical

MON Oct 23rd Accountable Talk: Socratic Seminar Whole Group
TUES Oct 24th Inquiry Grade Level

THURS Oct 26th Socratic Seminar: Lesson Study

MON Oct 30th Data Wise: Dig into Student Data Whole Group

TUES Oct 31st Inquiry Grade Level

November
Topic: ASSESSMENT (Domain 3d)

THURS Nov 2nd Essential and Guided Questions Vertical

MON Nov 6th Data Wise: Examining Instruction Whole Group/Horizontal

TUES Nov 7th Chancellor’s PD/ Develop Departmental Midterm Exam Vertical

THURS Nov 9th Finalize Departmental Midterm Exam Vertical

MON Nov 13th (Data Wise) Reviewing Midterm Data/Developing an Action Plan Whole Group/Horizontal

TUES Nov 14th Inquiry: Looking at Student Work Vertical

THURS Nov 16th Inquiry: Lesson Study Vertical

MON Nov 20th Data-Wise: Assessing Progress Whole Group/Horizontal

TUES Nov 21st Inquiry: Looking at Student Work Vertical

MON Nov 27th Data Wise: Act and Assess Whole Group/Horizontal

TUES Nov 28th Inquiry: Looking at Student Work Vertical

THURS Nov 30th Inquiry: Lesson Study Vertical

December
Topic Questioning (Domain 3b)

MON Dec 4th Techniques for questioning and student to student discussion: Think-Pair-Write Whole Group/Horizontal

TUES Dec 5th Inquiry Grade Level

THURS Dec 7th Techniques for questioning and student to student discussion: Lesson Study Vertical

MON Dec 11th Scaffolded Questioning for Open Ended Regents Work Whole Group/Horizontal

2018-19 RSCEP-R
English language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and read lesson are aligned to the common core learning standards. Language functions and structures are taught within the context of the lesson. The instructional components are based on the New York State ELL standards 1-5. The teacher makes extensive use of modeling and scaffolding strategies to aid students in language acquisition. To address pre-reading during reading skills, and after reading skills the ELL and classroom teachers employ strategies such as modeled reading, skimming, scanning, re-reading for detail, summarizing, read aloud, etc. Graphic Organizers are used to aid in language acquisition and writing. For more advanced students, research activities across the content area are incorporated in the lesson to aid with writing skills and reading comprehension.

As stated above teachers are developed using the WestEd strategies for language acquisition. Professional development is carried out whereby teachers assume the roles of students using the workshop model. The facilitator provides a mini-lesson/focus for PD and then models strategy, after the model teachers are then asked to practice the strategy modelled. Additionally, teachers meet during strategic inquiry to create/modify lessons and units where the best practices are infused.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include
how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

The ELL teacher in conjunction with the guidance department meets with the teachers to advise them and collaborate on programming needs for ELL students transitioning from Middle School to High School. In addition to the high school ELL program students meet with their guidance counselors at least once a week in a one to one advisory session. During these sessions students learn time management and study skills in an effort to increase their level of success.

On-going professional development is provided by the DOE Office of ELL. The ELL teacher provides support to content area.

The ELL teacher attends weekly departmental head meetings and is a member of the Inquiry Team. Our entire staff including guidance counselor, secretary, assistant principal, and teachers receives ELL professional development. Differentiated instruction, scaffolding, language support, vocabulary building, and process words are professional development topics. ELL training is provided throughout the year for all the staff during common preps, study groups and during monthly professional development workshops throughout the year in excess of the required 15% of total hours for all teachers and 50% of total hours for the ELL teachers per year. The main focus is on how to address the needs of our ELL students in the content area of instruction.

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?

   During parent engagement which is held once a week, the ENL and content area teachers telephone and arrange meetings with the parents of ELL's. If needed translation services are arranged beforehand.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.** Under the community based school (CSC) initiative the CBO, Counseling In Schools in collaboration with Brooklyn Collegiate staff will implement measures in which continued outreach will be conducted to get to know students’ families on a more individual basis. These relationships and the knowledge gained from them, will become the basis for establishing increased parent engagement and participation for all students including ELLs.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Heather Newman, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** Brooklyn Collegiate  
**School DBN:** 23K493

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Newman</td>
<td>Principal</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>Vernessa Minto</td>
<td>Assistant Principal</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>Susan Rambhajan</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>Gretchen Desir</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>Malamg Bayo</td>
<td>Parent</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>Gerard Pierre-Louis</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>Tameika Glen</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Winifred Lyte-Reynolds</td>
<td>School Counselor</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>Donald Conyers</td>
<td>Superintendent</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>Michael Lee</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/16/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other _____</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other _____</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other _____</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td>Desir</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

To determine the oral and written translation needs of the school the Parent Coordinator that enrolls students and gathers Pupil Personnel information collaborates with the ENL teacher. They review the Home Language Identification Survey, CR Part 154 report, and conduct a parental needs survey during registration. Information is also gathered during the ESL Parent Orientation meeting that is held at the beginning of the school year. The home language survey results and information provided by the parents at the ELL parent orientation is recorded on the students “Emergency Blue Card” and in the students “Cumulative Records Folder”, and updated in the ATS system.

For each parent whose primary language is a covered language and who require language assistance services is given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and
interpretation services. A sign in each of the covered languages, is posted at the entrance of the school indicating the availability of interpretation services.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>100%</td>
<td></td>
<td>English</td>
<td>100%</td>
</tr>
</tbody>
</table>

For our twenty-one ELL students the preferred language for both written and oral communication is English. This was determined based on a review of the Home Language Identification Survey, CR Part 154 report, and the parental needs survey conducted by the Parent Coordinator during student registration and during the ENL Parent Orientation meeting that was held at the beginning of the school year. The home language survey results and information provided by the parents at the ELL parent orientation is recorded on the students “Emergency Blue Card” and in the students “Cumulative Records Folder”, and updated in the ATS system.

Parents whose primary language is a covered language and who require language assistance services are given a copy of the Bill of Parent Rights and Responsibilities. The Parent Coordinator and/or the ENL teacher review the parent(s) rights regarding translation and interpretation services. A sign in each of the covered languages, is posted at the entrance of the school indicating the availability of interpretation services.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services
1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Parent Coordinator facilitates the translation of documents in other languages. The Home Language Survey is reviewed to ensure that parents who require translation are identified. All documents that are backpacked home, i.e. Regents test date announcements, parent handbook, SAT test date information, letters from teachers, parent newsletter, special events, Skedula notices, etc.. Google translator and in-house staff are used to translate documents.</td>
<td>9/8/17</td>
<td>Translation will be done by staff that speak the required language and when necessary DOE interpreters will be solicited.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Teacher Curriculum Night - September</td>
<td>9/28/17</td>
<td>Interpretation services will be provided by staff and when needed through the DOE Interpretation Services.</td>
</tr>
<tr>
<td>Parent Teacher Conferences - November, March,</td>
<td>9/28/17, 10/9/17, 10/10/17, 3/8/17, 3/9/17</td>
<td></td>
</tr>
<tr>
<td>Teacher Telephone Conferences held every Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance Counselor/Attendance Teacher telephone conferences on an as need basis.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency we implement the following:

* Parent Coordinator/ENL teacher contacts each ELL parent by phone/cell phone

* Information is posted on Skedula, eCHALK - School Website, and GoEnnounce Student Social Media Accounts

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

To ensure that all staff members are aware of the policies and procedures and available resources regarding interpretation and translation for ELLS Chancellor’s Regulation A-663 was reviewed during the first professional development session for teachers and staff on September 7, 2017.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Parents identified as requiring translation services receive written directions on how to contact the Parent Coordinator for oral interpreter services. During the Parent orientation meeting and new student registration ELL parents are given a copy of the DOE "Bill of Parent Rights and Responsibilities in their native language, if available which includes their rights regarding translation and interpretation.. When necessary all written communication is sent home in in the parents’ preferred language. When necessary interpreters are provided at PTA meetings, parent orientation meetings, etc.

**Part E: Monitoring Provision of Language Services**
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

To gather feedback on the quality and availability of translation services we conduct parent surveys through the PTA, the SLT, parent meetings and phone calls to parents from the Parent Coordinator.